2011-2013 CATALOG OF UNDERGRADUATE STUDIES

The College of Saint Rose
For More Information: www.strose.edu

General Information 518-454-5111
1-800-637-8556

Academic Advising 518-454-5217
Admissions—Graduate 518-454-5143
Admissions—Undergraduate 518-454-5150
Alumni Relations 518-454-5105
Athletics 518-454-5158
Bursar—Student Accounts 518-458-5464
Campus Store 518-454-5245
Career Center 518-454-5141
Financial Aid 518-458-5464
Neil Hellman Library 518-454-5180
Office of Intercultural Leadership 518-454-2050
Registrar 518-454-5369
Residence Life 518-454-5295
School of Arts and Humanities 518-454-2860
School of Business 518-454-5272
School of Education 518-454-5208
School of Mathematics and Sciences 518-454-5140
Security 518-454-5187
Services for Students with Disabilities 518-337-2335
Spiritual Life 518-454-5250
Student Affairs 518-454-5170
Student Solutions Center 518-458-5464
Summer Programs 518-454-5144

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The College’s Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education (USDE). These statistics can be found at the USDE website http://ope.ed.gov/security or can be obtained from the College’s Director of Safety and Security at 518-454-5187 or on the College’s website www.strose.edu/safety.

The College of Saint Rose Admissions Policy for Applicants with Prior Criminal Convictions and/or Disciplinary Dismissals may be obtained from the College’s Admissions office, (518) 454-5150, or on the College’s website http://www.strose.edu/officesandresources/registrar/forms.
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general information
GENERAL INFORMATION

The College of Saint Rose is a dynamic, comprehensive college of 5,130 students (3,048 undergraduates; 2,082 graduates) where teaching is the first priority. Located in the heart of New York State’s Capital District, the College is an independent, coeducational college. Through a strong liberal education curriculum and progressive academic programs, the College serves traditional students and working professionals in 68 undergraduate programs, 45 master’s degrees, and 21 graduate certificates. It is one of six colleges in the United States sponsored by the Congregation of the Sisters of Saint Joseph of Carondelet.

History

The College of Saint Rose was founded in 1920 by the Sisters of Saint Joseph of Carondelet as a Roman Catholic college for women. Its founders selected the name of Saint Rose to honor the first woman saint in the Americas. The primary academic purpose of the College was the full development of the person through a strong liberal arts curriculum. Initially, emphasis was placed on the professional training of teachers and this emphasis was expanded in the early years to preparation for business and other professions.

As needs in the Albany area increased, the College expanded and revised its programs to meet those needs. An evening division was developed in 1946 to meet the needs of World War II veterans and was reinstated in 1974 to respond to continuing education needs. In 1949, a graduate school was added to provide master’s degree programs. Men were admitted to both the original evening and the graduate division and, in 1969, the College became fully coeducational.

In 1970, the Board of Trustees was expanded to include laypersons in addition to the Sisters of Saint Joseph. With the formal transfer of control to this Board, The College of Saint Rose became an independent college sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province.

Mission Statement

The College of Saint Rose community engages highly motivated undergraduate and graduate students in rigorous educational experiences. In the progressive tradition of the founding Sisters of St. Joseph of Carondelet, we welcome men and women from all religious and cultural backgrounds. In addition to developing their intellectual capacities, students have the opportunity to cultivate their creative and spiritual gifts in a diverse learning community that fosters integrity, interdependence, and mutual respect.

The College delivers distinctive and comprehensive liberal arts and professional programs that inspire our graduates to be productive adults, critical thinkers, and motivated, caring citizens. Our engagement with the urban environment expands the setting for educational opportunities and encourages the Saint Rose community’s energetic involvement and effective leadership in society.

Approved by the Board of Trustees, May 2005.

Integrity Statement

Honesty, trust, respect, fairness, responsibility, and the free exchange of ideas form the foundation of integrity that supports the entire community at The College of Saint Rose. Faculty, staff, administrators, and students embrace these ideals in all their interactions and communications. Members of the Saint Rose community are committed to developing and implementing clear and fair institutional policies, standards, and practices, applied equitably and humanely. In keeping with its mission, The College of Saint Rose creates a culture that continually fosters the development of personal integrity and promotes ethical behavior throughout the larger society.

Approved by the Board of Trustees, May 2005.

Statement of Values

The College of Saint Rose values an environment which:

· Promotes academic excellence
· Nurtures respect for and commitment to lifelong learning
· Strives to achieve a caring, diverse community
· Fosters the development of the whole person
General Information

THE COLLEGE OF SAINT ROSE 2011-2013

Empowers individuals to improve themselves and the world around them

Reveres its Catholic history and heritage and respects other traditions

Adopted by the Board of Trustees, May 1994.

Academic Vision

Students at The College of Saint Rose engage in a personalized academic experience in a caring and intellectually stimulating college community. The College’s investments in academic resources create experiences that are characterized by:

- A culture that challenges students to take responsibility for their academic achievement and lifelong learning;
- A curriculum that responds to advances in scholarship and the needs of students and society;
- Academic values that promote critical thinking, knowledgeable use of information resources, effective communication in all media, ethical decision-making and active citizenship in a diverse, just society;
- A faculty committed to excellence in student-centered teaching, scholarship, and creative endeavors; and
- Involvement in campus life and participation in Albany and the larger community.

Accreditation and Memberships

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation:

- The School of Business at The College of Saint Rose, inclusive of its degree programs at the bachelor’s and master’s level, is accredited by the Association of Collegiate Business Schools and Programs
- The Communication Sciences and Disorders program at the master’s level is accredited by The Council on Academic Accreditation in Audiology and Speech-Language Pathology
- The Department of Art and Design at The College of Saint Rose is accredited by the National Association of Schools of Art and Design
- The Department of Music at The College of Saint Rose is accredited by the National Association of Schools of Music
- Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education
- The bachelor’s program in Social Work is accredited by the Council for Social Work Education, a specialized accrediting agency recognized by the Council for Higher Education Accreditation.
- The master’s level School Psychology Program at The College of Saint Rose is approved by the National Association of School Psychologists, a specialized professional association of the National Council for Accreditation of Teacher Education (NCATE), a specialized
accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

**Non-Discrimination Statement**

The College of Saint Rose values diversity and abides by federal, state and local law in admissions, employment and all services and programs provided. It does not unlawfully discriminate on the basis of race, color, sex, religion/creed, disability, age, national/ethnic origin, sexual orientation or any other condition established by law.

**Right to Modify**

Information in this catalog pertains to the 2011-2013 academic years. The College reserves the right to change any requirements and regulations, including fees, schedules, courses and programs. Updates to this information may be found on the College's website at www.strose.edu.

**Campus Visits**

The College of Saint Rose encourages students, parents and school counselors to visit the campus. Arrangements for group admissions information sessions, open houses, admission interviews, campus tours or visits with the admissions team and other College personnel may be made by contacting the Office of Undergraduate Admissions at admit@strose.edu, (800) 637-8556, or by visiting the College’s website at www.strose.edu.

<table>
<thead>
<tr>
<th>Academic Calendar</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>Aug 29</td>
<td>Aug 27</td>
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<tr>
<td>Labor Day</td>
<td>Sept 5</td>
<td>Sept 3</td>
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<tr>
<td>Columbus Day</td>
<td>Oct 10</td>
<td>Oct 8</td>
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<tr>
<td>Advisement Day</td>
<td>Nov 8</td>
<td>Nov 6</td>
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<tr>
<td>Thanksgiving</td>
<td>Nov 23-25</td>
<td>Nov 21-23</td>
</tr>
<tr>
<td>Alternate Schedule</td>
<td>Dec 13-16</td>
<td>Dec 11-14</td>
</tr>
<tr>
<td>Classes End</td>
<td>Dec 16</td>
<td>Dec 14</td>
</tr>
</tbody>
</table>

**Spring 2012**

- Classes Begin: Jan 17
- Martin Luther King Day: Jan 16
- Mid-Winter Break: Mar 4-10
- Advisement Day: Mar 20
- Easter Holiday: April 6-9
- Alternate Schedule: May 4-9
- Classes End: May 9
- Commencement: May 12

**Spring 2013**

- Classes Begin: Jan 14
- Martin Luther King Day: Jan 21
- Mid-Winter Break: Mar 3-9
- Advisement Day: Mar 19
- Easter Holiday: Mar 29-Apr 1
- Alternate Schedule: May 3-8
- Classes End: May 8
- Commencement: May 11

**Summer 2012**

- Begin Summer 1: May 21
- Memorial Day: May 28
- End Summer 1: June 29
- Begin Summer 2: July 2
- Independence Day: July 4
- End Summer 2: Aug 10

**Summer 2013**

- Begin Summer 1: May 20
- Memorial Day: May 27
- End Summer 1: June 28
- Begin Summer 2: July 1
- Independence Day: July 4
- End Summer 2: Aug 9
undergraduate admissions
UNDERGRADUATE ADMISSIONS

Student Categories

Matriculated Student
A student who wishes to earn a degree at The College of Saint Rose should seek admission on a matriculated basis (i.e., on a degree-seeking basis).

Non-Matriculated Student
A student who wishes to take courses but who does not plan to earn a degree at The College of Saint Rose should seek admission on a non-matriculated basis (i.e., on a non-degree-seeking basis).

Freshman First-Year Student
An applicant who has never attended any college or university after graduating from high school.

Transfer Student
An applicant who has graduated from high school and attended another college or university.

Admissions Policy

Students who show evidence of strong academic motivation and the ability to benefit from a challenging liberal arts and professional education will be considered for admission. Admissions decisions are made after careful study of all data available for each candidate, including high school or previous college records, letters of recommendation, personal statements and, for freshmen, scores on at least one of the two recognized standardized tests (SAT or ACT), has been completed.

First-time freshman applicants are expected to complete a strong high school college-preparatory program in order to be admitted to the College. It is also understood that high school records for students who have been out of high school for a long period of time may not reflect present capabilities. The College may review the high school record of a transfer student candidate in light of college-level programs and achievements. Any students wishing to be considered for Title IV Federal Student Aid Program funding must have an official high school transcript with proof of graduation on permanent file regardless of freshman or transfer status.

Successful applicants are evaluated on the basis of strong high school and/or college records, standardized test scores and letters of recommendation. Through submission of essays and interviews, admitted candidates also show strong evidence that they possess other qualities important to The College of Saint Rose community such as:

- a willingness to take responsibility for their own education;
- an interest in taking advantage of the opportunities Saint Rose can provide;
- ability to engage in critical thinking; and
- an active interest in Saint Rose and its surrounding communities.

While the College operates with a rolling admissions policy, the non-binding, Early Action application deadline is December 1 and allows for early notification of admission decisions. Students wishing to be considered for most academic and other scholarship awards must have completed applications postmarked no later than February 1. These are non-binding dates and, if admitted to the College, students will have until May 1 to make their final enrollment decision.

Candidates normally receive a decision on application within two to three weeks from the date on which all credentials are received.

Accepted applicants indicate a decision to attend The College of Saint Rose by completing the Intent to Enroll Form and by forwarding a $300 enrollment deposit if they plan to live on campus, or a $150 tuition-only deposit if they plan to live off campus, by a postmarked date of May 1. For fall enrollment, the deposit is non-refundable after May 1. For spring enrollment, the deposit is non-refundable after December 1.
Students who are offered admission for a given term may request to defer enrollment for one semester only, if capacity allows, by submitting a request in writing to the Office of Undergraduate Admissions.

Saint Rose alumni may sponsor applications for prospective students by placing the alumna/alumnus name (maiden name if applicable), Saint Rose degree(s) and year(s) of graduation at the top of the application. Application fees will be waived for all alumni-sponsored applicants.

**Freshman First-Year Applicants**

**Submit all of the following to the Office of Undergraduate Admissions:**

(Students may also apply online by visiting the College’s website at www.strose.edu.)

1. Completed application form with application fee. The fee is waived for students who apply online.
2. Official high school transcript (senior year grades, if available) or GED with a score of 2250 or better.
3. Scores on either standardized test (SAT or ACT).
4. One letter of recommendation from a teacher or guidance counselor.
5. Essay – students should reference the application for more details about essay options. **Submission of an essay is optional.**

Students applying to any of the art or music programs must arrange for the review of an art portfolio or for a music audition by calling the respective department. Students may contact the Art Department at (518) 485-3900 and the Music Department at (518) 454-5178. Admission to the College does not guarantee admission to either of these programs.

**Transfer Applicants**

**Submit all of the following to the Office of Undergraduate Admissions:**

(Students may also apply online by visiting the College’s website at www.strose.edu.)

1. Completed application form with application fee. The fee is waived for students who apply online.
2. An official transcript, with a statement of honorable dismissal, from all previously attended institutions since graduation from high school, and catalogs from each institution. (A catalog need not accompany transcripts from Albany area colleges.)
3. All matriculating students or students receiving Title IV Federal Student Aid Program funding must show proof of high school graduation by submitting a high school transcript, copy of high school diploma or official copy of receipt of the GED.
4. A letter of recommendation from at least one college instructor or counselor. Applicants who have been out of school or college for several years may submit a letter of recommendation from an employer, supervisor or community representative.
5. A written statement of the reasons for wanting to transfer. Include a list of all courses (including credits) in which presently enrolled.
6. Essay – students should reference the application for more details about essay options; an essay is not required.

Students applying to any of the art or music programs must arrange for the review of an art portfolio or for a music audition by calling the respective department. Students may contact the Art
Transfer Policy

Transfer students who have completed an Associate in Arts (A.A.) or an Associate in Science (A.S.) degree at a nationally accredited institution and who have a cumulative grade point average of 2.5 are generally accepted. The College reserves the right to evaluate transfer student applicants who do or do not meet the 2.5 criteria on an individual basis.

In evaluating the credentials of transfer candidates, the College tries to give maximum credit for college work completed at other institutions. Credit is given for all applicable courses in which a student achieves a grade of C- or above. Credits transfer, but grades do not. Credit is generally not given for professional and technical courses which would not be applicable to the bachelor’s degree offered at the College. Credit is also not given for independent studies or internships taken at another college.

Nontraditional learning evaluated through portfolio by another college is not accepted for transfer. However, you may have the opportunity to create a portfolio and have it evaluated for credit. (Please see the Experienced Adult Portfolio (EAP) section of the catalog.)

Of the minimum of 122 credit hours required for a degree, transfer students must complete a minimum of 60 credit hours at The College of Saint Rose. A maximum of 62 credit hours from other institutions will be accepted, but all credits may or may not fulfill specific degree requirements at Saint Rose.

Admission of International Students

The College seeks to foster an awareness of and respect for cultural diversity and, to that end, encourages applications from international students from all parts of the world and, in that regard, is authorized under federal law to enroll non-immigrant alien students.

Directions to the International Student’s Application:

1. Complete the admission application*. Students may download a copy of the International Student Application online by visiting the College’s website at www.strose.edu. In order to be considered for any of the scholarships the College offers, a student’s completed application must be postmarked by February 1.

2. An application for credential evaluation should be sent by the applicant directly to World Education Services, Inc. (WES) or Educational Credentials Evaluators (ECE). The evaluation results will be forwarded by WES and/or ECE to the College.

3. If English is not the student’s first language, he/she must take the SAT, ACT, International English Language Testing System (IELTS), or the Test of English as a Foreign Language (TOEFL) exam, and submit the results of the exam to the Admissions office. A minimum score for the TOEFL of 500 on the paper-based exam, 173 on the computer-based exam or 80 on the web-based exam is required to be considered for admission to The College of Saint Rose. A minimum score for the IELTS of 5.5 is required for admission.

4. Complete the Certification of Finances form. The Certification of Finances (liquid finances) form indicates a student’s ability to finance his/her education and is necessary to issue the immigration form I-20. The completed application and Certification of Finances forms should be mailed to the Office of Undergraduate Admissions, The College of Saint Rose, 432 Western Avenue, Albany, New York 12203-1490, USA.

5. Submit a one-page essay on either of the following topics:
   a. Tell us more about yourself, or
   b. Tell us why you are interested in studying at The College of Saint Rose.
6. Upon notification of acceptance, international students born on or after January 1, 1957, must submit proof of immunity against measles, mumps and rubella directly to The College of Saint Rose Health Service Office. New York State public health law clearly defines immunity. Prospective students should refer to the appropriate section of this catalog.

7. International students are required to have the Mantoux (PPD) skin test done six months prior to arrival. If the test is positive, follow-up x-rays are necessary to determine whether or not tuberculosis is active. Physician documentation concerning the results of x-rays and any required medication is needed prior to arrival on campus. If medication is indicated, treatment should be started before coming into this country.

8. International students are required to have health insurance during their entire stay at the College (including summers). The College has a health insurance policy specifically for international students. The charge is placed directly on the tuition bill.

9. Accepted applicants indicate a decision to attend The College of Saint Rose by completing the Intent to Enroll Form and by forwarding a $300 enrollment deposit if they plan to live on campus, or a $150 tuition-only deposit if they plan to live off campus, by a postmarked date of May 1. For fall enrollment, the deposit is non-refundable after May 1. For spring enrollment, the deposit is non-refundable after December 1. Once the College has received the enrollment fee and all required forms, an I-20 will be processed and mailed to the student.

*Within the application process, students will be required to submit:

- Copy of driver’s license (if applicable)
- Statement of purpose of their visit to the U.S.
- Copy of their passport
- Copy of current I-20 or other such documentation (if applicable)

Articulation Agreements

The purpose of articulation agreements is to plan and sequence students’ course work during their first two years of college in such a way that the course work fits within the requirements of a specific baccalaureate program. Through such agreements, the transition of a student into upper-level course work occurs smoothly and without loss of credits. The College of Saint Rose maintains articulation agreements in various programs with the following junior and community colleges:

Adirondack Community College
Broome Community College
College of Agriculture and Technology at Cobleskill
Columbia-Greene Community College
Dutchess Community College
Fulton-Montgomery Community College
Herkimer Community College
Hudson Valley Community College
Maria College
Mohawk Valley Community College
North Country Community College
Orange County Community College
Rockland Community College
Sage College of Albany
Schenectady County Community College
SUNY Albany
Ulster Community College
Westchester Community College

Counselors at Saint Rose and at these participating colleges are able to provide students with specific transfer information in programs covered by an articulation agreement.

There is a Transfer Course Database at www.strose.edu where potential students can view how courses taken at the current institution will transfer into Saint Rose.

**Higher Education Opportunity Program (HEOP)**

Admission to the College for a very select few students is available through the Higher Education Opportunity Program, a supportive services program designed for undergraduate students who are both economically disadvantaged and academically under-prepared. Students who meet the State Education Department economic guidelines and who do not meet the College's academic admission criteria, but who have demonstrated potential for success, are eligible to be recommended for HEOP. Students may contact the HEOP office at (518) 454-5280 for additional information.

**Academic Commitment and Educational Supportive Services (ACCESS)**

Admission to the College for a very select few students is available through the Academic Commitment and Educational Supportive Services (ACCESS), a supportive services program designed for first-time freshman undergraduate students who are academically under-prepared. Students who do not meet the College's academic admission criteria, but who have demonstrated potential for success, are eligible to be recommended for the ACCESS program. Admission through this program is highly selective. Students may contact the Office of Undergraduate Admissions at (518) 454-5150 or at admit@strose.edu for more information about this special admission program.

**Application for Early Matriculation**

The College extends the opportunity to a select group of students to enter college after their third year of high school. Students admitted to the program should be academically and socially mature enough to gain from this unique experience. Application forms and information may be obtained from the Office of Undergraduate Admissions, or at www.strose.edu, or by calling (518) 454-5150. An official high school transcript, interview and three academic letters of recommendation are required as part of this application process.

**Partners in Education (PIE)**

Area high school students may combine some college work during the senior year of high school by enrolling in the Partners in Education (PIE) program. Several lower-division courses (100-299 level) outlined in this catalog are available to PIE students at a reduced rate of tuition. Students interested in this program should consult their high school guidance offices and the Office of Undergraduate Admissions of the College to make necessary application and scheduling arrangements.
Credit by Examination

The College grants credit for the Excelsior College Examinations and for the Subject Examinations of the College-Level Examination Program of the College Entrance Examination Board on the following conditions:

1. Before taking the examination, the candidate must obtain the written approval of his/her advisor. Written approval may be obtained by completing the “Request to take a course at another Institution” form available in the Registrar’s office or on the College’s website.

2. A grade of C or higher is accepted as residence credit when the examination has been taken after matriculation for a degree; quality points are not granted for these examination grades.

3. Acceptance of credits earned by these examinations toward fulfillment of requirements for the major are determined by the faculty of the academic program concerned.

4. A maximum of 15 credit hours may be earned through these examinations.

Advanced Placement, University in High School Courses, & International Baccalaureate Coursework

The College encourages the use of Advanced Placement exams and ordinarily grants credit toward graduation for those achieving a grade of three or higher. However, some departments require a score of four or better to grant credit. Each academic department has the discretion to determine the acceptable test score and credits awarded.

Students must request that an official score report be sent to The College of Saint Rose directly from the College Board in order to be granted credit. The college code for The College of Saint Rose is 2091. Students will be notified of the number of credit hours granted and any course exemptions, if applicable. Contact the Office of Academic Advising for more information about advanced placement.

High school seniors wishing to transfer in college-level credit and apply it toward their Saint Rose degree should have an official college transcript sent to the Office of Undergraduate Admissions. For more detailed information, students may contact this office at (518) 454-5150 or at admit@strose.edu.

The College of Saint Rose standard for granting credit toward graduation for International Baccalaureate (IB) Diploma Programme coursework (Higher Level only) is a minimum score of 5.

Admission of Non-Matriculated Students

The College recognizes that some applicants may wish to take courses for the purpose of personal enrichment or to secure credits pending change to matriculated status or for transfer to another college. Those students who wish to earn credits at The College of Saint Rose may be admitted on a non-matriculated basis if space and course availability allow. Non-matriculated students are limited to study on a part-time basis.

It is strongly recommended that students seek admission on a matriculated basis upon completion of 11 credits. Applicants under non-matriculated status must present proof of a high school diploma or equivalent as an admission credential. Application, advisement and registration are initiated at the Graduate and Continuing Education Admissions office.

Freshman applicants who have been denied admission to The College of Saint Rose may not enter as non-matriculated students. Transfer students who have been denied admission to the College are eligible for enrollment as non-matriculated students when recommended by the Admission Committee. Students who have been dismissed from the College are not eligible for enrollment as non-matriculated students.
## Advanced Placement Information

<table>
<thead>
<tr>
<th>Test Name (SHATATR code)</th>
<th>Saint Rose Required Score</th>
<th>Saint Rose Credit Hours</th>
<th>Saint Rose Equivalent</th>
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<tr>
<td><strong>Business</strong></td>
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<tr>
<td>Macroeconomics (ECON-MAC)</td>
<td>3-5</td>
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<td>ECO 105</td>
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<tr>
<td>Microeconomics (ECON-MIC)</td>
<td>3-5</td>
<td>3</td>
<td>ECO 106</td>
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<td><strong>Art</strong></td>
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<td>Art History</td>
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<td>ART 244</td>
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<td></td>
<td>4-5</td>
<td>6</td>
<td>ART 244/245</td>
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<td>Studio Art (STUDIO)</td>
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<tr>
<td>*All studio exams are currently evaluated on an individual basis. Credit may be granted for up to 3 courses based on a review of the portfolio.</td>
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<td>ITA 101/102</td>
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School of Mathematics and Sciences

Computer Science

Computer Science A (COMPSCI)  3-5  3  CSC 111
Computer Science AB (COMPSCIAB)  3-5  3  CSC 111

Mathematics

Calculus AB (CALCAB)  3-5  4  MAT 190
Calculus BC (CALCBC)  3-5  8  MAT 190/191
Statistics (STATS)  3-5  4  MAT 120

Psychology

Psychology (PSYCH)  3-5  3  PSY 110

Sciences

Biology (BIOLOGY) - initial credit  4-5  3  BIO 190E*
(BIOOWLAB) - once reviewed by dept. OR
(BIOOWLAB2) - once reviewed by dept.  4-5  4  BIO 191/191L*
Chemistry (CHEMISTRY)  4-5  4  CHM 190/190L
Environmental Science (ENVSCI)  4-5  4  BIO 112/112L**

Physics B (PHYSICS)  no credit
Physics C: Electricity and Magnetism (PHYELEC)+  4-5  3  PHY 190E
Physics C: Mechanics (PHYMECH)+  4-5  3  PHY 191E
Physics C: Electricity and Magnetism AND Mechanics (PHYC)+  4-5  4  PHY 190/190L

*Students must currently meet with department to determine equivalency-need lab syllabus.
**Exam must have included lab component.
+If student took both exams, PHY 190 and PHY 190L is granted.

International Baccalaureate Information

<table>
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<th>Course/test name</th>
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<th>Saint Rose Required Score</th>
<th>Saint Rose Credit Hours</th>
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<td>6</td>
<td>PHY 190/191</td>
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academic services
ACADEMIC SERVICES

Student Solution Center
The Student Solution Center on the third floor of Saint Joseph Hall should be the first stop for students with registration, payment, or financial aid questions. The staff in this area has been educated to answer most questions students may have about these and many other issues. The telephone number is: (518) 458-5464. The telephone system is set up to address your call to a specified area if all the lines in the Student Solution Center are busy. This is especially necessary during peak times such as the first and last weeks of the semester and during pre-registration.

Registration
In preparation for the upcoming semester, one day each semester is set aside for students to meet with their academic advisors to discuss academic progress, make recommendations for registration for the next semester, and receive their alternate PIN enabling them to register. Registration for the upcoming semester is held in November for spring courses and in April for summer and fall courses. Please refer to the semester calendar for these dates. We use a lottery system for registration priority. A computerized, random selection, based on the total number of credits, including anticipated credits accumulated by the end of the current semester, determines registration priority. Registration lottery letters are sent out each semester to your Saint Rose email account. Current matriculated students who have not taken course work during the previous semester must contact the Student Solution Center at (518) 458-5464 to obtain their lottery registration date for the returning semester.

Students may register via the Web at the College webpage by logging into the Secure Site [www.strose.edu/registrar] or in the Student Solution Center on or after their designated time. Students may register and add/drop courses online through the first week of each semester.

For their first semester, registration of new students, freshman and transfer, is coordinated through the Office of Academic Advising.

Web Student Self-Service: (www.strose.edu)
Click on “MYSTROSE.” Then, click on “Login.” Then click on “Login - Secure Site.”

Students may view College catalogs and semester course brochures, register for courses, review student records, Academic Progress Reports, and financial accounts, and obtain financial aid information via their own personal computer at home or on campus. Web Student Information is available 6:00am – 1:00am seven days a week. Students may only access personal information with a user identification number and a PIN. An alternate PIN, obtained from the advisor each semester, is necessary for registration online. The alternate PIN for registration is time-sensitive and semester-specific. Security of this service is of utmost concern to the College. Students should not share their identification numbers and PINs with others for security reasons. For more information about Web Student Information, call the Student Solution Center at (518) 458-5464.

Adding or Dropping a Course
Students may only add or drop a full-semester course prior to or during the first calendar week of the semester either via the Web or at the Student Solution Center. Courses dropped during this period will not show on the student’s record. Half-semester, weekend and Summer Session courses may be added or dropped according to published dates in the College semester course brochure.

Withdrawing from a Course
Students may withdraw from one or more of their courses according to official deadlines posted in the College semester course brochure. Courses from which a student has withdrawn will be recorded as W. Students who merely stop attending a course and fail to withdraw from that course will incur an F grade. The procedure to withdraw from a course is initiated at the Student Solution Center or the Registrar’s office. If applicable, the official date when a student withdraws from a course is the basis to determine refunds or tuition adjustment. Prior to withdrawing from a course, students should review policies regulating refunds, full-time status, grading penalty, financial aid and immigration status.
Withdrawing from the College

Students who wish to withdraw from all course work at the College must notify the Dean of their school in writing. The grade W will be recorded for official withdrawals that occur prior to the posted mid-semester deadline. Withdrawals after mid-semester are subject to the grade of F. Students should review policies relating to refunds, grade penalty, financial aid and immigration status prior to withdrawing from the College.

Students receiving financial aid or scholarships must complete the exiting process with the Office of Financial Aid.

Cross-Registration

The College participates in a cross-registration agreement with some local colleges and universities. Students participating in cross-registration must be full-time and take at least half of the semester credit load at Saint Rose. According to the agreement guidelines students may not cross-register for a course which appears in the catalog of their home institution. In addition, students may not cross-register during the summer. Cross-registered courses count toward resident credit, and grades are calculated in the cumulative grade point average.

Applications and further information are available in the Student Solution Center or the Registrar's office.

Degree Application

An application for degree must be on file in the Registrar's office at the beginning of the term prior to the term of anticipated degree completion. Consult the academic calendar for the specific dates.

Resumption of Study

Students in Good Academic/Conduct Standing:

Students who have officially withdrawn, or who have not attended the College for at least two consecutive semesters (summer sessions are not included), must complete an Application for Resumption of Undergraduate Study. Students in good academic standing (GPA of 2.0 or above) should submit the application to the Director of Academic Advising (518-454-5217). The review process includes verification of student status by appropriate campus offices. Under some circumstances, students may be approved to resume study provided that conditions outlined by the School Dean and/or Vice President of Student Affairs are met. In some cases the Director of Academic Advising may require students to work with the Academic Support Center to develop an academic support plan.

Students Not in Good Academic Standing:

Students may not be in good standing as a result of either academic or student conduct dismissal. If the dismissal is academic, it is binding for a period of at least one year. Students who have been academically dismissed (or who have GPA below 2.0) and wish to resume study at the College must:

1. Complete the Resumption of Undergraduate Study form.
2. Provide evidence of likelihood of success. Evidence may include such documentation as a letter of recommendation from an employer, or a transcript indicating successful completion of course work at another college.
3. Contact the appropriate Dean's office in order to request re-admittance to the College. The Dean reserves the right to determine whether evidence presented is in support of resumption.
4. Meet with the Director of Academic Advising (518-454-5217), once resumption of study is approved by the Dean, for advisement or to be assigned an advisor.
5. If the student is permitted to resume, he/she will be required to register for CDS 021 – Strategies for College Success, which is taught by the Director of the Learning Center.

**Students Not in Good Conduct Standing:**

Students who have been dismissed or suspended for student conduct reasons, but who are in good academic standing, may request resumption of study at the time designated in their letter of sanction. They must:

1. Complete the Resumption of Undergraduate Study form.

2. Provide documentation, as outlined in the letter of sanction, which certifies that they are able to rejoin the campus community as a contributing member.

3. Make an appointment with the Assistant Vice President for Student Affairs (518-454-5170) to request re-admittance to the College. The Assistant Vice President reserves the right to determine the student's readiness to resume life within the College community.

4. Meet with the Director of Academic Advising, once resumption of study is approved by the Assistant VP, to be officially resumed and to be assigned an advisor.

*All students who resume study are subject to the College programs and policies in effect at the time of resumption of study.*

**Academic Advising**

Every matriculated student is assigned an academic advisor who will be available to answer questions, provide guidance in course selection, clarify program requirements, and assist students in setting goals and making knowledgeable career decisions. Advisors also assist students in planning their academic programs, signing registration forms, and giving alternate PINs to allow students to register for classes.

Students should understand that the responsibility for arranging appropriate programs and for meeting all degree requirements rests with the student. The academic advisement given by faculty or administrators acting as advisors is offered solely to assist students in meeting this responsibility.

The Office of Academic Advising is a central source of academic information where students receive assistance with advising-related concerns and the interpretation of College policies, programs, and requirements. Students may request help in choosing an academic major and identifying career possibilities. In addition, students on academic probation may receive support and guidance toward improving their academic standing.

Students majoring in any programs in the School of Education who need assistance beyond that provided by their academic advisors should go to the Field Placement and Advisement Office located in Room 144 of the Lally School of Education. These programs include Childhood Education (Grades 1-6), Communication Sciences and Disorders, Early Childhood Education (Birth-Grade 2), Early Childhood Education/Special Education (Birth-Grade 2), and Special Education/Childhood Education (Grades 1-6). Please note that students studying Adolescence Education programs will not proceed through this office, but through the Office of Academic Advising located in Saint Joseph Hall.

**Placement Testing**

All new students, both freshmen and transfers, are required to take a math placement test. Test results aid in the proper placement of students in appropriate mathematics and science courses that meet requirements for specific academic programs or for liberal education. The placement test must be taken prior to the student's first semester at The College of Saint Rose. Test sessions are offered on selected dates during the summer, also during Summer Orientation and Transfer Advisement Days. Placement scores from other institutions are not transferable. Students receive their placement score reports immediately upon completion of the test.
Students entering The College of Saint Rose as freshmen or transfer students will take the math placement test with the following exceptions:

If a student enters with a grade of C or better in a Pre-Calculus or Calculus course that carries college credit, he or she need not take the placement test and may take any mathematics course at The College of Saint Rose for which the student meets the prerequisites.

If a student enters with a 3 or better on the Advanced Placement test in Calculus, he or she need not take the placement exam and may take any mathematics course at The College of Saint Rose for which the student meets the prerequisites.

Students who do not gain an appropriate score on the College's math placement exam, as determined by course or program requirements, must receive math remediation and retake the test in the Academic Support Center. For further inquiries about the math placement test, contact the Office of Academic Advising at (518) 454-5217.

Services to Adult Students

The Graduate Admissions and Continuing Education office provides information to adults who are preparing to enter or return to The College of Saint Rose. Counselors assist adult students in accessing the support they need to transition into college. Depending on their academic preparation and goals, adult students may be advised to apply for admission, or they may choose to take classes on a non-matriculated basis. However, adult students who plan to seek a degree at the College are advised to apply for admission on a matriculated basis before completing their first 12 credit hours.

Neil Hellman Library

The Library contains over 220,000 volumes, 643 periodical subscriptions, over 312,000 microforms, and subscriptions to 55 web-based journal packages, which provide access to over 40,000 magazines, journals, and newspapers. The Library also provides access to over 38,000 electronic books. Other resources are housed in the College Archives/Special Collections, located on the third floor of the main Library, and the Patricia Standish Curriculum Library, located in the Lally School of Education. Membership in the Capital District Library Council and the Online Computer Library Center (OCLC) network provide access to materials from libraries worldwide through interlibrary loan.

The Library provides computers for student use. In addition to public workstations located throughout the building, the Library has laptop computers that students can check out and use throughout the building. A wireless network provides Internet access through all four floors of the Library. All computers have browsers and Microsoft Office software installed, and students can print from anywhere in the building. The Library’s subscription databases and other electronic resources are available to students from anywhere on or off campus.

Librarians are available whenever the Library is open to help with any library or research needs. Personal, one-on-one reference help and research guidance is available on an appointment basis.

During the fall and spring semesters, the Library is open over 91 hours per week.

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The Library offers extended hours during the final examination period each semester.
The Patricia Standish Curriculum Library

The Patricia Standish Curriculum Library houses over 12,000 resources and hands-on materials to support undergraduate and graduate studies within The School of Education. The Curriculum Library is located on the second floor of the Thelma P. Lally School of Education building.

The collection includes a circulating reference collection of ideas for lesson plans and therapy sessions, picture books, juvenile fiction, young adult fiction, big books, information books, kits, textbooks, readers, New York State Standards and Curriculum Guides, the Touhey Collection of Multicultural materials, and standardized tests.

Curriculum Library tours are provided in collaboration with professors throughout the semesters. Reference services are provided by librarians, reference assistants, and staff.

Hours (Fall and Spring Semesters):

- Monday through Thursday: 8:30am – 9:00pm
- Friday: 8:30am – 6:00pm
- Saturday: 11:00am – 4:00pm
- Sunday: 12:00pm – 5:00pm

Transcript of Record

A transcript is released only upon written request of the student. An official transcript, one bearing the seal and an authorized signature of The College of Saint Rose, is sent from the Registrar’s office directly to the official or institution specified. An official transcript issued to a student will be labeled “Issued to Student.” The College does not issue copies of transcripts on file from other institutions. Transcripts will not be issued to students who have outstanding financial obligations to the College. We are unable to fax transcripts.

Change of Name

Current students who wish to change their names on College records may do so by producing evidence showing that the change of name is official. A certified copy of a court order or a marriage certificate or a dissolution decree reflecting the new name in full is required by the Registrar’s office to support an official name change.

Change of Address

Students must indicate a change of address as often as necessary by completing the form provided in the Student Solution Center.

Cancellation of Classes

If there is to be a cancellation of day and/or evening classes or late opening because of snow or icy roads, a recorded message can be heard on the College’s emergency closing number, (518) 458-5377. College closing and delays are also announced through the following media between 6:00am and 6:30am and will continue throughout the day: radio stations WENU (101.7FM; 1410AM), WFFG (107.1FM), WFLY (92.3FM), WGY (103.1FM; 810AM), WNYQ (105.7FM), WMML (1230AM), WRVE (99.5FM), WYJB (95.5FM), WKBE (110.3FM); and television stations WNYT (Ch.13), WRGB (Ch.6), WTEN (Ch.10), WXXA (Ch.23) and Capital News 9.
STUDENT AFFAIRS

Offices within the division of Student Affairs coordinate programs designed to support students and enhance their academic experience. Services include tutorial support, counseling for HEOP and ACCESS students, co-curricular programs and activities, disabled student services, Multicultural Affairs, and the Academic Support Center.

Academic Support Center

Through the Learning Center, Writing Center, Science/Math Learning Specialist, and Services to Students with Disabilities, the Academic Support Center provides students of all abilities with academic support to help them achieve their goals. It is located in Saint Joseph Hall, Second Floor, (518) 454-5299.

The Learning Center

- **Drop-in Tutoring:**
  The Learning Center offers students open group tutoring sessions for various Saint Rose courses. Open tutoring sessions are offered in the academic areas of math, accounting, business, computers, Spanish, and the natural sciences (biology, chemistry, and physics). These sessions do not require an appointment.

- **Study Clusters:**
  Tutorial study clusters give students the opportunity to work through particularly demanding course work with the support of classmates and a peer tutor. Students experiencing difficulty with a particular course may contact the Learning Center to inquire about creating a study cluster.

- **Individual Academic Counseling:**
  Whether students need help tackling an important academic project or just some helpful study hints, individual academic counseling is available in the Learning Center. Students can meet with a professional who can help build skills, strategies, and behaviors that will increase learning potential.

The Writing Center

The Writing Center offers half-hour and hour-long individual tutoring sessions. During these sessions, tutors assist students with all stages of the writing process, from selecting a paper topic and creating an outline, to documenting research and working through the final revision stages. Reservations are required for the tutoring sessions. Students should call (518) 454-5299 or stop by the Academic Support Center to reserve a session.

Science/Math Learning Specialist

The Science/Math Learning Specialist offers remediation programs and general academic support for students with science and math concerns.

Services to Students with Disabilities

Accommodations for students with documented disabilities are coordinated in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as amended.

- **Registering:**
  Students interested in securing accommodations will need to present appropriate documentation of a disability to the Director of Services for Students with Disabilities. Prospective students are encouraged to meet with the Director early in the admissions process to obtain a copy of the documentation guidelines and to learn about the services provided.

- **Services and accommodations may include but are not limited to:**
  1. Faculty notification
  2. Alternative testing arrangements
  3. Note-taking
  4. E-text
  5. Referrals to appropriate campus and/or community resources
  6. Student advocacy
• **Confidentiality:**
  All services and referrals offered by the office are kept confidential in accordance with professional, ethical and legal guidelines.

**HEOP and ACCESS Services**

Students who are accepted to the College through the Higher Education Opportunity Program (HEOP) and the Academic Commitment and Educational Supportive Services (ACCESS) program receive the following supportive services:

• **Pre-freshman Summer Program:**
  Entering HEOP and ACCESS students are required to take part in a pre-freshman Summer Program. This experience is designed to orient students to campus life, initiate opportunities for academic skills-building through course work, and acquaint students with other support services such as tutoring and counseling.

• **Tutorial Services:**
  Tutoring is provided on a one-to-one or group basis, depending on the needs of individual students. The cost is covered by the program and continues throughout the students’ undergraduate experience.

• **Counseling Services:**
  Academic support counseling is provided on an individual basis. Referrals are made for personal, career, and financial counseling to the appropriate campus offices.

**Intercultural Leadership**

The Office of Intercultural Leadership is responsible for assisting students with their adjustment to college life and to the broader community. The office personnel provide special orientation, mentoring and educational programs pertaining to intercultural issues and leadership for faculty, staff and students. In addition, they work with the College community to develop curricular and co-curricular activities that promote a positive and successful living and learning environment for students.

**Housing**

Residence halls offer a variety of living styles for full-time students, including Victorian-style houses, two traditional corridor-style residence halls, and a suite-style residence hall, in addition to on-campus apartments. When a student enters residence, he/she is placed in a room according to where vacancies exist. After the first year, students can choose a room through the room selection process, which is based on a lottery system.

Each residence hall has at least one peer Resident Assistant who lives there to help promote a positive atmosphere and assist the students in any way he/she can. All resident students are required to be on one of several meal plans offered by the College. On-campus residents living in apartments are not required, but may choose to be on one of the meal plans.

Off-campus housing, consisting of privately-owned and operated apartments and furnished rooms, is also available in the vicinity of the College campus.

**Career Center**

The Career Center assists students and alumni throughout the career development process. Our staff provides advisement, resources and programs on major and career exploration, part-time jobs and internships, resumes and cover letters, interviewing, networking and job search strategies, graduate school and post-graduation employment.

Services include individual appointments and walk-ins, career assessments, credential files, as well as a variety of career-related programs and events including an education job fair and networking receptions. The Career Center houses a career resource room that contains over 700 books and other resources related to majors, careers, internships, job search and graduate school. In addition, the Career Center conducts an annual survey of alumni one year post-graduation; employment,
internship and graduate/professional school outcome information is available via the Career Center website.

We strongly encourage all students to login to eCareerCenter to obtain on-line access to:

- Jobs (part-time, full-time, local, national) and Internships (paid, academic, volunteer)
- Career Advisory Network (C.A.N.) with alumni, parents and friends of the College who have volunteered to share career-related information and job search advice
- Events and Recruiting, including Information Tables/Sessions, Resume Collections, On-Campus Interviews, Education Expo and other career-related programs
- Handouts and Forms (resume and cover letter, interviewing, credential file, career planning, graduate school, job/internship search, and networking)
- Upload your job/internship search documents (resume, cover letters etc.) and create job/internship search agents
- Career-related links (job/internship listing sites, salary, graduate school, employment agencies, plus more)

It is never too early or too late to explore career interests and options, gain experience through employment and/or internship opportunities, develop a network or begin the job search. Students should stop by the Career Center, (Saint Joseph Hall, Third Floor), call (518) 454-5141, or refer to the Career Center's website at www.strose.edu/careercenter.

**Employment and Graduate/Professional School Statistics**

Employment statistics and graduate/professional school outcome information, gathered from annual surveys of recent graduates may be found on the College website at www.strose.edu.

**Counseling Center**

The Counseling Center is available for students who may, at one time or another, experience difficult periods in their lives. Counseling is a process of exploring oneself and one's experiences with trained professionals in a safe, private and confidential manner. A wide range of personal, family, relationship, or academic issues can be explored with the assistance of counselors at the center.

Center services include: individual and couples counseling; support groups; consultations; educational workshops on a variety of wellness/prevention topics; and confidential referrals to other sources for help. Counseling services are free and open to all current students of the College. Day appointments are scheduled Monday through Friday from 8:30am to 4:30pm. The Counseling Center is located at 947 Madison Avenue.

**Spiritual Life**

The Office of Spiritual Life promotes the Mission of the College and consists of the offices of Campus Ministry, Community Service, and Mission Experience. Campus Ministry is located in the Hubbard Interfaith Sanctuary and promotes the personal and spiritual growth of the campus community. Rooted in the Roman Catholic tradition, Campus Ministry provides interfaith and ecumenical programs of prayer, liturgy and celebration to invite the spiritual growth of people of different faiths. Yearly retreats, volunteer opportunities, workshops and individual counseling and direction are offered to students who wish to develop their spiritual lives.

The Office of Community Service and Mission Experience are located at 950 Madison Avenue. Community Service encourages and supports involvement in community outreach and service programs. A large network of local agencies provides students with ample opportunities for service. Community Service also works with faculty to develop service learning opportunities for various courses. The Office of Mission Experience develops opportunities for student leadership and for international service.
People of all religious beliefs and traditions are welcome to make our community at the College rich in spiritual insight and experience. All are encouraged to work for justice and peace.

Health Services

The Health Service provides nursing coverage and various clinical services six days a week during the academic year to students who have paid a health service fee. Part-time students, registered for six or more credits, who wish to use the Health Service will be charged a per semester fee (charge is assessed to the student’s business office account). Full-time students who waive the school health insurance remain eligible to utilize the on-campus Health Service.

A physician or nurse practitioner is on campus to see and treat students during the week. Walk-in clinic hours are posted at the beginning of each semester. There is no additional charge for services provided in the Health Service, but students assume financial responsibility for all outside medical services such as visits to specialists, prescription drugs, ambulance transportation, emergency room visits and laboratory work sent off campus.

New York State Law requires all students born on or after January 1, 1957 registering for six or more credits to prove immunity to measles, mumps and rubella. All students registering for six or more credits must submit:

- Immunization Record
- Report of Medical History

Required Immunizations Consist of:

Measles (Rubeola):

- The student must submit proof of two doses of live measles vaccine given after 1967. The first dose given no more than 4 days prior to the student’s first birthday and the second dose at least 28 days after the first dose; or
- The student must submit serological proof of immunity to measles through a lab report from an approved medical laboratory confirming immunity; or
- The student must submit a statement from the diagnosing physician, physician assistant or nurse practitioner that the student has had measles disease.

Mumps:

- The student must submit proof of one dose of live mumps vaccine given after 1968 and no more than 4 days prior to the student’s first birthday; or
- The student must submit serological proof of immunity to mumps through a lab report from an approved medical laboratory confirming immunity; or
- The student must submit a statement from the diagnosing physician, physician assistant or nurse practitioner that the student has had mumps disease.

Rubella (German measles):

- The student must submit proof of one dose of live rubella vaccine given after 1968 and no more than 4 days prior to the student’s first birthday; or
- The student must submit serological proof of immunity to rubella through a lab report from an approved medical laboratory confirming immunity (Since rubella rashes resemble rashes of other diseases, it is impossible to diagnose reliably on clinical grounds alone. Serological evidence is the only permissible alternative to immunization).
Meningitis:

- Certificate of immunization for meningococcal meningitis disease; or
- Self reported or parent recall of meningococcal meningitis immunization within the past 10 years; or
- An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or student’s parent or guardian.

In addition to the Immunization requirements (including tuberculin skin test), all International and Resident Students must complete the following:

- Report of Health Evaluation
- Report of Health History

Health records must be on file in Health Services by August 15th for the fall semester and December 1st for the spring semester.

- Late admits must submit all necessary paperwork prior to registration.
- Students who fail to supply the necessary records will be academically withdrawn from classes and removed from resident housing on the 30th day from the start of the semester.
- Out-of-state and International students are allowed an extended period of up to 45 days to submit necessary records.
- Correspondence related to insufficient records will be communicated via student Saint Rose email accounts and primary residence provided by the student in the Banner system.
- Students may be reinstated, within a two week period from the date of academic withdrawal only, by submitting all required forms and paying a $200 reinstatement fee.
- Students who wish to register on-line must submit a completed Immunization Record.
- Health forms are available on The Saint Rose website at www.strose.edu. Call (518) 454-5244 with any health concerns or questions.

Health Insurance

The College of Saint Rose has determined it is important for all students to have the financial stability that is required should a medical event occur. The College of Saint Rose requires all full-time students to have health insurance. If you have coverage through your own provider you will have the option to waive out of the student health insurance plan. Part-time students can enroll into the insurance plan by completing the enrollment form in the back of the insurance brochure. These brochures are available in Student Affairs, Health Services or the Student Solution Center. Please visit www.haylor.com/student and click on The College of Saint Rose icon for more information.

Parent Relations

The Office of Parent Relations is dedicated to providing consistent communication to parents and community members, while serving as a resource and advocate regarding parent issues and concerns. The primary goals of the office are to serve as a campus liaison between parents and other departments; to assist parents in resolving concerns; and to help the campus community understand how the office may benefit individual departments in their efforts to enhance the educational mission of our students.
Clubs and Organizations

The College of Saint Rose recognizes the importance of co-curricular activities. Participation in a club or organization affords students the opportunity to develop important leadership and interpersonal skills. It also provides some significant “hands-on” experience to complement students’ academic records. There are over 30 clubs and organizations recognized by the Student Association. Students can learn more about the clubs that are available by calling (518) 454-5198 or by visiting the Student Association office in the Events and Athletics Center. There is also an Activities Fair held in early September where representatives from various clubs will be present.

ID Cards

Free identification cards will be issued to new students by the ID Card office, which is located in the Student Solution Center on the third floor of Saint Joseph Hall. ID cards should be carried at all times and must be produced upon request from staff or faculty. Students forfeit their ID card upon withdrawal from the College. Cards must be turned in to the ID Card office. To replace an ID card, the student must appear in person to the ID Card office. The student's account will be assessed a replacement fee of $30.00.

Parking

The College has various parking lots located within and around the campus. Vehicles must be registered with the College, and a hang-tag permit must be displayed on the vehicle to park in College-owned and leased lots. The permit cost is $50.00 and is issued each academic year from the Office of Safety and Security headquarters at 340 Western Avenue or online at: http://www.strose.edu/campus/campus_security/parking/parkingpermitapplication. There is a one (1) permit limit per individual. A copy of the Parking Regulations and Information is issued when the hang tag permit is issued. Vehicles without hang tag permits or parked in unauthorized areas will be ticketed and may be immobilized or towed at the owner's expense. Freshman students are not allowed to have vehicles on campus. The College assumes no responsibility or liability for vehicles or their contents parked in College-owned or leased parking lots.

The College reserves the right to change established fees and services, and to determine the effective date of such changes without prior notice.
program options
## ACADEMIC PROGRAMS AND OPTIONS

### Registered Baccalaureate Programs

The following degree programs are registered through the New York State Education Department (NYSED) and are offered to undergraduates at The College of Saint Rose:

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Music Education  
Music Industry  
Philosophy  
Political Science  
Psychology  
Religious Studies  
Social Studies:  
Adolescence Education  
Social Work  
Sociology  
Spanish  
Spanish: Adolescence Education  
Studio Art  
Studio Art  
Women's and Gender Studies  

Registered Certificate Programs

The College offers the following registered certificate programs:

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<th>Award</th>
<th>Hegis Code</th>
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<td>Heritage Speakers of Spanish*</td>
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*Pending NYSED Approval

Declaration of a Major

All students at The College of Saint Rose must declare an academic major once they have accumulated 62 credits. Majors can be declared at any time prior to completion of 62 credits, but must be officially recorded by the time the student has accumulated 62 credits. Majors are officially declared and recorded in the Office of Academic Advising. To declare their majors, students must complete the Change of Major form, which can be obtained from the Office of Academic Advising in Saint Joseph Hall.

Exploratory Program

In the Exploratory Program, first-year students join with other students who wish to pursue the full spectrum of their personal and intellectual interests through an integrated curriculum and co-curricular learning community experience. The Exploratory Program exposes students to many areas of study while also emphasizing self-inquiry, writing, critical thinking, and other skills and habits of mind instrumental to academic success. The Exploratory Program is developed around the themes of Passion, Knowledge and Purpose. Students are encouraged to answer such questions as: What motivates me (Passion)? What are my strengths (Knowledge)? How can I take responsibility for my education and my future, and what concrete steps can I take now (Purpose)?

All Exploratory students are enrolled in EXY100 – Explorations during their first semester. They will also enroll in ENG105 – Expository Writing, and PHI/RLS 102 – Ethics and Values as part of their first semester course load. Both courses satisfy liberal education requirements. Students are actively encouraged to select a major by the end of their first year. Bachelor's degrees are not awarded in the Exploratory Program. The Office of Academic Advising, (518) 454-5217, assists students with exploring their options or declaring their majors. A designated Exploratory Program advisor works with all Exploratory Students.
Double Majors
Students who complete all major requirements for a second major have this fact recorded on their transcripts. Students who pursue a double major are awarded either the B.A. or B.S. degree. Where either degree might be awarded, it is the student's decision to select the degree most suited to his/her purpose.

Accelerated and Dual Degree Programs
Accelerated and dual degree programs combine an undergraduate (Bachelor's) degree with a graduate (Master's) degree. These programs provide an opportunity for outstanding first-year students to pursue a challenging course of study that culminates in the completion of two degrees, in most instances in an abbreviated timeframe. In selective cases these programs are also available to returning and transfer students.

Program specific guidelines have been established to accommodate those applying as high school students and entering the College as first-year students; transfer students; and students already enrolled at The College of Saint Rose.

Undergraduate financial aid awards continue to apply through the graduate degree phase of Accelerated and Dual Degree programs. These awards are prorated to reflect differences in undergraduate and graduate program pricing.

Students must meet the eligibility criteria for a specific program in order to be accepted into a particular accelerated or dual degree program. Students enrolled in such programs should consult regularly with their academic advisors to assure that they continue to satisfy a given program's requirements.

At the completion of 110 total credits, both undergraduate and graduate, the student makes the transition to graduate student status. This change in status may affect financial aid and billing.

Accelerated and Dual Degrees
Accounting 150 Credit Hour Program (BS/MS): Page 117
Business Administration/Master of Business Administration (BS/MBA): Page 125
Communication Sciences and Disorders (BS/MS): Page 146
Computer Science (BS/MS): Page 183
English (BA/MA): Page 91
History/Political Science (BA/MA): Page 95

3+3 Dual Degree Program in Law
The College offers a special program, in conjunction with Albany Law School, which facilitates the completion of both an undergraduate degree and the J.D. degree within a six-year period. This program is open to selected students earning an undergraduate degree in the following majors: American Studies; Communications; Criminal Justice, Behavior and Law; English; History; History/Political Science; Interdepartmental Studies; Mathematics; Philosophy; Political Science; Religious Studies; Sociology; and Spanish. Students interested in pursuing this dual-degree program should contact the Office of Undergraduate Admissions.

Pre-Law
The training of lawyers is the function of the nation’s law schools, and inasmuch as those schools do not recommend any particular major as the single “best” preparation for law school, the College does not offer an established “pre-law” major. However, a designated member of the faculty assists students interested in a law career by suggesting those courses best suited to the development of the basic skills and insight needed for law school in conjunction with advice from the student’s major advisor. Such courses prepare students for the academic challenges of a legal education and for the needs and responsibilities facing practicing attorneys.
Contact Person:
Dr. Laura Weed
Professor of Philosophy/Religious Studies
Pre-Law Advisor
The College of Saint Rose
432 Western Avenue
Albany, NY 12203
(518) 458-5328
weedl@strose.edu

3+2 Engineering Program
Qualified students may complete both the B.A. in Interdepartmental Studies at The College of Saint Rose and a B.S. in Engineering at either Rensselaer Polytechnic Institute (RPI) or Clarkson University. Under our affiliation agreements with RPI and Clarkson, students complete three years of prescribed course work at Saint Rose and then complete two years of study within the Engineering program at the other institution. Students interested in pursuing only an Engineering degree may meet essential science and mathematics prerequisites at Saint Rose and then transfer to an institution of their choice to complete the degree in Engineering. Students interested in this program should contact the School of Mathematics and Sciences or the Office of Academic Advising at their earliest opportunity.

Pre-Medical/Pre-Dentistry/Pre-Veterinary Medicine Programs at The College of Saint Rose
Faculty members at The College of Saint Rose help to ensure that students who want to go to medical or other health related schools have the advice, course work, and support they need to help them prepare an effective application. At Saint Rose, these students are guided by a committee of six faculty members who are dedicated to keeping students on track for medical or other health related schools. All students interested in health related fields should take advantage of the services offered by the Pre-Medical Advisory Committee.

Composition of the Committee
The Pre-Medical Advisory Committee includes four faculty members from the Sciences, one Psychology department faculty member, and one faculty member from Arts or Humanities.

Course Work
Students in the Saint Rose pre-medical program must submit completed evaluation forms (obtained from the Committee chair—currently, Dr. Brian Jensen) for each of the following:

- Two Biology courses
- Two English courses
- MAT 190 Calculus
- A second Mathematics course
- PHY 190 and 191 Fundamentals of Physics 1 and 2
- Four Chemistry courses (including one in General Chemistry and one in Organic Chemistry)

Credential Review
Each spring semester, the Pre-Medical Advisory Committee offers an optional review of each pre-medical student's progress by examining individual academic progress reports and performance in core courses (listed above). Qualified students receive the Committee's written recommendations and advice to resolve any problems and to promote strong academic performance.

Mock Medical School Interviews
As a part of the ongoing evaluation and support process, the Committee offers each pre-medical student an opportunity to participate in mock interviews designed to prepare students for this important part of the medical school application process.
Letters of Recommendation
In the fall of the senior year, the members of the Pre-Medical Advisory Committee conduct a thorough evaluation of the pre-medical student's performance and subsequently compose a Committee letter of evaluation to support the qualified student's applications to medical school. Students must also solicit letters of recommendation from individual faculty members who have taught them during their undergraduate program.

Additional Activities
Because entrance to medical school is highly competitive, we advise our pre-medical students to participate in a variety of extracurricular activities to enhance their medical school application packages. Many pre-medical students prepare for the required Medical College Admissions Test (MCAT) by supplementing the strong instruction we offer in core courses with an MCAT preparatory course. The Pre-Medical Advisory Committee also encourages students to attend our monthly Science Colloquium Series on current issues in science. Pre-medical students are further advised to participate in the many opportunities we offer for undergraduate research and to engage in volunteer and service-learning activities that bring science and medicine to life. Many pre-medical students choose to pursue internships in a variety of exciting clinical and professional settings. In addition, medical professionals are regularly invited to visit with and answer questions from our pre-health students.

Contact Person:
Brian Jensen, Ph.D.
Pre-Medical Advisory Committee Chair
The College of Saint Rose
432 Western Avenue
Albany, NY 12203
(518) 454-5274
jensenb@strose.edu

Clinical Affiliations
The College of Saint Rose maintains affiliations with the School of Medical Technology at Rochester General Hospital to provide for the clinical portion of the B.S. in Medical Technology, and with the Albany College of Pharmacy and Health Sciences to provide for the clinical portion of the Biology/Cytotechnology program. Admission to the clinical component of Medical Technology and Cytotechnology is contingent upon the successful completion of prerequisite courses in the program as well as evaluation by the clinical affiliates and The College of Saint Rose. Each of these programs leads to a baccalaureate degree at Saint Rose and eligibility toward professional certification.

Pre-Health-related Professional Programs:

Clinical Program in Medical Technology
The College of Saint Rose and the School of Medical Technology at Rochester General Hospital maintain an agreement for qualified Saint Rose students who wish to pursue a career in laboratory-related health science fields. Admission to the clinical component of Medical Technology is contingent upon the successful completion of prerequisite courses in the program as well as evaluation by the clinical affiliates and The College of Saint Rose. This 3+1 program leads to a baccalaureate degree at Saint Rose and eligibility toward professional certification.

Clinical Program in Cytotechnology
The College of Saint Rose and Albany College of Pharmacy and Health Sciences maintain a formal agreement for qualified Saint Rose students who wish to pursue a career in cytotechnology and molecular diagnostics. Admission to the clinical/graduate component of Cytotechnology is contingent upon the successful completion of prerequisite courses in the program as well as evaluation by the clinical affiliates and The College of Saint Rose. This 3+2 program leads to a baccalaureate degree at Saint Rose, a Master's degree from Albany College of Pharmacy and eligibility toward professional certification.
Clinical Programs in Occupational Therapy and Physical Therapy

The College of Saint Rose and The Sage Colleges have developed a collaborative agreement to provide qualified Saint Rose students who wish to pursue a M.S. degree in Occupational Therapy (OT) or a Clinical Doctorate in Physical Therapy (DPT) from Sage Graduate School early admission contingent upon the successful completion of prerequisite courses in the program as well as evaluation by the clinical affiliates and The College of Saint Rose.

For more detailed information about any of these pre-health programs, including program prerequisites and application requirements and deadlines, students should visit the Saint Rose website at www.strose.edu, and contact the appropriate advisor at The College of Saint Rose.

Contact Person: Steve Strazza, Ph.D.
Medical Technology Program
The College of Saint Rose
432 Western Avenue
Albany, NY 12203
(518) 454-5285
strazzas@strose.edu

Contact Person: Kari Murad, Ph.D.
Cytotechnology, OT and PT
The College of Saint Rose
432 Western Avenue
Albany, NY 12203
(518) 454-5184
muradk@strose.edu

Academic Minors

The College offers the option of academic minors in a variety of disciplines as described in the program section of this catalog. Academic minors provide students with an opportunity to select a significant package of course work in an area of interest. Minors provide students an option for complementing a given major. Minors can provide academic or pre-professional support for graduate work or employment.

• A minor consists of a minimum of 18 credits.
• Students may elect minors outside of the discipline in which they are majoring.
• Students may elect up to two minors.
• Minors will be recorded on the student’s academic transcript.
• Minors are declared by filling out a form in the Office of Academic Advising.
• Students wishing to declare a minor should do so no later than the start of their senior year.
• Requirements for the declared minor must be completed by the time of graduation (students cannot finish a minor after graduating).
• Students follow the minor requirements in the catalog under which they entered (students must follow the same catalog for both major and minor requirements).
• Students self-advise for the minor with the assistance of the catalog and academic progress report.
• For successful completion of the minor, students must have a minimum GPA of 2.0 in the minor.
• A maximum of two transfer courses (six to eight credits) may be used toward a student’s minor.
Students may use courses from the major (or liberal education) to fulfill minor requirements.

No substitutions are allowed in a minor. Students must meet the requirements as stated in the catalog.

**ACSSJ Exchange Program**

The Association of Colleges of Sisters of Saint Joseph (ACSSJ) Student Exchange Program offers students the opportunity to enrich their educational experience by studying for a semester or a year at a member campus: Avila University, Kansas City, MO; Chestnut Hill College, Philadelphia, PA; Elms College, Chicopee, MA; Fontbonne University, St. Louis, MO; Mount Saint Mary’s College, Los Angeles, CA; Regis College, Weston, MA; St. Catherine University, St. Paul, MN and St. Joseph’s College, New York, NY. Full-time students who have completed at least 24 credit hours and maintain a minimum 2.5 grade point average are eligible to participate. The exchange may be for one or two semesters. The two semesters may be on one campus or a semester each on two different campuses. Students must apply by April 10 for the fall semester, and November 10 for the spring semester. For more information visit www.acssj.org.

**Office of Global and Domestic Studies**

The Office of Global and Domestic Studies coordinates orientation for international students and prepares Saint Rose students for study abroad.

**Faculty Led Short Term Study Tours**

The primary objectives of a Saint Rose sponsored study tour are to provide The College of Saint Rose students with global and domestic academic experiences, and to encourage Saint Rose faculty to expand their global and domestic travel interests, skills, experiences and contacts. A study tour is a combination of a Saint Rose course and a global or domestic travel experience, with the travel portion central to the academic objectives of the course in question. Participants are enrolled in the course for the duration of the academic term and/or for the semester the study tour will be offered. Please refer to the College website for a list of faculty led short term study tour courses being offered in upcoming semesters.

**Study Abroad**

The College of Saint Rose is affiliated with the Center for Cross-Cultural Study; the College Consortium for International Studies; Regent’s College, London, England; and University College, Cork, Ireland. Through these institutions, students may study and earn college credits in diverse countries across the globe. Please refer to the College website for a current list of study abroad locations. Students should consult with their academic advisors early in their academic careers to identify which programs best fit their education goals. The Office of Global and Domestic Studies provides guidance in choosing an appropriate program and planning for the experience of living and learning in a foreign country. Students participating in College affiliated programs will be charged The College of Saint Rose tuition and a study abroad fee rather than the cost indicated in the program’s materials. If the host study abroad tuition is higher than The College of Saint Rose, the student will pay the higher tuition. College of Saint Rose students studying abroad are always responsible for the room and board fees of the affiliated program.

**International Students**

The Office of Global and Domestic Studies also coordinates activities and programs for international students. The Office assists international students with cultural, educational and personal adjustments they may be called upon to make during their time studying away from home.

**Experienced Adult Program (EAP)**

The College of Saint Rose recognizes college-level learning gained outside the traditional classroom through its Experienced Adult Program (EAP), which enables students to earn credit by documenting their learning through a portfolio process.

Credit is granted for knowledge acquired through experience, not for the experience itself. A successful portfolio may include documentation of work experience, volunteer activities, seminars, mil-
The portfolio process begins after a student has been admitted to the College. It should be submitted early in the program, so that the student’s degree plan can stay on track and can accommodate any revisions brought on by portfolio review. An evaluation fee is payable at the time of portfolio submission.

Contact the Graduate Admissions and Continuing Education office for more information at 518-454-5143 or grad@strose.edu.

Senior Citizen Program

The College offers senior citizens, aged 62 and older, the opportunity to audit courses for their personal and professional development. Seniors may begin registration three days prior to the start of a new semester. No tuition is charged and no credit is awarded for courses taken through this program. The College also welcomes senior citizens to any public campus events, such as lectures, concerts, art exhibits, plays, or films. More information about events is available at www.strose.edu/events (some admission charges may apply).

Graduate Study

The College offers 64 graduate programs. Over 2,000 students are currently engaged in graduate study, the majority of them on a part-time basis. The approved programs and degrees are listed within their respective schools:

School of Arts & Humanities p. 74
School of Business p. 116
School of Education p. 129
School of Math & Sciences p. 173

The College Experience Program

Living Resources is an Albany, New York-based, not-for-profit organization whose mission is to promote and provide life enhancing services to individuals with disabilities in a safe and secure environment. In the fall of 2005, Living Resources and The College of Saint Rose launched the College Experience Program, a two-year certificate program for individuals with mental retardation and developmental disabilities that creates new life opportunities for young people with developmental disabilities.

The College Experience Program provides individuals with developmental disabilities, as well as the Saint Rose students and faculty working closely with them, with real-life experience, perhaps not otherwise available to them. Choices for individuals with developmental disabilities who aged out of school traditionally have been limited to day programs or supported employment.

The College Experience Program at The College of Saint Rose offers a curriculum designed to foster independence and encourage students with developmental disabilities to explore areas of interest both professionally and socially. The program’s main goals are for each student in the program to be ready to enjoy independent living (with or without assistance), and to be employed in a chosen field upon completion of the two-year certificate program.

Students in the College Experience Program begin their study with an introductory non-credit course and live in supported apartments close to the College campus. While the students receive residential habilitation support from Living Resources, College Experience Program students are exposed to all that the College campus has to offer. Students in the program have access to the services and amenities offered to all students at The College of Saint Rose.

This College Experience Program is made possible by the Options for People Through Services (OPTS) initiative begun by the New York State Office for People with Developmental Disabilities, Living Resources, and the College. All students in the program must be recommended to the College by Living Resources (www.livingresources.org).
academic regulations
ACADEMIC POLICIES AND PROCEDURES

Requirements for a Bachelor’s Degree

1. Completion of a minimum of 122 credit hours with a minimum cumulative index of 2.0 and a minimum index of 2.0 in the major.* The minimum number of credit hours, the minimum cumulative index, and the minimum major index may differ in some programs.

2. 60 of the 122 credit hours required for the bachelor’s degree must be completed in residence.

3. Fulfillment of all requirements stipulated in the major program.

4. Two credits are required in Wellness and Physical Fitness. A maximum of four credits can apply toward a degree.

5. The Further Disciplinary Study requirement is satisfied by completing a second Liberal Education course, outside the major, that is approved for one of the required learning objectives.

6. Writing Intensive Requirement: Each student must successfully complete at least one writing-intensive course designated as such by his/her major. (Prerequisite: ENG 105 Expository Writing, Oral Communication, and Research Techniques, or transferred equivalent.) This requirement must be completed at The College of Saint Rose.

7. Diversity Degree Requirement: Each student must successfully complete at least one three-credit Liberal Education, major or elective course designated to satisfy the diversity course requirement.

*The exception would be for students in dual degree programs (i.e., combined bachelor’s/master’s programs) who meet the content requirements of both degrees within their dual degree curricula.

Liberal Education Requirements

The bachelor’s degree at The College of Saint Rose builds on a balanced foundation of study in the arts and sciences that creates a context for advanced study in the major. Liberal Education courses are designed to fulfill learning outcomes.

Liberal Education Goal Statement

Education liberates the mind, freeing it from the constraints of unexamined convention and habit. Our faculty envisions a liberating education that develops students’ skills, knowledge, and perspectives in many contexts, empowering them to critically evaluate and appreciate the full range of human experience.

The program of liberal education at The College of Saint Rose is intended to achieve this goal through a broad introduction to knowledge and ways of thinking in the arts, humanities, behavioral and physical sciences and mathematics. Students work individually and collaboratively to achieve proficiency in written and oral communication, critical thinking, and information literacy in challenging courses that involve problem-based inquiry and analysis of diverse points of view. Our students learn how to be environmentally knowledgeable and socially responsible citizens who make ethical decisions based on mutual respect. Students gain a global perspective through knowledge of other cultures and engagement with the diversity in our own society, including our local urban community. We envision that this process will lead our students to integrate their learning and reflect on how their liberal education enriches their lives and enhances their role in society.

Approved by the Faculty, January 31, 2008

If an approved Liberal Education course is required in the major, that course may satisfy the corresponding Liberal Education requirement. Liberal Education courses are characterized in part by attention to such skills as writing, critical thinking and information literacy.

Liberal Education requirements may vary with the major. Students majoring in Accounting, Business
Courses which fulfill designated areas of the Liberal Education requirement are identified under the course descriptions found in that section of the catalog. They are designated L01 to L12.

**Liberal Education Learning Objectives and College-wide Liberal Education Requirements (41 credits)**

**Communication through Reading, Writing, Speaking and Listening (4):**
The College of Saint Rose graduate demonstrates communication competency in writing and speaking standard English, in critical reading and listening, and in using information and research resources effectively.

- **ENG 105 Expository Writing, Oral Communication and Research Techniques (L01)**: 4 credits

  All students must take ENG 105, unless they have transferred in equivalent course work. Students must receive a grade of C or better to complete this requirement. This course may not be taken on a pass/fail basis.

**Study of Language (3):**
The College of Saint Rose graduate demonstrates an understanding of language and the ability to analyze its function.

- **Foreign Language, American Sign Language, Linguistics, or Philosophy of Language (L02)**: 3 credits

**Historical Knowledge, Analysis, and Perspective (3):**
The College of Saint Rose graduate demonstrates historical knowledge, the ability to analyze that knowledge, and an emerging perspective on historical, cultural, and political influences which contribute to local and global change.

- **History (L03)**: 3 credits

**Artistic Knowledge and Interpretation (7):**
The College of Saint Rose graduate demonstrates knowledge of, appreciation of, and the ability to interpret, art, literature, communications, music, or drama.

- **Literature (L04)**: 4 credits
- **Art, Music, Drama or Communications (L05)**: 3 credits

**Philosophical or Theological Ethical Inquiry (3):**
The College of Saint Rose graduate demonstrates the ability to think critically about philosophical or religious traditions, especially their ethical dimensions.

- **Philosophy or Religious Studies (L06)**: 3 credits

**Mathematical Reasoning and Information Technology (6):**
The College of Saint Rose graduate demonstrates competency in mathematical, quantitative, and technological concepts as they apply to the processes of analysis, synthesis, and problem-solving.

- **Mathematics (L07)**: 3 credits
- **Computer Science (L08)**: 3 credits

**Scientific Knowledge and Inquiry (4):**
The College of Saint Rose graduate demonstrates effective use of scientific methodology and knowledge of the results it produces.

- **Laboratory Science (Biology, Chemistry, Physics or Earth Science) (L09)**: 4 credits

**Behavioral and Social Sciences (6):**
The College of Saint Rose graduate demonstrates knowledge of human behavior at the following levels: the individual; the groups within a society; the world’s cultures and societies as whole entities.

**Economics, Political Science or Business (L10) ........3 credits**

**Anthropology, Criminal Justice, Psychology, Sociology or Social Work (L11) .........................................................3 credits**

**Lifetime Fitness and Wellness (2):**
The College of Saint Rose graduate demonstrates an understanding, an appreciation and a development of the importance in spiritual, physical, intellectual, emotional and social lifetime wellness.

**Physical Education (L12) .............................................2 credits**

**Further Disciplinary Study (3):**
The College of Saint Rose graduate demonstrates deeper knowledge and understanding in a discipline of choice outside of the major. This requirement is met by completing a second Liberal Education course in that discipline. 3 credits

Each student should understand that the responsibility for arranging an appropriate program and for meeting all degree requirements rests with the student. The academic advisement given by faculty/administrators acting as advisors and by the Director of Academic Advising is offered to assist students in meeting this responsibility.

**Liberal Education Requirements for Accounting and Business Administration Majors**

Business Administration majors are required to fulfill the College Liberal Education requirements, which include the following required courses:

- At least three credits of MAT 180 (College Algebra) with grade C or better: This will fulfill the College-wide Mathematics Liberal Education requirement.
- At least three credits of CSC 111 (Introduction to Computer Science): This will fulfill the College-wide Computer Science Liberal Education requirement.
- At least three credits of ECO 106 (Economics): This will fulfill the College-wide Economics, Political Science or Business Liberal Education requirement.

**Liberal Education Requirements for Childhood Education and Special Education/Childhood Education (SEED) Majors**

Childhood Education and SEED majors must fulfill the 41-credit Liberal Education requirement in the following manner in order to meet program requirements (10 additional credits; 51 credits total):

- Three additional credits in Mathematics: Take MAT 100 (3 credits) to fulfill the “Mathematical Reasoning” (L07) requirement, and, in addition, take MAT 105 (3 credits).
- Four additional credits in Science: Take SCI 100 (4 credits) to fulfill the “Scientific Knowledge and Inquiry” (L09) requirement, and, in addition, take SCI 200 (4 credits).
- Three additional credits in Social Studies: Take a course within “Historical Knowledge” (L03) or within one of the following disciplines in “Behavioral and Social Sciences”: Economics or Political Science (L10); Sociology (L11).
- Six credits in Foreign or American Sign Language: Take three credits to fulfill the “Study of Language” (L02) requirement, and, three more credits to fulfill the “Further Disciplinary Study” requirement. The six credits must be in the same language.
Liberal Education Requirements for Communication Sciences and Disorders Majors

Students in Communication Sciences and Disorders are required to fulfill the College Liberal Education requirements PLUS the following to meet certification requirements:

- Three credits in Foreign or American Sign Language (the six credits must be in the same language; three credits may be earned through the “Study of Language,” in the College Liberal Education requirements, and the additional three credits can fulfill the “Further Study” requirement).

Substitution of Degree Requirements

Appeals for a substitution of any of the above College-wide requirements must be submitted in writing to the appropriate school dean.

Credit at Another College

A student who is matriculated at The College of Saint Rose and who wishes to take courses at another accredited college or university may do so within the limits of the College’s residency requirement; that is, 60 earned credits at Saint Rose and a maximum of 62 transfer credits.

Prior to registering for courses at another college, a student must obtain the written approval of his/her advisor and the Dean of his/her school in order to ensure that the credits earned will be applicable toward the degree at Saint Rose. Students are advised not to take course requirements for their major at another college. Once students have reached junior status, they may be discouraged from taking courses at a junior or community college. Prior approval is essential in order to assure transfer of credit. Request forms for taking courses at other colleges are available in the Student Solution Center.

The College allows transfer credit for courses taken at other colleges and completed with grades of C- or above. However, quality points are not recorded for these courses and do not enter into the tabulation of the grade point average.

An exception to the above policy is made for courses taken through the College’s cross-registration agreement with other colleges and universities during the fall and/or spring semesters as part of a full-time program at Saint Rose. In this case, credit is given for grades of D or above, quality points are recorded, and the credit earned counts as part of the residence requirement at the College. Forms for cross-registration are available in the Student Solution Center.

Classification of Students

A student will be classified as a sophomore upon the completion of 30 credit hours, junior upon the completion of 60 credit hours and senior upon the completion of 90 credit hours.

- Full-time - A student who carries 12 or more credit hours of course work in a semester.
- Part-time - A student who carries fewer than 12 credit hours of course work in a semester.

The typical course load for a full-time student is 15-16 credit hours per semester. Tuition overloads begin at 19 credit hours, and additional charges are calculated on a per-credit hour basis.

Permission to take more than 18 credit hours during a semester must be requested of the Dean of your school. Students with a grade point average below 3.0 will be discouraged from taking more than 18 credits during a semester.

Students may take a maximum of 12 credit hours total during the summer semester.
Grading System

Quality points are assigned on the following basis. Each course credit hour graded A counts as 4 quality points; A- 3.7; B+ 3.3; B 3.0; B- 2.7; C+ 2.3; C 2.0; D 1.0; F 0.0. The cumulative ratio is determined on the basis of all work taken at the College for which credit and quality points are received.

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Insight &amp; Understanding</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 4.0 Superior</td>
<td>An unusual command of inter-relationships within the subject and high level of originality in approaching problems</td>
<td>Fluency in oral and written expression</td>
</tr>
<tr>
<td>A- 3.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+ 3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B 3.0 Good</td>
<td>An understanding of the fundamentals and their inter-relationships; also some originality and insight in approaching problems</td>
<td>Fluency in oral and written expression</td>
</tr>
<tr>
<td>B- 2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+ 2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C 2.0</td>
<td>Basic understanding of fundamental principles and a reasonable ability to apply them</td>
<td>Clarity and correctness in oral and written expression</td>
</tr>
<tr>
<td>D 1.0 Passing</td>
<td>Limited understanding of fundamental principles and limited ability to apply them</td>
<td>Some deficiency in oral and written expression</td>
</tr>
<tr>
<td>F 0.0 Failure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EX 0.0 Experiential Credit

W 0.0 Withdrawal from course without academic penalty

X 0.0 Audit
Students who register to audit courses may not subsequently request credit for the audited courses.

R 0.0 Repeated Course
Only highest grade is calculated in the grade point average.

TR 0.0 Transfer Course

I 0.0 Incomplete
The designation I becomes F if the grade is not received within one month of the start of the next semester. Students who seek eligibility for financial aid and/or Dean’s List should consult the sections in this catalog regarding the effect of incomplete grades on financial aid and Dean’s List.

Incomplete grades are assigned only if the student requests such a grade and at the discretion of the instructor. Specific arrangements should be made between the instructor and student for the completion of all outstanding requirements. Incomplete grades carry a $70 fee.
**P 0.0 Passing in a Pass/Fail course**

Credit is earned but quality points are not calculated in the grade point average for “pass”; “fail” grades are calculated in the grade point average.

**Pass/Fail Grading**

Full-time students may elect to take one course each semester, including courses which fulfill Liberal Education requirements (except ENG 105), on a pass/fail basis. This may be in addition to courses in physical education, which students may wish to take on a pass/fail basis, or any course with mandatory pass/fail grading. The intention to take any course on this basis must be stated at the time of registration or during the first two weeks of the semester. The decision to take a course on a pass/fail basis is final, and cannot be subsequently reversed. Quality points for passing grades are not calculated in the grade point average for pass/fail courses, but failure grades are calculated in the grade point average. Students who wish eligibility for Dean’s List should consult catalog pages regarding the possible effects of pass/fail grading on Dean’s List eligibility. In the following majors, no required course in the major or concentration may be taken for pass/fail grading, unless the course has mandatory pass/fail grading: American Studies, Art, Communication Sciences and Disorders, Communications, Computer Science, Criminal Justice, Education, English, History, History/Policital Science, Political Science, Mathematics, Music, Philosophy, Psychology, Science, Sociology, Spanish, Women’s and Gender Studies.

Additional requirements for certain areas follow:

**Accounting**

No course needed to satisfy core or concentration requirements, except BUS 494, may be taken for pass/fail grading. (This includes mathematics prerequisites.)

**Business Administration**

No course needed to satisfy core or concentration requirements, except BUS 494, may be taken for pass/fail grading. (This includes mathematics prerequisites.)

**Social Work**

No required course for the major with a prefix of SOC or SWK may be taken for pass/fail grading.

**Independent Study**

Independent study is available to matriculated students. An independent study may take the form of research, tutorials, directed readings, or special projects under the direction of full-time faculty members with whom students consult periodically during the semester. Each independent study must have a faculty advisor and requires a formal application to be on file in the Registrar’s office at the time of registration.

This option is not open when a course related to the topic is available. A student may take no more than one course designated as independent study during a semester. To qualify for graduation honors, no more than six credits may be earned through independent study.

Students who wish to pursue independent study have the responsibility to secure approvals and consent from a faculty member in the academic discipline, realizing that a faculty member may not always be able to accommodate requests.

**Attendance**

It is the responsibility of the professor to state clearly the attendance policy that will be in effect for the course, and it is the student’s responsibility to be aware of that policy.

**Examinations**

Semester examinations are optional in each course according to the decision of the instructor. The final week of each term may be used for examinations, seminars, conferences, discussions or other evaluative procedures.
Except for extraordinary reasons, students may not take examinations at times other than those set by their instructors. A student necessarily absent from a semester examination should arrange with the teacher concerned to take a make-up examination no later than the first month of the following term.

**Change of Grade Policy**

Grade changes are the sole responsibility of the instructor assigned to the course. The basis of grade changes is restricted to clerical error, computation error, academic grievance or academic dishonesty. Grade changes which fall within these policy guidelines are to be accepted as if they were the original grade. Grade changes should be completed by the end of the following semester.

**Academic Standing**

At the end of each academic semester, each student's progress toward fulfilling degree requirements is reviewed and a determination on academic standing is made according to the criteria listed below.

1. A student with a cumulative GPA of 2.0 or better is in good academic standing.
2. A student who has attempted at least 15 credit hours at The College of Saint Rose and whose cumulative GPA has remained below 2.0 for three consecutive semesters will be dismissed.
3. After attempting 15 credit hours, students are required to achieve a minimum semester GPA of 2.0. Students whose first semester GPA falls below 2.0 are placed on academic probation.
4. After attempting 30 credit hours, including transfer credits, students are required to achieve a minimum cumulative GPA of 2.0 to proceed without penalty. Students whose cumulative GPA falls between 1.5 and 1.9 are placed on academic probation. Students whose cumulative GPA falls below 1.5 are academically dismissed.
5. After attempting 45 credit hours, including transfer credits, students are required to achieve a minimum cumulative GPA of 2.0 to proceed without penalty. Students whose cumulative GPA falls between 1.6 and 1.99 are placed on academic probation. Students whose cumulative GPA falls below 1.6 are academically dismissed.
6. After attempting 60 credit hours, including transfer credits, students are required to achieve a minimum cumulative GPA of 2.0 to proceed without penalty. Students whose cumulative GPA falls between 1.7 and 1.99 are placed on academic probation. Students whose cumulative GPA falls below 1.7 are academically dismissed.
7. After attempting 75 credit hours, including transfer credits, students are required to achieve a minimum cumulative GPA of 2.0 to proceed without penalty. Students whose cumulative GPA falls between 1.8 and 1.99 are placed on academic probation. Students whose cumulative GPA falls below 1.8 are academically dismissed.
8. After attempting 90 credit hours, including transfer credits, students are required to achieve a minimum cumulative GPA of 2.0 to proceed without penalty. Students whose cumulative GPA falls between 1.9 and 1.99 are placed on academic probation. Students whose cumulative GPA falls below 1.9 are academically dismissed.
9. After attempting 105 credit hours, including transfer credits, students are required to achieve a minimum cumulative GPA of 2.0 to proceed without penalty. Students whose cumulative GPA falls below 2.0 are academically dismissed.

Attempted credit hours include courses in which students have received the grade of F.

Academic dismissal is binding for a period of at least one year, after which time the student may apply for resumption of study. Some evidence indicating likelihood of success must be presented. The College reserves the right not to readmit students who have been dismissed for academic reasons.
Academic Grievance Procedure

To resolve academic grievances, students should complete this procedure no later than 60 days after the first day of the next regular (Fall or Spring) semester. (A summary checklist for this procedure is available on the Registrar's office website under "Forms."): 

1. A student with a grievance must first identify the grievance and discuss the matter at issue with the faculty member who is the party to the grievance. Students who cannot locate the faculty member to discuss the grievance should meet directly with the chair of the relevant department. If a grievance arises against a department chair, then the school's faculty will select a faculty colleague to meet with the student.

2. If no resolution of the grievance was achieved during that first step, then, second, the student must request, in writing, a meeting with the chair of the relevant department (or an appointed representative in the case of grievances against a department chair) and the faculty member who is party to the grievance (and the student, him/herself). In the written statement, the student will make clear to the department chair that there is a grievance matter, and that the issue was unresolved in a meeting with the faculty member. The meeting will be set by the department chair for within two weeks of receiving the written request. At this meeting, the grievance issue(s) must be identified. The department chair will facilitate an attempt to resolve the grievance. Students and faculty members should complete the Academic Grievance Process form (available on-line under "Forms" on the Registrar's office website) at the end of this meeting if the student intends to pursue the grievance to the next step.

3. If no resolution of the grievance is achieved at the second step, the student may make a request for a formal hearing of the grievance by the Academic Grievance Committee. The request must be in writing and presented to the chair of the Academic Grievance Committee within the 60 day time limit noted above. A detailed and clear statement with supporting evidence of the facts must accompany the hearing request. The Academic Grievance Committee will determine if the appeal is within its purview and if the facts warrant a hearing. Four affirmative votes of the Committee members are needed to call a formal grievance hearing.

The student has the responsibility to gather the appropriate signatures on the Academic Grievance Process Form at the end of each meeting of the grievance process. Additionally, the student must provide a signed copy of this completed form to the Academic Grievance Committee should the grievance not be resolved at steps 1 and 2 of the process. The Academic Grievance Process Form is available in the Registrar's office and on the Registrar's office website.

The student and faculty member, and witnesses with direct knowledge of events germane to the grievance for either party, are permitted at the formal hearing of the Academic Grievance Committee. All pertinent documents and supporting written statements will be admitted into evidence at this time, and those that are determined to be relevant by the committee will be considered carefully. The chair will moderate the proceedings. The grievant may be assisted during the hearing by an advisor selected from the College community (faculty, staff or student) but that advisor will not address the committee directly. While all parties to the grievance are free to consult with and receive advice from attorneys concerning the grievance, no party shall be represented by an attorney during the hearing itself.

The Committee's recommendations, in writing and within a reasonable time frame, typically within ten days of the formal hearing, and they will be forwarded for final deposition to the appropriate school dean (or directly to the Provost in situations where no dean is available). The school dean will notify all parties concerned, in writing, of his/her decision and the recommendations of the Committee.

The Academic Grievance Committee will be comprised of four faculty representatives elected by each of the four schools and three students selected by the Student Association (which should keep in mind the fact that a traditional, nontraditional and graduate student should be included). Two alternate students will also be selected annually by the Student Association. No person on the Academic Grievance Board shall hear his/her own complaint. Confidentiality must be maintained at all times.
Policy on Plagiarism and Other Infringements of Academic Honesty

**Definition:**
Students at The College of Saint Rose are expected to be honest in every aspect of their academic work. All work presented as a student's own must be the product of her or his own efforts. Plagiarism, cheating, academic misconduct, or any other submission of another's work as one's own is unacceptable. Students working in groups are each individually responsible for the academic integrity of the entire group project.

Plagiarism includes but is not limited to:

- Purchasing, copying, down-loading, printing, or paraphrasing another's book, article, paper, speech, exam, portfolio, creative work, argument, or any other work and presenting it as one's own, either in whole or in part.
- Incorporating portions of another's work without proper acknowledgement and documentation.

Academic misconduct includes but is not limited to:

- Using means other than academic achievement or merit to influence one's academic evaluation.
- Knowingly providing assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations. A student who writes a paper or does an assignment for another student is an accomplice and must be held accountable just as severely as the other. A student who knowingly permits another student to copy from her or his own paper, examinations, or project should be held as accountable as the student who submits the copied material.
- Receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations.
- Presenting as one's own the ideas or words of another for academic evaluation without proper acknowledgement or documentation.
- Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructor(s) involved.
- Obtaining and/or reporting research data in an unethical or intentionally misleading manner.

In sum, the work of others, regardless of origin, must be properly and accurately cited in an accepted style. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work when used. Students are advised to always indicate another writer's exact words and ideas with appropriate references. Whenever in doubt, cite the source.

**Procedures**
It is the responsibility of the course instructor to identify and act upon breaches of academic integrity according to her or his best judgment in conjunction with institutional guidelines.

- In cases where the instructor determines that a violation of academic integrity has been committed, she or he will attempt to inform the student and will inform the department chairperson* of the charge and the consequence. Within two weeks of notification, the student may request an opportunity to present her or his defense to the instructor.
- The course instructor will file a report in the Registrar's office by either completing an Academic Dishonesty Report Form or by writing a letter.
- The report will be retained in a central file in the Registrar's office.
- If the student elects to appeal the sanction by following the steps outlined in the College's Academic Grievance procedure, the report will be kept by the Registrar in a "Pending File."
If the student's appeal is successful, then the Registrar will remove the report from the files.

If the student chooses not to appeal or if the appeal is not successful then the report will be retained in a central file in the Registrar's office.

The Registrar will refer repeated violations of the standards of academic integrity to the Provost.

A student who has more than one report filed in the Registrar's Office regarding a violation of the standards of academic integrity may receive sanctions up to, and including, dismissal from the College as determined by the Provost.

*Department chairs will confer with a tenured colleague.

Confidentiality of Student Records

The College of Saint Rose wishes to encourage trust and confidence among students, faculty, staff, and administration and, in particular, to affirm the right of privacy of each member of the College community.

Only those within the College who have a legitimate educational interest may have access to student records. Persons outside the College do not have access to the records of individuals unless the student gives permission for the release of specific records or unless the knowledge of such information is necessary to protect the health or safety of other persons.

Such “directory information” as name, address, email address, dates of attendance, enrollment status, photographic image, major field of study, participation in officially recognized activities, degrees and awards received, and the most recent educational institution attended by the student will be released by the College when such release is appropriate unless a student specifically requests that this information not be released.

In accordance with this policy, present and former students at The College of Saint Rose have access to their own records at the following locations:

- Records of academic progress – Registrar's Office
- Health records – Health Services
- Placement records (the provisions of law protect the confidentiality of letters of recommendation filed prior to January 1, 1975, as well as letters for which students have formally waived their rights to access) – Office of Career Services
- Financial Aid information (excluding the Parent's Confidential Statement if the parents specify that the student may not have access to the statement) – Financial Aid Office
- Records of charges and payments – Business Office
- Alumni records – Alumni Office
- Higher Education Opportunity Program testing records – HEOP Office
- College progress reports for sponsoring agencies – Office of Academic Services

The complete Notice of Student Rights with Respect to Education Records is available in the Registrar and Student Affairs offices, as well as on the College's website.

If students wish to challenge any part of their record, they may do so informally by contacting the Vice President for Student Affairs. A formal hearing process is available as set forth in the Annual Notice to cover instances when the informal procedures are not satisfactory. The hearing will be conducted by a College official that does not have an interest in the outcome.

The Family Educational Rights and Privacy Act (FERPA) generally prohibits the disclosure of information about students and the inspection of student records without their permission to do so.
“Directory information,” as defined by the institution, may be disclosed as long as notification to do so has been made available to students, and students are given the opportunity to request nondisclosure.

School Deans, department chairs, and advisors often do have a “legitimate educational interest” in the examination of student records, which authorizes sharing of such information among faculty and staff when the information is reasonably necessary in order to fulfill the faculty member’s professional or assigned responsibilities.

**Honors Convocation**

Each spring, the College extends recognition to students who have demonstrated distinguished academic achievement. This recognition is acknowledged by a public Honors’ Convocation. The ceremony includes awards for Outstanding Seniors, Graduate Honors and other special awards which are determined by criteria set by department faculty.

**Dean’s List**

Full-time undergraduate students, who complete a minimum of 12 graded credit hours, and who achieve a semester average of 3.5 with no D, F or Incomplete grade, will be eligible for the Dean’s List. Notification of this achievement will be sent by the dean to each qualifying student.

Matriculated part-time students who complete a minimum of 12 graded credit hours at The College of Saint Rose and who achieve an overall cumulative average of 3.5 or better with no independent study, internships, field placements, D, F or Incomplete grades will be eligible for the Dean’s List for Continuing Higher Education. Part-time students will become eligible, once again, for the Dean’s List for Continuing Higher Education only after they complete the next 12 graded hours in subsequent semesters governed by the same academic standards (12 graded credit hours at the College with an overall cumulative average of 3.5 or better with no independent study, internship, field placements, D, F or Incomplete grades).

**Honor Societies**

**Delta Epsilon Sigma**

Students who have completed at least five semesters of college, who have maintained a superior quality point index, who have helped to foster intellectual activities and who give promise of becoming leaders within the scope of their activities are eligible for nomination for membership in Delta Epsilon Sigma, a national scholastic honor society. Members of the Alpha Chi Chapter have the final responsibility for electing students to membership in the honor society.

**Alpha Kappa Delta**

Students are eligible to join the International Sociology Honor Society once they have obtained Junior class standing, have successfully completed at least four sociology courses, with a sociology course grade point average of a 3.0 or better, as well as an overall grade point average of 3.0 or better. This honor society is open to students of any major who have demonstrated serious interest in sociology.

**Alpha Phi Sigma**

Alpha Phi Sigma is the nationally recognized honor society for students in the criminal justice sciences. The society recognizes academic excellence by undergraduates as well as graduate students of criminal justice. Undergraduate students must maintain a minimum of 3.2 overall GPA on a 4.0 scale, and a 3.2 GPA, on a 4.0 scale, in criminal justice courses. The student must also rank in the top 35% of his/her classes and have completed a minimum of four courses within the criminal justice curriculum. The Honor Society is open to those with a declared criminal justice major or minor.

**Delta Epsilon Iota**

Delta Epsilon Iota is an academic honor society with a focus on Career Services. Students are eligible to join once they have completed 30 semester hours. Undergraduate students must be enrolled fulltime and must maintain a minimum 3.5 overall GPA on a 4.0 scale.
Delta Mu Delta
Delta Mu Delta is the Honor Society for ACBSP Accredited Business Schools. Undergraduates majoring in accounting or business administration who (1) are Juniors and have completed at least half the Saint Rose business credits required for the degree; and (2) have a cumulative grade point average of above a "B" or better; and (3) are in the top 20 percent of their class; and (4) are in good standing, are eligible to join by invitation. Induction ceremonies are usually held toward the end of Fall and Spring semesters.

Kappa Delta Pi
Students who meet eligibility requirements are invited to join this international honor society for education. The honor society is open to all students enrolled in the School of Education and Adolescence Education students.

Phi Alpha
Students must be declared Social Work majors to participate in this national honor society for social work students. In addition, students must hold sophomore standing, have completed a minimum of eight semester hours of social work coursework, and have a 3.0 or higher GPA overall with a 3.25 GPA or higher in required social work courses.

Phi Alpha Theta
Phi Alpha Theta is the national honors society for history students. The Alpha Lambda Omega Chapter of Phi Alpha Theta at The College of Saint Rose was established in 2003 and is now one of the largest and most active honors societies on campus. Its members have achieved academic distinction by maintaining a minimum grade point average of 3.1 within their history coursework and a grade point average of 3.0 overall in their Saint Rose coursework. Members actively promote the intellectual life of the campus by hosting speakers, running film series, organizing field trips to historical sites, and presenting their research at student conferences.

Phi Sigma Tau
This international honor society in Philosophy is open to all students who meet the requirements for admission, including a 3.0 GPA or higher in their Philosophy courses and an overall GOP that places them in the top 33% of his/her graduating class.

Psi Chi
Students are eligible for membership in the Saint Rose chapter of the national honor society in Psychology who (1) have completed at least 3 semesters of college, (2) have completed a minimum of 9 Psychology credits, (3) have earned a minimum grade point average of 3.6 in Psychology, and (4) have earned a minimum grade point average of 3.2 overall. Interested students should contact the Psychology department or the School of Mathematics and Sciences.

Sigma Tau Delta
Students majoring in English or English – Adolescence Education, who meet the academic standards set by this international honor society as well as the standards set by The College of Saint Rose English faculty, are invited to join this honor society in the spring of each year.

Sigma Xi
Students who meet eligibility requirements are invited to join this national science research honor society.

Tau Sigma
Tau Sigma is the National Honor Society for transfer students. Tau Sigma recognizes the academic achievement of students transferring to four-year institutions and encourages and promotes students’ involvement in their new college environment. To be eligible, students must earn a 3.5 GPA or higher after their first semester at Saint Rose and be enrolled full-time. Each fall semester, Tau Sigma offers $25,000 in national scholarships.

Upsilon Iota
The national honor society of the National Communication Association requires student members to be majoring in Communications or be interested in the communications field, have completed 60 semester hours including at least four communications courses, have a 3.0 GPA or higher, have a 3.2 GPA or higher in communication courses, and be in the top 35% of his/her graduating class.
Commencement Honors

To qualify for a degree with honor, a student must have completed a minimum of 36 graded (A-D) credit hours at Saint Rose. No more than six of these credits may be earned through independent study. College honors are awarded on the basis of the cumulative scholastic index as follows:

- Cum laude ................................................................. 3.5
- Magna cum laude ..................................................... 3.7
- Summa cum laude ................................................... 3.9

An EAP student with 30-35 formally graded (A-F) credit hours at Saint Rose qualifies for honor on the basis of the cumulative scholastic index as follows:

- Cum laude ................................................................. 3.5
- Magna cum laude ..................................................... 3.65-3.91
- Summa cum laude ................................................... 3.92-4.0

The cumulative index is determined on the basis of credit hours earned in residence. Honors at Commencement are based upon work completed as of the end of the semester preceding the granting of the degree. Final honors are recorded on the permanent record. This includes all work completed at the College.

Conferring of Degrees

Degrees are conferred by The College of Saint Rose at the College’s annual Commencement in May. Only those students who have completed all requirements and are registered for, and participating in, courses that will allow successful completion of requirements as certified by the Registrar’s office will be allowed to participate in the May Commencement ceremony. Students who complete requirements in the subsequent summer and fall may participate in the next May Commencement, although degrees will continue to be conferred in August and December with graduates invited to attend the May Commencement.

Undergraduate Completion Rates

The undergraduate completion rate is based on the number of entering freshmen in a given year who graduate within a six-year period. Please refer to the College’s website for specific cohort details.
tuition, fees
and financial aid
TUITION, FEES & FINANCIAL AID

Student Finances

The College does not charge its students for the entire cost of their education; the fees listed in this catalog represent only a portion of the average cost per student. The balance of this cost is borne by gifts from alumni, friends, business and foundations. The College reserves the right to change established fees and services, to add additional fees and services, and to determine the effective date of such changes without prior notice.

Educational Expenses 2011-2012

<table>
<thead>
<tr>
<th>Educational Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for 12 to 18 credit hours (per semester)</td>
<td>$12,307.00</td>
</tr>
<tr>
<td>Overload charge (per credit)</td>
<td>819.00</td>
</tr>
<tr>
<td>Part-time tuition during day (per credit)</td>
<td>819.00</td>
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<tr>
<td>Part-time tuition during evening and weekend (per credit)</td>
<td>819.00</td>
</tr>
<tr>
<td>Audit day (per credit)</td>
<td>424.00</td>
</tr>
<tr>
<td>Audit evening (per credit)</td>
<td>424.00</td>
</tr>
<tr>
<td>Alumni audit (per course)</td>
<td>89.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Double</td>
<td>$2,588.00</td>
</tr>
<tr>
<td>Triple</td>
<td>2,504.00</td>
</tr>
<tr>
<td>Single</td>
<td>2,754.00</td>
</tr>
<tr>
<td>Apartment</td>
<td>3,290.00</td>
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</table>

<table>
<thead>
<tr>
<th>Board</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan # 1</td>
<td>$2,679.00</td>
</tr>
<tr>
<td>Plan # 2</td>
<td>2,623.00</td>
</tr>
<tr>
<td>Plan # 3</td>
<td>2,511.00</td>
</tr>
</tbody>
</table>

Misellaneous Fees (non-refundable)

<table>
<thead>
<tr>
<th>Miscellaneous Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation fee (freshmen and new transfer students)</td>
<td>$290.00</td>
</tr>
<tr>
<td>Student records fee, per semester</td>
<td>68.00</td>
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<tr>
<td>Removal of an I grade (incomplete grade)</td>
<td>70.00</td>
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<tr>
<td>Processing fee for each returned check</td>
<td>60.00</td>
</tr>
<tr>
<td>Late payment fee, per month</td>
<td>80.00</td>
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<tr>
<td>Student activity fee, full-time student, per semester</td>
<td>92.00</td>
</tr>
<tr>
<td>Art fee (Art program majors only), per semester</td>
<td>85.00</td>
</tr>
<tr>
<td>Art fee, specific courses</td>
<td>Variable</td>
</tr>
<tr>
<td>Music fee (Music program majors only), per semester</td>
<td>85.00</td>
</tr>
<tr>
<td>Music lessons</td>
<td>Variable</td>
</tr>
<tr>
<td>Communication laboratory, per course</td>
<td>Variable</td>
</tr>
<tr>
<td>Science laboratory fee, per course</td>
<td>55.00</td>
</tr>
<tr>
<td>Technology fee</td>
<td>210.00 (full-time study per semester) OR 25.00 (per credit for part-time study)</td>
</tr>
<tr>
<td>Parking sticker</td>
<td>50.00</td>
</tr>
<tr>
<td>ID card</td>
<td>30.00 (Replacement)</td>
</tr>
<tr>
<td>Health fee</td>
<td>110.00 (full-time study per year) OR 40.00 (part-time study per year)</td>
</tr>
<tr>
<td>Communications Program Fee (COM majors only per semester)</td>
<td>85.00</td>
</tr>
</tbody>
</table>

Other Estimated Semester Expenses

<table>
<thead>
<tr>
<th>Estimated Semester Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$1,200.00</td>
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<tr>
<td>Personal expenses</td>
<td>1,750.00</td>
</tr>
<tr>
<td>Travel expenses</td>
<td>500.00</td>
</tr>
</tbody>
</table>
Payment of Accounts

Accounts are due and payable in advance. Payment is due ten days prior to the semester start date. The College accepts MasterCard, VISA and Discover, as well as cash, checks or money orders. Credit card and check payments may be processed online. A monthly payment plan is also available for all or part of the semester balance. Verified financial aid will be credited to student accounts after being validated by the Financial Aid office.

A non-refundable application processing fee of $40 must accompany all initial applications for admission except applications submitted online. This fee is not refunded if the applicant withdraws or is not accepted.

A tuition deposit of $150 is required of all new students upon acceptance; in the case of a resident student, the deposit is $300 of which $150 represents a tuition deposit and $150 a room reservation deposit.

The deposit will be applied against the student’s first semester charges. The room deposit will be applied against the second semester residence fee and will be forfeited if the student withdraws at the end of the first semester.

Students with unresolved financial obligations will not receive semester reports, transcripts of courses taken or degrees, and will not be allowed to register for subsequent semesters.

Withdrawal and Refunds

No adjustment or refund is made for late entrance to courses, for absence after courses begin or for dismissal during the semester.

If a student is withdrawing from the College, he/she should provide written notice to the Dean of the appropriate school. In addition the student will need to submit a signed withdrawal form to the Student Solution Center. Tuition refunds are computed from the date on which the Student Solution Center receives written notice of the withdrawal. Because medical withdrawals fall under our general withdrawal policy and refund schedule, optional tuition refund insurance is offered to students, and is designed to minimize financial losses if a student is forced to withdraw from all classes due to a serious illness or accident.

Refunds for tuition and credit-hour-based fees are calculated on a credit-hour basis and are made according to the following schedule:

- During the first week .......................................................... 100%
- After first week of semester .............................................. 80%
- After second week of semester ......................................... 60%
- After third week of semester ............................................ 40%
- After fourth week of semester ......................................... 25%
- Withdrawal after five weeks ........................................ No refund

(Please refer to the current course listing brochure for the summer refund schedule.)

If a student officially withdraws from residence during the first week of the semester, he/she will be eligible for a 100% refund of room charges. During the second week, a student who withdraws from residence will be eligible for a 50% refund. After the end of the second week, no refund can be given for room charges. Board charges are prorated accordingly.

Financial Aid

The College of Saint Rose has long been committed to the premise that a quality education should be within reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, State, and institutional financial aid. While the basic responsibility for financing education lies with the student, student resources can be supplemented with employment, grants, scholarships and loans. The amount of aid available through the College is limited, and most is awarded on the basis of need as demonstrated through the Free Application for Federal Student Aid (FAFSA). All financial assistance from the College is subject to adjustment if the recip-
Tuition, Fees and Financial Aid

Application Procedures and Deadlines

All students who wish to be considered for financial aid eligibility, whether it be through institutional, Federal, or State funds, must submit the Free Application for Federal Student Aid (FAFSA) each year, listing The College of Saint Rose Federal School Code (002705) to allow the College to receive the application data electronically. By submitting the FAFSA, a student is applying for all forms of Title IV Federal Student Aid Programs, including the Pell Grant, the Supplemental Educational Opportunity Grant (SEOG), the Perkins Loan Program, Federal Work Study and the Federal Family Education Loan Programs (the Federal Stafford Loan and the Parent Loan for Undergraduate Students). The FAFSA is also used to determine an applicant's eligibility for the College's Grant-In-Aid program. Annual submission of the FAFSA is expected of all recipients of institutional aid, including those awards based on merit, talent, or athletic ability; it is required of those receiving full-tuition or larger grants from the College in order to incorporate Pell or TAP awards for which the student may be eligible.

Submission of the FAFSA will generate an Institutional Student Information Report (ISIR) and a Student Aid Report (SAR). The ISIR is the electronic document transmitted to each college/university indicated on the FAFSA. If The College of Saint Rose Federal School Code (002705) is listed on the FAFSA, the College will receive the ISIR electronically. The SAR is the paper document containing the same information as the ISIR and is mailed to the applicant. The ISIR/SAR contains data required to determine an applicant's financial aid eligibility.

The priority deadline for receiving the ISIR or SAR at The College of Saint Rose is February 1 for summer and fall semesters and November 1 for the spring semester. ISIRs or SARs received after February 1 will be evaluated, but some funds may no longer be available for late applicants.

Institutional Scholarships and Grants

The College of Saint Rose offers scholarships and grants designed to assist in payment of the tuition bill. Eligibility for these awards is based upon a variety of criteria, including but not limited to, academic merit, financial need, and athletic talent. Regardless of the type of institutional award, it may not exceed the cost of tuition when combined with other awards that are designated for tuition only. A case in point would be New York State's Tuition Assistance Program (TAP). Thus, institutional scholarships or grants, in combination with TAP, may not exceed the cost of tuition.

Institutional financial aid is awarded for full-time study (at least twelve credits per semester) during the fall or spring semesters only. Institutional grants or scholarships may be awarded for study during the summer semester at the discretion of the Director of Financial Aid. Generally, an otherwise eligible applicant may be granted institutional financial aid award(s) for full-time study during the summer semester if the summer semester is the final semester of study toward the degree. Similarly, if a student enrolls for a final semester of attendance and less than twelve credits are required for the degree, institutional financial aid eligibility may be awarded in an amount proportional to the percent of full-time tuition charged to the student. In any case, the student must submit a written appeal for extension of institutional financial aid eligibility for semesters of part-time study, or for full-time study during the summer semester, to the Director of Financial Aid.

Students who withdraw from the College or enroll for part-time study will become ineligible for institutional financial aid awards indefinitely. If a student must take a semester off or enroll for part-time study for one semester and he/she wishes to defer eligibility for an institutional financial aid award until a subsequent semester of full-time study, he/she must submit a written request for such a deferment to the Director of Financial Aid. Any such deferment of financial aid eligibility will be at the discretion of the Director of Financial Aid and will be effective for one semester only.

If a student withdraws from some or all credits during a semester and is liable for less than 100% of tuition charges, institutional financial aid award(s) will be prorated. Accordingly, the proration of the award(s) will be proportional to the percent of tuition liability for that semester. All Federal student aid funds are subject to the federal refund policies. Federal financial aid is earned as you attend
classes each academic term. If you stop attending classes for any reason, your financial aid is pro-rated based on the number of days completed within the enrollment period. You have received more federal aid than what was earned prior to your withdrawal. The College has returned all excess federal aid and billed you accordingly. In such a case, the student would be responsible for any account balance that may result.

**General Scholarship Guidelines**

**The College of Saint Rose Scholarships**
The College annually awards renewable merit-based scholarships to full-time freshmen applicants who have demonstrated superior achievement in academics (through high school average, SAT/ACT scores, and class rank), art, music, and/or athletics. No separate application is necessary; students who have been accepted for admission as first-time freshmen by February 1 will automatically be considered for these scholarships. For awards above $10,000, New York State residents are required to apply for the New York State Tuition Assistance Program. All recipients should submit the FAFSA if other aid is desired.

**Transfer Scholarships**
Full-time transfer applicants with superior academic records will automatically be considered for renewable Transfer Scholarships. Eligible candidates must have accumulated 45 credit hours and must be accepted for admission by February 1. Students transferring from two-year schools must be enrolled in an Associate in Science, Associate in Arts, or Associate in Applied Science program in order to be considered for these scholarships. All recipients should submit the FAFSA if other aid is desired.

**Art and Music Scholarships (Special Talent Scholarships)**
These awards recognize extraordinary artistic or musical ability of full-time freshmen and transfer applicants as demonstrated through an art portfolio or performance of a music audition, which must be completed by February 1. Academic requirements and other details are available from the Admissions office. The student must be accepted to the College by February 1. All recipients should submit the FAFSA if other aid is desired.

**Athletic Scholarships (Athletic Service Awards)**
The College of Saint Rose participates in NCAA Division II athletic competition. In accordance with NCAA regulations, the College offers athletic scholarship funding to talented student athletes for intercollegiate teams. The total amount of an ASA will vary depending upon ability and availability of positions on team rosters.

The College of Saint Rose Athletic department makes recommendations of ASA amounts to the Financial Aid office. Official ASA notification is indicated from the Financial Aid office. Students interested in being considered for ASA funding should contact the Athletic department or the coach for the sport of interest.

New York State residents are required to apply for the New York State Tuition Assistance Program if their Athletic Service Awards exceed $10,000. Recipients of ASA funding should submit the FAFSA if other aid is desired.

**Second Chance Scholarship**
The Second Chance Scholarship is awarded to full-time returning adult students from two-year colleges with priority given to Hudson Valley Community College transfer students. This is a two-year scholarship, which varies according to need and academic achievement. Application for admission, an ISIR or SAR from having filed the FAFSA, and the completed Second Chance Scholarship Application must be received by June 1 (for fall) or November 1 (for spring), prior to the semester of beginning attendance at The College of Saint Rose.

**Other Scholarships**
The College also offers other scholarship opportunities. Please refer to the Financial Aid and Scholarship Opportunities brochure for complete information. In general, a student must apply for admission to the College prior to February 1 in order to be selected for these endowed scholarships. No separate application is necessary, as the College will match an applicant’s qualifications to those of the scholarship. Because of funding and awarding variables, not all scholarships are available each year.
Albany Rotary Club Scholarship
George I. Alden Trust Endowed Scholarship
Jacqueline L. Armin Scholarship Fund
Joan Sheridan Barlow ’54 Endowed Scholarship
The Rose and Frederick Belleville Endowed Scholarship
Margaret Hanlon Bennek ’39 Scholarship
Joan Kavanaugh Boland Memorial Scholarship
Gladys Brooks Foundation Endowed Scholarship Fund for Art Students
Thomas J. and Arlene M. Brown Endowed Scholarship
C. Pauline Helbock Bryant ’41 Endowed Scholarship
Monsignor Buttmer Scholarship
Honorable Hugh Carey Endowed Scholarship
Barbara Anne Carr ’54, G’59 Endowed Scholarship in Counseling
Regina Palombi Chicorelli ’40 Endowed Scholarship
Jeanne-Claude and Christo Endowed Scholarship in the Visual Arts
City Club Inc. of Albany Endowed Scholarship
Class of 1938 Memorial Endowed Scholarship
Class of 1980 Pathways to Success
Honorable Richard J. Conners Endowed Scholarship
Fr. Christopher DeGiovine Endowed Scholarship
James J. and Marjorie Gleason Connors Endowed Scholarship
Bernard and Nora Cronin Endowed Scholarship
Monsignor Delaney/Alumni Family Scholarships
The Dewar Foundation Scholarship
Michael R. Donohue Endowed Scholarship
Bill Duffy Scholarship Fund
Kathryn R. Dugan Endowed Scholarship
Marguerite Fazioli Scholarship Fund
Thomas J. Ferrara Memorial Scholarship
Alice Cooper Finks ’32 Music Scholarship
James and Marietta DiDonna Gargiulo ’32 Endowed Scholarship
John J. Gargiulo Memorial Scholarship in Business
Monsignor Edward R. Glavin Endowed Scholarship
Gorman Helping Hand Scholarship
Kathleen Havern Memorial Scholarship
Hearst Foundation Endowed Scholarship
Hellman Family Academic Scholarship
The Higgins Family Foundation Endowed Scholarship
Alice R. Hurley ’39 Endowed Scholarship
Iron Eyes Cody Scholarship
Catherine Whalen Kay Scholarship
Valerie E. Kehrwieder Endowed Scholarship in the Sciences
Kirsch and Albert Endowed Scholarship
J. L. Koo Scholarship
Thelma P. Lally Endowed Scholarship for Excellence in Education
Mary Lou Lamb ’55 and Dr. Robert Lamb Scholarship in Education
Mary H. Langan/CPCD Endowed Scholarship
Mary H. Langan/Langan Group Endowed Scholarship
Mary Doran Leslie Foundation
Walter C. and Helen N. Longleway Endowed Scholarship
Arthur and Louise Main Scholarship
Morris Massry Scholarship in Business
Matthew and Ann Forman Mataraso ’54, G’58 Scholarship in Art
Ann Radigan McCarville ’49 Endowed Scholarship
Eileen Whiting McCraw ’43 Scholarship
M. Jacqueline Hayes McDonnell ’62 Scholarship
Mary Ellen Messer Scholarship
Sr. Jeanne Pierre Mittnight ’39 Endowed Scholarship
Alma and Ray Molholm Academic Scholarship
Rachel Laura Mossin Scholarship Fund
Moyer Family Scholarship
John F. O’Donnell, Esq. Endowed Scholarship
Deborah A. Newkirk ’04 Endowed Scholarship
Stephanie Lisowski Pankiewicz ’45 Memorial Scholarship
Kathleen McManus Picotte ’34 Scholarship Fund
Harriet Wands Sacca ’39 Endowed Music Scholarship
Sacred Heart Scholarship
Edgar A. and Margaret Dugan Sandman ’40 Endowed Scholarship
Margaret A. Scheppach ’53 Endowed Scholarship
Virginia Schiele-Murphy ’35, G’58 Endowed Music Scholarship
Second Chance Scholarship Endowment Fund
Slingerland Family Scholarship
Grant-In-Aid
The College offers Grants-In-Aid for full-time, matriculated, undergraduate study during the fall or spring semesters. Eligibility for a Grant-In-Aid is based upon financial need as demonstrated through the applicant’s submission of the FAFSA. To be considered for a Grant-In-Aid, the College must receive the applicant's ISIR or SAR no later than February 1 for fall semesters and November 1 for spring semesters. The amount of a Grant-In-Aid will generally remain the same from year to year if need continues to be demonstrated by the results of the FAFSA.

Federal Student Aid Programs
The College administers the full range of Title IV Federal Student Aid Programs. These include the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant (SEOG), the Federal Perkins Loan, the Federal Work Study Program, and the Federal Family Education Loan Programs (FFELP). To be considered for funding from these programs, a student must submit the Free Application for Federal Student Aid (FAFSA) indicating The College of Saint Rose Federal School Code (002705).

To be considered for SEOG, the Perkins Loan or Federal Work Study, the Institutional Student Information Report (ISIR), which is generated by the filing of the FAFSA, must be received by the College no later than February 1 for the summer and fall semesters or November 1 for the spring semester. The FAFSA may be completed on the World Wide Web and submitted electronically at www.fafsa.ed.gov.

The Federal Student Aid Programs and New York State Aid Programs are closely regulated, and those regulations are subject to change. The College of Saint Rose will abide by the federal and/or State regulations, policies, and statutes in effect at the time for awarding and disbursing these program funds.

Additional information about Title IV programs is available at www.ed.gov/offices/OPE/index.html. Students can also access the Student Guide at www.ed.gov/prog_info/SFA/StudentGuide.

Verification
The U.S. Department of Education automatically selects approximately one-third of all applications for Federal Student Aid for a review process called Verification. Also, the College may select an application for Verification if additional information is needed to accurately determine financial aid eligibility. Verification is the process of reconciling data reported on the FAFSA with documentation of the actual data.

If an application is selected for Verification, the Financial Aid office is required by law to obtain copies of the federal tax forms and W-2 Wage and Tax Statements for the applicant, the applicant's spouse, if applicable, and the applicant's parents, if applicable. Failure to submit the requested doc-
The Verification process must be completed within sixty (60) days of notification. If the Verification process is not completed in this timeframe, an applicant will be considered ineligible for federal or institutional financial aid, including federal student loans. As a result of the Verification process, the data reported on the FAFSA may need to be adjusted. In this case, the Financial Aid office will electronically submit corrections to the ISIR. If financial aid eligibility changes as a result of the Verification process, the Financial Aid office will notify the applicant.

**Federal Pell Grant**
Matriculated undergraduate students will be considered for Federal Pell Grant eligibility if a FAFSA is submitted within the deadlines stated on the FAFSA. To allow the College to disburse a Pell Grant to an eligible student, our Federal School Code (002705) must be indicated on the FAFSA. FAFSAs are available in the Financial Aid office and the Student Solution Center, or may be submitted electronically at www.fafsa.ed.gov. Pell Grant eligibility is based upon student/family income and assets, the Cost of Attendance, family size, and enrollment status. The range of annual award amounts for the Pell Grant for full-time study during the 2009-2010 academic year was $415 to $4,731. Undergraduate students may receive a Pell Grant to assist in paying the cost of study toward a first bachelor's degree. When a bachelor's degree has been conferred, a student is no longer eligible for a Pell Grant.

**Federal Supplemental Educational Opportunity Grant (SEOG)**
Grants from this federally funded program are available to undergraduate students who are enrolled at least half-time (six credits per semester) and show financial need. In order to be considered for an SEOG Grant, the student must be eligible to receive a Federal Pell Grant. Awards, generally in the amount of $1,000 per academic year, are determined by the Financial Aid office and are based on the need analysis results from the Free Application for Federal Student Aid (FAFSA).

**Federal Work Study Program (FWS)**
The FWS Program provides part-time employment to matriculated students enrolled at least half-time (six credits per semester). To be eligible, a student must demonstrate financial need through submission of the FAFSA. FWS employees typically work from six to ten hours per week and are paid the current minimum wage. Students awarded FWS cannot earn wages in excess of their award amount.

The College of Saint Rose participates in the U.S. Department of Education’s America Reads Challenge. Through this program, some of our FWS employees are able to gain employment as reading tutors in the Albany City School District. For more information about the America Reads Challenge, browse the America Reads website at www.ed.gov/inits/americareads/index.html.

**Federal Perkins Loan Program**
This federally funded program provides loans at the rate of 5% simple interest for students enrolled at least half-time who demonstrate financial need. Amounts are determined by the Financial Aid office and cannot exceed $4,000 each year, or $16,000 for an entire program leading to a bachelor's degree. No repayment of principal or interest is required while a borrower remains enrolled at least half-time; repayment begins six months after the student stops attending school at least half-time. Deferments may be granted to those who are experiencing certain hardship conditions, such as rehabilitation training; unemployment up to three years; economic hardship or a period of time engaged in community service. A Free Application for Federal Student Aid (FAFSA) demonstrating financial need must be filed by February 1.

In addition, a student who is a first-time Federal Perkins Loan borrower at The College of Saint Rose is required to complete a Federal Perkins Loan Entrance Interview. At the Entrance Interview, students will be informed of their rights and responsibilities as Federal Perkins Loan borrowers. Students will be notified how to complete the interview in person or online.

If students leave the College, graduate, or drop below six credits, they will be required to complete a Federal Perkins Loan Exit Interview. At the Exit Interview, students will, again, be informed of their rights and responsibilities as Federal Perkins Loan borrowers. If a student fails to complete an Exit Interview prior to leaving the College, graduating, or dropping below six credits per semester, Exit Interview materials will be mailed.
Federal Family Education Loan Program (FFELP)

**Subsidized Federal Stafford Loan (FSL)**
The Subsidized Federal Stafford Loan (FSL) is available to students enrolled on a half-time basis (at least six credits) and who have demonstrated financial need through submission of the FAFSA. The loan is borrowed through a bank or other lending institution chosen at the discretion of the borrower. The interest rate for the FSL is 6.0%.

Maximum annual borrowing limits are established for the FSL based upon the class year of the borrower. A freshman (from 0 to 29 credit hours) may borrow up to $3,500; a sophomore (from 30 to 59 credit hours) up to $4,500; a junior (from 60 to 89 credit hours) and a senior up to $5,500 annually. The maximum aggregate borrowing limit for the FSL is $23,000 for undergraduate study.

Repayment of the FSL may be deferred while the borrower is enrolled for at least six credits per semester. During the In-School Deferment period, the federal government pays the interest on the FSL. Repayment of the FSL begins six months after the borrower ceases at least half-time enrollment. Other deferment options are limited to remaining in school, graduate fellowship/rehabilitation training, unemployment and economic hardship.

Students who are borrowing FSL funds for the first time must complete a Federal Stafford Loan Entrance Interview component before receiving FSL proceeds. The Entrance Interview is designed to inform a borrower of the rights and responsibilities inherent in borrowing FSL funding. It is possible to complete the Entrance Interview on the World Wide Web or in person at the College. The Financial Aid office will notify borrowers of the procedures for completing this process.

To be considered eligible for the FSL, a student must submit the FAFSA. The Financial Aid office will automatically consider FSL eligibility when the financial aid application process is complete. FSL eligibility will be indicated on the Financial Aid Award Letter.

To secure funds through the FSL, a borrower must submit a Master Promissory Note (MPN) for a Federal Stafford Loan. The MPN must be submitted only once and is valid for up to ten years of higher education. For initial MPN processing and subsequent certification of FSL eligibility, the Financial Aid office will electronically transmit eligibility information to New York State Higher Education Services Corporation (NYSHESC) to initiate disbursement of FSL funds. Eligibility will be determined based upon the enrollment status, period of attendance, and expected graduation date indicated on the FAFSA.

The FSL must be dispersed in multiple disbursements. If the FSL is intended for the fall and spring semesters, the first half of the FSL proceeds will be disbursed at the beginning of the fall semester and the second half at the beginning of the spring semester. If the FSL is intended for one semester only, the disbursements will be at the beginning of the semester and at its midpoint.

The College is required to reaffirm an applicant’s eligibility for the FSL prior to disbursing the proceeds to a student account. If FSL eligibility has changed for any reason since the certification of eligibility, the College may be required to return some or all of the FSL proceeds to the bank. In such case, the borrower would be responsible for a student account balance that may result.

If an FSL is intended for one semester only, and that semester is the student’s last term before program completion, the College is required to prorate the maximum annual borrowing limit in proportion to the period of attendance. It will be based on the number of credits taken in that semester.

When an FSL borrower ceases to be enrolled for at least six credits, he/she is required to complete the FSL Exit Interview component. The Exit Interview is designed to remind FSL borrowers of the rights and responsibilities inherent in borrowing FSL funding. It is possible to complete the Exit Interview on the World Wide Web or in person at the College. The Financial Aid office will inform FSL borrowers of the procedures for completing the Exit Interview process.

**Unsubsidized Federal Stafford Loan (UFSL)**
The Unsubsidized Federal Stafford Loan (UFSL) is available to students who do not demonstrate financial need for the Subsidized Stafford Loan. Also, students who are independent by virtue of the
regulations governing the FSA Programs, are eligible to borrow funding through the UFSL in addition to their FSL eligibility. An extra $2,000 can be borrowed each year. The interest rate is a fixed 6.8%. Independent freshmen and sophomores are eligible for $4,000 per year in addition to their FSL eligibility, and independent juniors and seniors are eligible to borrow $5,000 per year in addition to their FSL eligibility.

In some cases, where a dependent student does not demonstrate financial need in an amount that would allow eligibility for the maximum annual loan limit for the FSL, a Stafford Loan might be partially subsidized and partially unsubsidized.

The primary difference between the UFSL and the FSL is that, for the UFSL, the interest on the loan is not subsidized by the government during the In-School Deferment period. Therefore, while a student is in school and deferring repayment of the UFSL, the interest on the loan must be either paid periodically or capitalized. If the capitalization of interest option is selected, the interest will be, in most cases, added to the principal balance of the UFSL at the time the borrower enters repayment. All other terms of the UFSL are the same as for the FSL.

The maximum a dependant student can borrow combined with the Subsidized Stafford Loan is $31,500. An independent student maximum, including the Subsidized Stafford Loan, is $57,500.

**Federal Parent Loan for Undergraduate Students (PLUS)**

Parents of dependent undergraduate students may borrow the PLUS loan for a maximum annual amount equal to the Cost of Attendance less all other financial aid the student is receiving. The interest rate for the PLUS loan is 8.5%. Repayment of the PLUS loan begins 60 days after disbursement of the loan.

The PLUS loan will be approved based upon the credit-worthiness of the borrower. Parents interested in borrowing the PLUS loan must notify the Financial Aid office after receipt of the student’s Award Letter. The Financial Aid office will initiate PLUS loan applications electronically through NYSHESC. NYSHESC will mail a PLUS Loan Application and Promissory Note to the borrower to be completed and submitted to the bank chosen. The choice of PLUS loan lender is at the discretion of the borrower.

When the bank receives the PLUS Loan Application and Promissory Note, a credit-check will be executed to determine approval or denial of the PLUS loan.

The PLUS loan must be disbursed in multiple disbursements. If the PLUS loan is intended for the fall and spring semesters, the first half of the PLUS loan proceeds will be disbursed at the beginning of the fall semester and the second half at the beginning of the spring semester. If the PLUS loan is intended for one semester only, the entire sum of the proceeds will be disbursed at the beginning of the semester.

The College is required to reaffirm an applicant’s eligibility for the PLUS loan prior to disbursing the proceeds to a student account. If PLUS loan eligibility has changed for any reason since the certification of eligibility, the College may be required to return some or all of the PLUS loan proceeds to the bank. In such case, the borrower would be responsible for a student account balance that may result.

Please note that, in the case of a PLUS loan being denied, the student would be eligible for maximum annual loan limit for the Unsubsidized Federal Stafford Loan in an amount equal to the independent student’s maximum annual eligibility for the UFSL.

**Aid to Native Americans**

The United States Bureau of Indian Affairs offers grants to needy applicants who are at least one-quarter American Indian, Eskimo, or Aleut. Awards may vary depending on need and availability of funds. Applicants must meet the eligibility requirements and file annually with the Bureau of Indian Affairs. Applications are available from the United States Department of the Interior, Bureau of Indian Affairs, Federal Building, Room 523, 100 South Clinton Street, Syracuse, NY 13202.
Veterans Benefits

Special funding is available to eligible veterans, their dependents and beneficiaries. Contact the nearest local Veterans Administration office for specific information. On-campus enrollment certification is completed at the Registrar's office.

Satisfactory Academic Progress

Financial aid recipients are required to maintain Satisfactory Academic Progress (SAP). The College will evaluate SAP after grades are reported at the end of each semester. This SAP policy applies to all financial aid programs except for the New York State financial aid programs that have a different policy for academic progress and program pursuit. The SAP policy requires that financial aid recipients achieve a minimum number of earned credits and a minimum cumulative Grade Point Average (GPA) after each semester. In addition to maintaining Satisfactory Academic Progress toward the educational objective after each semester, recipients of Federal Student Aid (FSA) cannot receive FSA funding for more than 150% of the minimum time duration for completing their program.

The following chart indicates the SAP standards at The College of Saint Rose:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Cumulative GPA</th>
<th>% of Attempted Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-15</td>
<td>1.0</td>
<td>50%</td>
</tr>
<tr>
<td>16-24</td>
<td>1.5</td>
<td>62%</td>
</tr>
<tr>
<td>25-36</td>
<td>1.6</td>
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</tr>
<tr>
<td>37-48</td>
<td>1.7</td>
<td>62%</td>
</tr>
<tr>
<td>49-60</td>
<td>1.8</td>
<td>67%</td>
</tr>
<tr>
<td>61-72</td>
<td>2.0</td>
<td>72%</td>
</tr>
<tr>
<td>73-84</td>
<td>2.0</td>
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</tr>
<tr>
<td>85-96</td>
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<td>97-108</td>
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</tr>
<tr>
<td>109-120</td>
<td>2.0</td>
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</tr>
<tr>
<td>121-132</td>
<td>2.0</td>
<td>82%</td>
</tr>
<tr>
<td>133-144</td>
<td>2.0</td>
<td>85%</td>
</tr>
<tr>
<td>(final semester)</td>
<td>(degree earned)</td>
<td></td>
</tr>
</tbody>
</table>

FSA recipients enrolled part-time are required to maintain these standards on a time basis proportional to their enrollment status. Therefore, SAP for part-time FSA recipients will be evaluated after the equivalent of a full-time enrollment load (a minimum of twelve credits) has been attempted. For example, if a student receives FSA for two consecutive semesters of six credits each, SAP would be evaluated after the latter semester has been completed.

For students who have transferred to the College, SAP will be evaluated by equating the number of credits transferred to the College to the Total Earned Credits on the SAP chart above.

Students not maintaining SAP are ineligible for all financial aid covered by this policy for subsequent semesters until the academic deficiencies have been remedied. To re-establish financial aid eligibility, a student will need to achieve the required number of Total Earned Credits and Cumulative GPA after a subsequent period of enrollment equivalent to a full-time enrollment load (a minimum of twelve credits).

Students not maintaining SAP can appeal the loss of aid eligibility. Any such appeal must be submitted in writing to the Financial Aid office along with supporting documentation of the circumstances involved in the appeal. Decisions about appeals for extension of aid to students not maintaining SAP are at the sole discretion of the Financial Aid office and are final.

Students who take an Incomplete (I-grade) for a class are considered to be not maintaining SAP and are, thereby, ineligible for financial aid for a subsequent semester. Financial aid eligibility can be determined only when all classes attempted have been completed. Therefore, the Financial Aid office will not evaluate aid eligibility or disburse financial aid awards if a student has an outstanding I-grade.
Financial Aid Refund Calculations

As part of the Higher Education Amendments of 1998, Congress passed new provisions governing what must happen to a student’s federal student financial assistance if he or she completely withdraws from school in any term or receives all F(s). This change of policy went into effect at The College of Saint Rose beginning with the Fall 2000 semester. The policy governs all federal grant and loan programs, including Federal Pell Grant, Federal SEOG, Federal Perkins Loan, Federal Stafford Loans (both subsidized and unsubsidized), and Federal PLUS loans to parents. It does not apply to earnings from the Federal Work Study Program. Financial aid programs funded directly by The College of Saint Rose (Merit-Based Scholarships, Grants-in-Aid, etc.) are not governed by this policy. Instead, they are prorated in accordance with the tuition charge for which the withdrawing student is responsible.

In general, the policy assumes that a student “earns” federal financial aid awards directly in proportion to the number of days of the term attended. If a student completely withdraws from school during a term, the school must calculate, according to a specific formula, the portion of the total scheduled financial assistance the student has earned and is, therefore, entitled to receive up to the time of withdrawal. If a student receives (or the College receives on his or her behalf) more assistance than the student earns, the unearned excess funds must be returned to the sources from which they came.

The portion of federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days the student completed prior to the withdrawal date. For example, if a student completes 30% of the semester, he or she earns 30% of the assistance he or she was originally scheduled to receive. This means that 70% of the scheduled awards remain unearned and must be returned.

If a student has completed more than 60% of the semester, he or she has earned all (100%) of the assistance. If the student withdraws from the College (either officially or unofficially) before completing 60% of the semester, he or she may have to repay any unearned federal monies that were already disbursed. The Financial Aid office will determine the date corresponding to the 60% completion of each semester, and examples of the Title IV Refund Formula results will be available by contacting that office.

A student’s withdrawal date will be determined by the College as (1) the date the student began the College’s withdrawal process, or the date the student officially notified the College of intent to withdraw; (2) the midpoint of the semester if the student withdraws without notifying the College; or (3) the student’s last date of attendance at an academically-related activity as documented by the College.

If the student has received excess funds that must be returned, the College shares with the student the responsibility of returning those excess funds. The College’s portion of the excess funds to be returned is equal to the lesser of the entire amount of the excess funds or the student’s total tuition and fee charges multiplied by the percentage of unearned funds, depending upon whether the unearned funds were used to pay College charges or were refunded directly to the student.

If the College is not in possession of all of the excess funds, the student must return the remaining amount. Any loan funds that the student must return must be repaid according to the terms of the promissory note. If the student must return any grant funds, the law provides that the amount the student must repay is to be reduced by 50%. This means that only half of any excess funds received must be returned. If the return of unearned federal assistance causes any portion of the student’s tuition and fees to become uncovered, the College will bill the student. In such cases, the student will be required to make arrangements with the Bursar’s office to pay the balance.

Any award money the student does have to return is considered to be a federal grant overpayment. The student must either repay that amount in full or make satisfactory arrangements with either the College or the Department of Education to repay the amount. The student must complete these arrangements within 45 days of the date the College provides notification of overpayment status, or the student will risk losing eligibility for further federal financial assistance.
The amendment specifies the priority order in which refunds must be made as follows: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS loan, Federal Pell Grant, Federal SEOG, other Title IV funds the student may have been awarded.

New York State Financial Aid Programs

Financial Aid for New York State Residents

The State of New York offers several financial aid programs to its residents. The eligibility criteria for these programs, as well as award amounts, vary. For additional information on financial aid from New York State, refer to New York State Higher Education Services Corporation’s website at www.hesc.com, or call (888) 697-4372.

Tuition Assistance Program (TAP)

New York State residents are encouraged to apply for the New York State Tuition Assistance Program (TAP). This can be done immediately after completing the FAFSA on the Web by following the directions provided for New York State residents. If this opportunity is missed, the U.S. Department of Education will transmit data reported on the FAFSA to New York State Higher Education Services Corporation (NYSHESC) if a New York State school is listed on the FAFSA. NYSHESC will, in turn, generate an Express TAP Application (ETA) and mail it to the applicant. The ETA must be evaluated for accuracy, corrected, if necessary, and submitted with signature(s) to NYSHESC. NYSHESC will determine TAP eligibility and will inform the student and the College of the TAP award.

TAP eligibility is based upon the New York State Net Taxable Income. Annual TAP awards are subject to change, but in the 2009-2010 academic year they ranged from $500 to $5,000. Eligible students may receive a maximum of eight semesters of full-time TAP funding. TAP eligibility and award amounts are subject to the New York State budget process each year.

The Financial Aid office will estimate TAP eligibility based upon data reported on the FAFSA. Because NYSHESC determines the actual TAP award and their determination is final, the TAP award estimated by the College may be adjusted accordingly.

While the College makes every effort to accurately estimate TAP eligibility, the College does not assume responsibility for TAP award adjustments effected by NYSHESC. Therefore, any student account balance created by a TAP award adjustment is the responsibility of the student.

TAP recipients must adhere to standards for Satisfactory Academic Progress and Program Pursuit in order to continue receiving TAP funding. The following chart outlines the TAP Satisfactory Academic Progress and Program Pursuit standards at The College of Saint Rose:

<table>
<thead>
<tr>
<th>Payment No.</th>
<th>Credits Earned</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>1.2</td>
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<tr>
<td>4</td>
<td>21</td>
<td>1.3</td>
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<tr>
<td>5</td>
<td>33</td>
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</tr>
<tr>
<td>6</td>
<td>45</td>
<td>2.0</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>2.0</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>2.0</td>
</tr>
<tr>
<td>9 (HEOP)</td>
<td>90-(HEOP)</td>
<td>2.0-(HEOP)</td>
</tr>
<tr>
<td>10 (HEOP)</td>
<td>105-(HEOP)</td>
<td>2.0-(HEOP)</td>
</tr>
</tbody>
</table>

TAP recipients must also achieve what is referred to as "satisfactory program pursuit." This is defined as completing, with either a passing or a failing grade, a certain percentage of a full-time course load (12 credits per semester) in each term for which an award is received. The percentage is 50% of the minimum full-time course load in each term of study during the first year in which an award is received; 75% of the full-time course load in each term of study in the second year for which an award is received; and 100% of the minimum full-time course load in each term thereafter. Courses that were previously passed but repeated to achieve a better grade do NOT count toward TAP eligibility; nor toward pursuit-of-program requirements during the semester in which the repeat takes place.
Failure to maintain the above standards will result in suspension of TAP eligibility until academic deficiencies have been remedied. It should be noted that these standards apply to determination of TAP eligibility only and are different from the Satisfactory Academic Progress standards for other types of financial aid.

**Vietnam Veteran Tuition Awards (VVTA)**

New York State residents who are attending college on at least a half-time basis and who served in Indochina between January 1, 1963, and May 7, 1975, may be eligible for VVTA. Award amounts range from $250 to $500 per semester. Applications and further information are available from New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255. For more information, visit www.hesc.com.

**Persian Gulf Veterans Tuition Awards (PGVTA)**

New York State residents who served in the U.S. Armed Forces in the hostilities that occurred in the Persian Gulf from August 2, 1990, to the end of such hostilities as evidenced by receipt of the Southwest Asia Service Medal which was awarded from August 2, 1990, to November 30, 1995, may be eligible for up to $500 per semester of matriculated part-time study or $1,000 per semester of matriculated full-time study. If a Tuition Assistance Program (TAP) award is also received, the combined academic year award cannot exceed tuition. Thus, the TAP award will be reduced accordingly. Total undergraduate and graduate veterans tuition awards received cannot exceed $10,000. For full-time study, applicants must submit the FAFSA and Express TAP Application (ETA). Part-time applicants must submit the FAFSA and PGVTA Supplement. A PGVTA Supplement is available at the Financial Aid office, a veteran’s office, or by writing to NYSHESC, 99 Washington Avenue, Albany, NY 12255. For more information, visit www.hesc.com.

**Regents Memorial Scholarships for Children and Spouses of Deceased Police Officers, Peace Officers, or Firefighters**

This New York State program provides a $450 annual award to children of police officers, peace officers, or firefighters who served in New York State and who died as a result of injuries sustained in the line of duty. A TAP application is required, along with documentation of qualification for the award. Applications and further information are available from New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255. For more information, visit www.hesc.com.

**Regents Awards for Children of Deceased or Disabled Veterans**

An award of $450 per year for full-time attendance at a college in New York State is available for children of veterans who have suffered service-connected death or at least 50% disability. Applications and further information are available from the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255. For more information, visit www.hesc.com.

**New York State Scholarship for Academic Excellence**

This program provides scholarship assistance to outstanding New York State high school graduates. Each year, 8,000 scholarships are awarded - up to 2,000 scholarships of $1,500 and 6,000 scholarships of $500 - to top scholars from registered New York State high schools. Awards are based on student grades in certain Regents exams. Recipients can also receive other non-loan student aid, but the total cannot exceed the cost of attendance. The Scholarship must be used within seven years, commencing with the first academic year for which the Scholarship was awarded. During this period, students are entitled to payment for up to four years of full-time study or five years if enrolled in a bachelor’s degree program approved as a program normally requiring five years of study. To apply, students should contact their high school guidance counselors. For more information, visit www.hesc.com.

**Robert C. Byrd Honors Scholarship**

This Scholarship provides for up to $1,500 per year and is renewable for four years. Actual award amounts depend on federal funding. Recipients may receive payment of this award in addition to any other financial aid for which they qualify; however, total aid cannot exceed the cost of attendance. To be eligible for this award, an applicant must be a high school student who will receive a high school diploma or GED during the current academic year and who plans to enroll in an institution of higher education. The minimum high school average required is 95 and 1250 combined
SAT scores from the same administration, or GED score of at least 310 with the same 1250 SAT scores. For an application and additional information, students should contact their high school guidance counselors. For more information, visit www.hesc.com.

**New York State Regents Professional Opportunity Scholarships**

Students pursuing a career in accounting may be eligible for a NYS Regents Professional Opportunity Scholarship. The student must be enrolled on a full-time basis and be matriculated in an approved program of study in New York State. Applications and further information are available at NYSHESC, 99 Washington Avenue, Albany, NY 12255, and (888) NYSHESC. For more information, visit www.hesc.com.

**New York Lottery “Leaders of Tomorrow” (LOT) Scholarship**

Beginning in the 2000-2001 academic year, one student from each participating public and private high school in New York State is selected each year to receive an award of $1,000 per year for up to four years of study at any New York State accredited college, university, community college, or trade school. For further information, contact CASDA-LOT, SUNY Albany East Campus, One University Place A409, Rensselaer, NY 12144-3456. Email casdalot@uamail.albany.edu.

**AmeriCorps Educational Award**

In return for their service, members of AmeriCorps programs earn money for school in the form of an education award that can be applied to outstanding student loans or future higher educational and vocational training pursuits.

Full-time AmeriCorps members perform 1,700 hours of service and, upon completion, earn an education award of $4,725. Full-time AmeriCorps members may also receive a living allowance, health insurance, and, if eligible, childcare. Part-time AmeriCorps members perform 900 hours of service and, upon completion, earn an education award of $2,363. In some cases, part-time members are also eligible for a living allowance. Information about New York State programs is available at the NYS Office for National and Community Service, Division of the Budget, State Capitol, Albany, N.Y. 12224 and program.americorps@budget.mailnet.state.ny.us. Information is also available at www.cns.gov/americorps/index.html.

**The Recruitment Incentive and Retention Program (RIRP)**

Members of New York State’s Military Forces (Army and Air Guard and Naval Militia) may be eligible to benefit from the RIRP. This program will pay the cost of tuition up to a maximum of $3,400 per calendar year for qualified applicants. For more information, contact your local unit representative or recruiter, call the Educational Incentive Directorate at (518) 786-4681, or email galleris@ny-smtp.army.mil. Information is also available at www.dmna.state.ny.us/rtcg/page2.html.

**State Aid to Native Americans**

New York State residents who are members of a New York State Native American tribe and their children who are attending a college in New York State may be eligible for up to $1,550 annually for full-time study and $65 per credit hour for part-time study. Applications and further information are available at Native American Education Unit, NYS Education Department, Education Building, Room 543, Albany, NY 12234, and (518) 474-0537. For more information, visit www.hesc.com.

**Aid for Part-Time Study (APTS)**

The Aid for Part-Time Study program is a grant funded by New York State. Matriculating undergraduate New York State residents who are attending college with less than twelve credit hours per semester are eligible to apply for APTS. Students must submit an APTS application, the FAFSA and copies of their New York State tax form and, if dependent, their parents’ New York State tax form. Recipients must meet income guidelines set by New York State and academic requirements set by the College and cannot have exceeded the maximum number of TAP or other State aid payments.

Amounts of APTS awards are determined by the College, based on the availability of New York State funding, and may vary from semester to semester. The acceptance of an Aid for Part-Time Study award will decrease lifetime New York State TAP award eligibility. Students who are APTS recipients...
must meet certain academic standards and satisfactory Program Pursuit in order to continue receiving funds from this program. The same standards for the TAP programs apply, with APTS recipients being reviewed after every two semesters in which an APTS award was received.

Other Financing Options

Tuition Pay Plan
The College participates in a tuition payment plan with Tuition Pay. With the payment plan, a student can pay any amount of tuition, fees, room, board or other charges on a monthly basis. Typically, the amount that a student chooses to finance in this manner is divided into ten equal installments. Payments begin in June and continue for ten months. Academic Management Services, Inc. (AMS) charges an application fee for enrollment in this payment plan, but no other financing charges are applied. For more information, or to enroll in the Tuition Pay monthly payment plan, contact them at (800) 635-0120 or www.TuitionPay.com

Tuition Management Systems
The College participates in a tuition payment plan with Tuition Management Systems (TMS). With the payment plan, a student can pay any amount of tuition, fees, room, board or other charges on a monthly basis. Typically, the amount that a student chooses to finance in this manner is divided into eight, nine, or ten equal installments. An application fee is charged by TMS for enrollment in this payment plan, but no other financing charges are applied. For more information, or to enroll in the TMS monthly payment plan, contact Tuition Management Systems at (800) 722-4867 or www.afford.com.

Alternative Loans
Many lenders offer private loan programs to be used strictly for educational expenses. The interest rates, repayment options, and eligibility criteria vary from one program to the next. Generally, an applicant must be credit-worthy or apply with a credit-worthy co-borrower. In some cases, loan eligibility is contingent upon disposable income. For more information on alternative loans, see the loan comparison information on the website of the NYSHEC at www.hesc.com or contact the Financial Aid office.

Education Tax Relief
The federal government has enacted tax relief programs designed to allow eligible taxpayers to take tax credits for qualifying education expenses. These programs are meant to make education more accessible and affordable for low- and moderate-income families.

Hope Scholarship
For qualifying education expenses incurred during the first two years of postsecondary education, an individual may claim a Hope Scholarship Tax Credit for up to 100% of the first $1,000 of qualifying education expenses and 50% of the second $1,000 of qualifying education expenses. The maximum annual Hope Scholarship Tax Credit that may be claimed is $1,500. This maximum increased for inflation after 2001. Qualifying education expenses are tuition and fees; the Credit cannot be used for expenses incurred for books, room and board or other expenses. The Hope Scholarship Tax Credit may not be claimed for a student for whom the Lifetime Learning Credit is being claimed. The Hope Scholarship Tax Credit can be claimed for only two years and applies to only the first two years of postsecondary education. Students must be enrolled on at least a half-time basis (six credits per semester) during at least one semester that begins during a tax year. Education expenses paid on or after January 1, 1998, are eligible for the Hope Scholarship Tax Credit.

The full value of the Hope Scholarship Tax Credit is available to married taxpayers filing jointly with an adjusted gross income (AGI) of $80,000 or less and to single taxpayers with an AGI of $40,000 or less. The Hope Scholarship Tax Credit phases out gradually as AGI increases. Once married taxpayers’ AGI exceeds $100,000 or single taxpayers’ AGI exceeds $50,000, they are not eligible for the Hope Scholarship Tax Credit.

**Lifetime Learning Credit**
A taxpayer may claim the Lifetime Learning Tax Credit for qualifying education expenses incurred for undergraduate, graduate, and continuing education course work. A taxpayer may take the credit for 20% of $5,000 of education expenses, for a maximum of $1,000 each tax year. Beginning in 2003, the amount of eligible education expenses increased to $10,000, for a maximum credit of $2,000 each tax year. Qualifying education expenses are tuition and fees; the credit cannot be used for expenses incurred for books, room and board or other expenses. The Lifetime Learning Credit may not be claimed for expenses for a student for whom the Hope Scholarship Tax Credit is being claimed. The eligibility criteria regarding AGI levels are the same as for the Hope Scholarship Tax Credit.


**Student Loan Interest Deduction**
Students who are repaying student loan debt may be eligible to deduct interest payments for the first sixty (60) months of repayment. The maximum deduction is $1,000 in 1998, $1,500 in 1999, $2,000 in 2000, and $2,500 in 2001 and beyond. It is phased out for joint filers with adjusted gross income between $60,000 and $75,000, and single filers with adjusted gross income between $40,000 and $55,000. The deduction is available for all educational loans, including loans made to students, parents, guaranteed student loans, and loans from private lenders, made before August of 1997 when the new student loan interest deduction became law.

academic programs
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For complete course descriptions, and the college directory, please refer to The College of Saint Rose Undergraduate Catalog posted on www.strose.edu.

### School of Arts and Humanities

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<td>Law/Philosophy</td>
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<td>35</td>
</tr>
<tr>
<td>Law/Religious Studies</td>
<td>JD/BA</td>
<td>35</td>
</tr>
<tr>
<td>Law/Sociology</td>
<td>JD/BA</td>
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</tr>
<tr>
<td>Law/Spanish</td>
<td>JD/BA</td>
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<tr>
<td>Music</td>
<td></td>
<td></td>
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<tr>
<td>Music</td>
<td>BA</td>
<td>97</td>
</tr>
<tr>
<td>Music Education</td>
<td>BS</td>
<td>97</td>
</tr>
<tr>
<td>Music Industry</td>
<td>BS</td>
<td>97</td>
</tr>
<tr>
<td>Philosophy</td>
<td>BA</td>
<td>105</td>
</tr>
<tr>
<td>Political Science</td>
<td>BA</td>
<td>95</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>BA</td>
<td>107</td>
</tr>
<tr>
<td>Social Studies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescence Education</td>
<td>BA</td>
<td>95</td>
</tr>
<tr>
<td>Spanish</td>
<td>BA</td>
<td>109</td>
</tr>
<tr>
<td>Spanish: Adolescence Education</td>
<td>BA</td>
<td>109</td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>BA</td>
<td>112</td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>Certificate</td>
<td>114</td>
</tr>
</tbody>
</table>
Programs of Graduate Study

Art Education K-12
Art Education K-12 Advanced Certificate
Studio Art
Communications
English
History/Political Science
Music Education
Music Education Advanced Certificate

The School of Arts & Humanities provides a meaningful context for a variety of programs for the College in the best tradition of liberal learning and excellence in proficiencies in performance and production oriented specialties. The School is charged with ensuring that arts and humanities students receive, from its curriculum, cutting edge discipline-specific information, and an outstanding foundation in liberal studies.

The School is comprised of a highly qualified guild of faculty who are deeply committed to quality teaching, discovery, and practicing new pedagogical methods for our students. The School’s faculty members also contribute to the advancement of knowledge within their respective disciplines, staying current and relevant to contemporary needs, as well as to developments in their fields.

The School provides approximately fifty percent of the Liberal Arts/Fine Arts requirement for the College. In addition, we offer high quality degrees in Art, English, Foreign Languages, History and Political Science, Communications, Music, and Philosophy and Religious Studies. Many of our programs support other degree programs in other Schools within the College, such as Education, Business, and Mathematics and Science.

The objective of the School of Arts & Humanities is to produce depth and breadth of knowledge, and to do so through programs that provide students with opportunities to develop mastery of an academic or performing discipline, as well as to demonstrate high order skills, such as critical thinking through the examination of theory and the comparison of historical and current data. The School and its faculty encourage a deep engagement in scholarly inquiry, and promote student inquiry, and scholarly research, as well as practical internships in discipline specific context.

The School’s vision is based on the College Vision and Mission – The development of the whole person through a strong Liberal Education program, and is guided by the American Academy of Liberal Education that asserts that the languages of verbal/oral and written communications are the media of all thought, and must be well developed through rigorous instruction and specially designed applications across disciplines.

American Studies – Bachelor of Arts

The American Studies interdisciplinary major is a unique program designed for students interested in exploring the vast and complex historical, social, and cultural network comprising American culture. Working closely with faculty members who represent an array of academic disciplines, the program allows students to identify and investigate an area of concentration that spans traditional boundaries and methodologies. Students articulate key questions about American practices and institutions and explore the potential futures supported by the foundations of national life. Majors choose careers in not-for-profit social and cultural agencies, as well as in journalism, government, and museum, library, and archives administration. Majors will be well prepared for graduate study in such fields as law, arts administration, public policy, journalism, and also for graduate study in academic disciplines that participate in interdisciplinary inquiry. This major is particularly designed for students who seek knowledge about U.S. cultures and aesthetics; wish to explore questions of democratic aspiration and structural justice; desire intercultural competency; and plan to pursue one of the many careers where in-depth knowledge of American diversity matters.

Major in American Studies 42 credits

The American Studies major builds upon the liberal education curriculum required of all students. American Studies requires completion of two semesters of the same foreign language, or demonstrated native competency. American Studies recommends that students take SOC 112 and POS 111 as part of their Liberal Education requirements and highly recommends that students choose a
minor. Students must earn a minimum grade of C in every core and concentration course required for the major and the African American Studies and American Studies minors.

**Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 250</td>
<td>Introduction to American Studies: Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td>AMS 251</td>
<td>Urban American Studies</td>
<td>4</td>
</tr>
<tr>
<td>AMS 494</td>
<td>Field Experience Seminar</td>
<td>4</td>
</tr>
<tr>
<td>AMS 498</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>AMS 490 Directed Readings and Research in American Studies</td>
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</tbody>
</table>

*An area of concentration selected from the following:*

**American Aesthetics and Cultural Practices**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 210</td>
<td>Topics in American Aesthetics and Cultural Practices</td>
<td>3 or 4</td>
</tr>
<tr>
<td></td>
<td>(may be repeated with different topics)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>AMS 211 Topics in American Aesthetics and Cultural Practices: Film</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional elective courses in art, communications, drama, literature, music, philosophy, religious studies, sociology, or women's studies chosen in consultation with advisor.

**Diversity and Social Justice**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 220</td>
<td>Topics in Diversity and Social Justice</td>
<td>3 or 4</td>
</tr>
<tr>
<td></td>
<td>(may be repeated with different topics)</td>
<td></td>
</tr>
</tbody>
</table>

Additional elective courses in biology, business, communications, criminal justice, environmental affairs, history, literature, philosophy, political science, religious studies, sociology, or women's studies chosen in consultation with advisor.

**Critical Race Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 230</td>
<td>Topics in Critical Race Studies</td>
<td>3 or 4</td>
</tr>
<tr>
<td></td>
<td>(may be repeated with different topics)</td>
<td></td>
</tr>
</tbody>
</table>

Additional elective courses in communications, history, literature, political science, sociology, or women's studies chosen in consultation with advisor.

**Minor in African-American Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 216</td>
<td>Topics in African American Literature</td>
<td>4</td>
</tr>
<tr>
<td>HIS 261</td>
<td>African-American History to 1863</td>
<td>3 or 4</td>
</tr>
<tr>
<td>HIS 262</td>
<td>African-American History Since 1863</td>
<td>3 or 4</td>
</tr>
</tbody>
</table>

Additional elective credits in courses focusing on issues of race/ethnicity and/or on African-American, African, or African diasporic culture(s), history, or politics

**Minor in American Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 250</td>
<td>Introduction to American Studies: Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>AMS 251 Urban American Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Aesthetics and Cultural Practices Courses</td>
<td>3-8</td>
</tr>
<tr>
<td></td>
<td>Diversity and Social Justice Courses</td>
<td>3-8</td>
</tr>
<tr>
<td></td>
<td>Critical Race Studies Courses</td>
<td>3-8</td>
</tr>
</tbody>
</table>
Art Programs:

Graphic Design – Bachelor of Fine Arts

Studio Art – Bachelor of Fine Arts

Art Education – Bachelor of Science

Studio Art – Bachelor of Science

Mission Statement – Art Department

The Center for Art and Design at The College of Saint Rose prepares men and women for careers in Studio Art, Graphic Design, and Art Education. Our Faculty of professional artists, designers, educators, and scholars is dedicated to the development of each student's informed creative voice. The carefully developed sequence of studio courses advances each student from a strong foundation to a focus on conceptual and expressive inventiveness. Art students benefit from the rare combination of a rigorous curriculum enhanced by a strong liberal arts commitment and sound critical thinking.

Our intention is not only to foster strong artists, designers, and teachers, but to have our students become leaders in their fields and communities. We believe that individual attention, a strong curriculum, the expectation of disciplined work, and the encouragement of leadership offers the best environment for learning, achieving success, and having a lasting impact on the world.

The Bachelor of Fine Arts (BFA) programs are for those whose aim is a professional career in art and graphic design. The BFA provides a concentration of study in one specific studio area. BFA students in Studio Art have the option to create a combined concentration.

The Bachelor of Science in Studio Art is for students who choose to pursue a breadth of experience and understanding in art rather than professional specialization in any one studio area. This degree allows for elective credits that can be taken in the liberal arts, art, or Art History.

The Bachelor of Science in Art Education qualifies the student for New York State Initial Certification in teaching grades K through 12. The College of Saint Rose boasts a 99% pass rate among its students on the New York State Teacher Certification Examinations.

The Bachelor of Fine Arts Dual Concentration in Studio and Art Education: Students earning a BFA degree in Painting/Drawing, Sculpture, Printmaking or Photography will have the option of completing the courses necessary for Initial Certification in Art Education and a BFA in a studio area. These students will do their student teaching during a ninth semester.

The Art Department is an accredited member of the National Association of Schools of Art and Design (NASAD), and the Art Education program is additionally accredited by the National Council for Accreditation of Teacher Education (NCATE).

The Portfolio Review

In addition to the College of Saint Rose academic admissions requirements, all applicants to the Center for Art and Design are required to submit a portfolio as part of the admission materials. All art applicants (Art Education, Graphic Design or Studio Art) should follow the same format when preparing their portfolio.

The portfolio should consist of 15 to 20 works. Approximately half of the portfolio should represent drawing from direct observation. Self-portrait, still life, interior space and figure drawing can all be presented. Three-dimensional work may be presented as photo or CD. All the work submitted should have been completed within the past two years. Edit the portfolio since the most recent work will best represent your abilities and interests.

We prefer to review the actual art but CD portfolio submissions are also acceptable (jpg format, no longer than 1000 pixels on the largest side). Please include a separate numerical inventory listing the size, media and date completed for each of the works submitted.
For purposes of evaluation and placement, transfer students who wish to receive credit for a studio course should include additional work to represent the content covered in each class transferred.

**BFA in Graphic Design**

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Foundation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ART 110</td>
<td>Two-Dimensional Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 112</td>
<td>Three-Dimensional Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 113</td>
<td>Drawing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 213</td>
<td>Drawing 2</td>
<td>3</td>
</tr>
<tr>
<td>AHI 208</td>
<td>Introduction to Art History</td>
<td>4</td>
</tr>
<tr>
<td>ART 225</td>
<td>Screen Printing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 230</td>
<td>Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ART 232</td>
<td>Black and White Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 233</td>
<td>Color Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 235</td>
<td>Advanced Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ART 239</td>
<td>Graphic Design 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 240</td>
<td>Graphic Design 2</td>
<td>3</td>
</tr>
<tr>
<td>ART 253</td>
<td>Drawing 3</td>
<td>3</td>
</tr>
</tbody>
</table>

*Choose one of the following three:*  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHI 280</td>
<td>Topics in Art History</td>
<td>4</td>
</tr>
<tr>
<td>AHI 285</td>
<td>Italian Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>AHI 295</td>
<td>Medieval Art</td>
<td></td>
</tr>
<tr>
<td>ART 247</td>
<td>History of Modern Art</td>
<td>4</td>
</tr>
<tr>
<td>ART 301</td>
<td>Junior Review</td>
<td>0</td>
</tr>
<tr>
<td>ART 330</td>
<td>Pre-press Production</td>
<td>3</td>
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<tr>
<td>ART 352</td>
<td>Typography</td>
<td>3</td>
</tr>
<tr>
<td>ART 353</td>
<td>Applications in Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 354</td>
<td>Advanced Typography</td>
<td>3</td>
</tr>
<tr>
<td>ART 356</td>
<td>Web/Interactive Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 392</td>
<td>Internship Preparation 1</td>
<td>0</td>
</tr>
<tr>
<td>ART 393</td>
<td>Internship Preparation 2</td>
<td>0</td>
</tr>
<tr>
<td>ART 394</td>
<td>Graphic Design Fieldwork</td>
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</tr>
<tr>
<td>ART 433</td>
<td>Studio Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 444</td>
<td>Experimental Imaging</td>
<td>3</td>
</tr>
<tr>
<td>ART 459</td>
<td>Advanced Applications in Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 460</td>
<td>Senior Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 462</td>
<td>Graphic Design Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>ART 466</td>
<td>Adv.Web/Interactive Design (elective)</td>
<td>3</td>
</tr>
<tr>
<td>ART 493</td>
<td>Internship in Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 496</td>
<td>Senior Exhibition</td>
<td>0</td>
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</table>

*Choose one of the following six:*  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AHI 344</td>
<td>History of Art since 1945</td>
<td>4</td>
</tr>
<tr>
<td>AHI 366</td>
<td>History of Photography</td>
<td>4</td>
</tr>
<tr>
<td>AHI 380</td>
<td>Topics in Art History</td>
<td>4</td>
</tr>
<tr>
<td>AHI 388</td>
<td>Art Now</td>
<td>4</td>
</tr>
<tr>
<td>AHI 390</td>
<td>Women in Art</td>
<td>4</td>
</tr>
<tr>
<td>AHI 399</td>
<td>Topics in Italian Renaissance Art (with study abroad)</td>
<td>4</td>
</tr>
</tbody>
</table>

Transfer students who plan to enter into this program must complete the entire sequence of graphic design courses at Saint Rose which may require either six full- or part-time semesters. Students must receive a C or better in all required art courses in order to meet the prerequisite for the next level and to advance in the program. At the end of the sophomore year, all Graphic Design majors must be approved by the area faculty to advance in the program.
### Minor in Graphic Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110</td>
<td>Two-Dimensional Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 113</td>
<td>Drawing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 230*</td>
<td>Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ART 235**</td>
<td>Advanced Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ART 232</td>
<td>Black and White Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 239*</td>
<td>Graphic Design 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 240**</td>
<td>Graphic Design 2</td>
<td>3</td>
</tr>
</tbody>
</table>

*Must be taken concurrently  
**Must be taken concurrently

A minor in Graphic Design can only be accommodated as enrollment permits.

### BFA in Studio Art

#### Concentration in Painting

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Foundation Seminar</td>
</tr>
<tr>
<td>ART 110</td>
<td>Two-Dimensional Concepts</td>
</tr>
<tr>
<td>ART 112</td>
<td>Three-Dimensional Concepts</td>
</tr>
<tr>
<td>ART 113</td>
<td>Drawing 1</td>
</tr>
<tr>
<td>ART 213</td>
<td>Drawing 2</td>
</tr>
<tr>
<td>ART 215</td>
<td>Painting 1</td>
</tr>
<tr>
<td>ART 216</td>
<td>Painting 2</td>
</tr>
<tr>
<td>AHI 208</td>
<td>Introduction to Art History</td>
</tr>
</tbody>
</table>

Choose two areas out of three:

**Sculpture**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 220</td>
<td>Sculpture 1</td>
</tr>
<tr>
<td>ART 221</td>
<td>Sculpture 2</td>
</tr>
</tbody>
</table>

**Printmaking**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 225</td>
<td>Screen Printing 1</td>
</tr>
<tr>
<td>ART 325</td>
<td>Screen Printing 2</td>
</tr>
</tbody>
</table>

**or**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 226</td>
<td>Intaglio 1</td>
</tr>
<tr>
<td>ART 326</td>
<td>Intaglio 2</td>
</tr>
</tbody>
</table>

**or**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 228</td>
<td>Relief Printing 1</td>
</tr>
<tr>
<td>ART 328</td>
<td>Relief Printing 2</td>
</tr>
</tbody>
</table>

**Photography**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 232</td>
<td>Black and White Photography</td>
</tr>
<tr>
<td>ART 233</td>
<td>Color Photography</td>
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</tbody>
</table>

Choose one of the following three:

<table>
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<td>Medieval Art</td>
</tr>
<tr>
<td>AHI 247</td>
<td>History of Modern Art</td>
</tr>
<tr>
<td>ART 301</td>
<td>Junior Review</td>
</tr>
<tr>
<td>ART 323</td>
<td>Critical Concepts in Drawing</td>
</tr>
<tr>
<td>ART 380*</td>
<td>Figure Painting</td>
</tr>
<tr>
<td>ART 414</td>
<td>Painting 3</td>
</tr>
<tr>
<td>ART 415</td>
<td>Advanced Painting/Drawing 1</td>
</tr>
<tr>
<td>ART 416</td>
<td>Advanced Painting/Drawing 2</td>
</tr>
<tr>
<td>ART 417</td>
<td>Advanced Painting/Drawing 3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>ART 489</td>
<td>Senior Seminar</td>
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<tr>
<td>ART 496</td>
<td>Senior Exhibition</td>
</tr>
<tr>
<td>*Art Electives (ART or AHI)</td>
<td></td>
</tr>
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</table>

Choose one of the following six: 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
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</tr>
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<tr>
<td>AHI 380</td>
<td>Topics in Art History</td>
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<td>AHI 388</td>
<td>Art Now</td>
</tr>
<tr>
<td>AHI 390</td>
<td>Women in Art</td>
</tr>
<tr>
<td>AHI 399</td>
<td>Topics in Italian Renaissance Art (with study abroad)</td>
</tr>
</tbody>
</table>

*The Art Department suggests that BFA Studio majors take an additional art history course as one of their art electives.*

BFA students have the option to create a combined concentration by taking 9 advanced studio credits in each of two areas (Drawing/Painting, Photography, Printmaking, and Sculpture) with the permission of a faculty member from each area. Advanced studio courses may be taken for a maximum of 3 credits in each studio area per semester for a maximum total of 6 credits per semester.

Transfer students must take one level of drawing at The College of Saint Rose.

Students must receive a C or better in all required art courses in order to meet the prerequisite for the next level and to advance in the program.

**BFA in Studio Art**

**Concentration in Sculpture** 83 credits

**Major Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Foundation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ART 110</td>
<td>Two-Dimensional Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 112</td>
<td>Three-Dimensional Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 113</td>
<td>Drawing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 213</td>
<td>Drawing 2</td>
<td>3</td>
</tr>
<tr>
<td>ART 220</td>
<td>Sculpture 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Sculpture 2</td>
<td>3</td>
</tr>
<tr>
<td>AHI 208</td>
<td>Introduction to Art History</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose two areas out of three:

**Painting**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 215</td>
<td>Painting 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 216</td>
<td>Painting 2</td>
<td>3</td>
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**Photography**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 232</td>
<td>Black and White Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 233</td>
<td>Color Photography</td>
<td>3</td>
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</tbody>
</table>

**Printmaking**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 225</td>
<td>Screen Printing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 325</td>
<td>Screen Printing 2</td>
<td>3</td>
</tr>
</tbody>
</table>

**or**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 226</td>
<td>Intaglio 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 326</td>
<td>Intaglio 2</td>
<td>3</td>
</tr>
</tbody>
</table>

**or**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 228</td>
<td>Relief Printing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 328</td>
<td>Relief Printing 2</td>
<td>3</td>
</tr>
</tbody>
</table>
Choose one of the following three:

AHI 280  Topics in Art History  
AHI 285  Italian Renaissance Art  
AHI 295  Medieval Art  
AHI 247  History of Modern Art  
ART 301  Junior Review  
ART 323  Critical Concepts in Drawing  
ART 419  Sculpture 3  
ART 420  Advanced Sculpture 1  
ART 428  Advanced Sculpture 2  
ART 429  Advanced Sculpture 3  
ART 489  Senior Seminar  
ART 496  Senior Exhibition  
*Art Electives (ART or AHI)  

Choose one of the following six:

AHI 344  History of Art since 1945  
AHI 366  History of Photography  
AHI 380  Topics in Art History  
AHI 388  Art Now  
AHI 390  Women in Art  
AHI 399  Topics in Italian Renaissance Art (with study abroad)  

*The Art Department suggests that BFA Studio majors take an additional art history course as one of their art electives.

BFA students have the option to create a combined concentration by taking 9 advanced studio credits in each of two areas (Drawing/Painting, Photography, Printmaking, and Sculpture) with the permission of a faculty member from each area. Advanced studio courses may be taken for a maximum of 3 credits in each studio area per semester for a maximum total of 6 credits per semester.

Transfer students must take one level of drawing at The College of Saint Rose.

Students must receive a C or better in all required art courses in order to meet the prerequisite for the next level and to advance in the program.

**BFA in Studio Art**

**Concentration in Photography**  
83 credits

*Major Requirements*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Foundation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ART 110</td>
<td>Two-Dimensional Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 112</td>
<td>Three-Dimensional Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 113</td>
<td>Drawing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 213</td>
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<td>ART 233</td>
<td>Color Photography</td>
<td>3</td>
</tr>
<tr>
<td>AHI 208</td>
<td>Introduction to Art History</td>
<td>4</td>
</tr>
</tbody>
</table>

*Choose two areas out of three:*

**Painting**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 215</td>
<td>Painting 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 216</td>
<td>Painting 2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sculpture**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 220</td>
<td>Sculpture 1</td>
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</tr>
<tr>
<td>ART 221</td>
<td>Sculpture 2</td>
<td>3</td>
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</tbody>
</table>
**Printmaking**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 225</td>
<td>Screen Printing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 325</td>
<td>Screen Printing 2</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 226</td>
<td>Intaglio 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 326</td>
<td>Intaglio 2</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 228</td>
<td>Relief Printing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 328</td>
<td>Relief Printing 2</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following three: 4

- AHI 280 Topics in Art History
- AHI 285 Italian Renaissance Art
- AHI 295 Medieval Art
- AHI 247 History of Modern Art 4
- ART 301 Junior Review 0
- ART 323 Critical Concepts in Drawing 3
- ART 333 Intermediate Photo Imaging 1 3
- ART 334 Intermediate Photo Imaging 2 3
- AHI 366 History of Photography 4
- ART 432 Advanced Photography 1 3
- ART 433 Studio Photography 3
- ART 439 Advanced Photography 2 3 or 6
- ART 440 Advanced Photography 3 3 or 6
- ART 489 Senior Seminar 3
- ART 496 Senior Exhibition 0
- *Art Electives (ART or AHI) 6

*The Art Department suggests that BFA Studio majors take an additional art history course as one of their art electives.*

BFA students have the option to create a combined concentration by taking 9 advanced studio credits in each of two areas (Drawing/Painting, Photography, Printmaking, and Sculpture) with the permission of a faculty member from each area. Advanced studio courses may be taken for a maximum of 3 credits in each studio area per semester for a maximum total of 6 credits per semester.

Transfer students must take one level of drawing at The College of Saint Rose.

Students must receive a C or better in all required art courses in order to meet the prerequisite for the next level and to advance in the program.

**BFA in Studio Art**

**Concentration in Printmaking** 83 credits

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Foundation Seminar</td>
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<tr>
<td>ART 110</td>
<td>Two-Dimensional Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 112</td>
<td>Three-Dimensional Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 113</td>
<td>Drawing 1</td>
<td>3</td>
</tr>
<tr>
<td>AHI 208</td>
<td>Introduction to Art History</td>
<td>4</td>
</tr>
<tr>
<td>ART 213</td>
<td>Drawing 2</td>
<td>3</td>
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</table>

Choose twelve credits from the following:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 225</td>
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<tr>
<td>ART 325</td>
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</tr>
<tr>
<td>ART 226</td>
<td>Intaglio 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 326</td>
<td>Intaglio 2</td>
<td>3</td>
</tr>
<tr>
<td>ART 228</td>
<td>Relief Printing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 328</td>
<td>Relief Printing 2</td>
<td>3</td>
</tr>
</tbody>
</table>
Choose two areas out of three:

**Painting**
- ART 215  Painting 1  3
- ART 216  Painting 2  3

**Sculpture**
- ART 220  Sculpture 1  3
- ART 221  Sculpture 2  3

**Photography**
- ART 232  Black and White Photography  3
- ART 233  Color Photography  3

Choose one of the following three:  4
- AHI 280  Topics in Art History
- AHI 285  Italian Renaissance Art
- AHI 295  Medieval Art
- AHI 247  History of Modern Art  4
- ART 301  Junior Review  0
- ART 323  Critical Concepts in Drawing  3

Choose eighteen credits from the following:  18
- ART 425  Advanced Screen Printing 1
- ART 434  Advanced Screen Printing 2
- ART 435  Advanced Screen Printing 3
- ART 431  Advanced Intaglio 1
- ART 438  Advanced Intaglio 2
- ART 441  Advanced Intaglio 3
- ART 426  Advanced Relief Printing 1
- ART 427  Advanced Relief Printing 2
- ART 430  Advanced Relief Printing 3
- ART 489  Senior Seminar  3
- ART 496  Senior Exhibition  0
- *Art Electives (ART or AHI)  6

Choose one of the following six:  4
- AHI 344  History of Art since 1945
- AHI 366  History of Photography
- AHI 380  Topics in Art History
- AHI 388  Art Now
- AHI 390  Women in Art
- AHI 399  Topics in Italian Renaissance Art (with study abroad)

*The Art Department suggests that BFA Studio majors take an additional art history course as one of their art electives.*

BFA students have the option to create a combined concentration by taking 9 advanced studio credits in each of two areas (Drawing/Painting, Photography, Printmaking, and Sculpture) with the permission of a faculty member from each area. Advanced studio courses may be taken for a maximum of 3 credits in each studio area per semester for a maximum total of 6 credits per semester.

Transfer students must take one level of drawing at The College of Saint Rose.

Students must receive a C or better in all required art courses in order to meet the prerequisite for the next level and to advance in the program.
Art Education

Art majors must ordinarily achieve a grade point average of 3.0 in both their major and their overall cumulative average to be admitted to ART 475 Methods of Teaching Art, and must maintain a minimum 3.0 GPA to remain in the program. To be recommended for Initial Certification, in addition to completing their degree requirements, candidates must pass New York State Teacher Certification Examinations LAST and ATS-W before being placed in ART 486 Student Teaching and the CST before or during student teaching.

Transfer students who have not completed the equivalent of the first two years of our program before transferring may not be able to complete the program in two years.

Students pursuing a BFA degree are required to take 12 credits in ART or AHI electives. Students who are enrolled in the BFA with a dual concentration in Studio Art and Art Education will fulfill their 12 credits of electives through their Art Education pedagogy requirements.

Dual Concentration

BFA in Studio Art/Art Education 108 credits

Foundation Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Foundation Seminar</td>
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<tr>
<td>ART 110</td>
<td>Two-Dimensional Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 112</td>
<td>Three-Dimensional Concepts</td>
<td>3</td>
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<tr>
<td>ART 113</td>
<td>Drawing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 213</td>
<td>Drawing 2</td>
<td>3</td>
</tr>
<tr>
<td>AHI 208</td>
<td>Introduction to Art History</td>
<td>4</td>
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</table>

Painting

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 215</td>
<td>Painting 1</td>
<td>6</td>
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<tr>
<td>ART 216</td>
<td>Painting 2</td>
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</table>

Sculpture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 220</td>
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<td>ART 221</td>
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Choose one area from printmaking or photography:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 225</td>
<td>Screen Printing 1</td>
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<tr>
<td>ART 325</td>
<td>Screen Printing 2</td>
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<tr>
<td>or</td>
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<td></td>
</tr>
<tr>
<td>ART 226</td>
<td>Intaglio 1</td>
<td></td>
</tr>
<tr>
<td>ART 326</td>
<td>Intaglio 2</td>
<td></td>
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<tr>
<td>or</td>
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<td></td>
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<tr>
<td>ART 228</td>
<td>Relief Printing 1</td>
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<tr>
<td>ART 328</td>
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Printmaking

<table>
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<tbody>
<tr>
<td>ART 225</td>
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<tr>
<td>ART 325</td>
<td>Screen Printing 2</td>
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</table>

Photography

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 232</td>
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<td>ART 233</td>
<td>Color Photography</td>
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<tr>
<td>AHI 247</td>
<td>History of Modern Art</td>
<td>4</td>
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<tr>
<td>ART 301</td>
<td>Junior Review</td>
<td>0</td>
</tr>
<tr>
<td>ART 323</td>
<td>Critical Concepts in Drawing</td>
<td>3</td>
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</tbody>
</table>

Choose one of the following three:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHI 280</td>
<td>Topics in Art History</td>
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<tr>
<td>AHI 285</td>
<td>Italian Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>AHI 295</td>
<td>Medieval Art</td>
<td></td>
</tr>
</tbody>
</table>
Choose one of the following six: 4
AHI 344  History of Art since 1945*
AHI 366  History of Photography
AHI 380  Topics in Art History
AHI 388  Art Now
AHI 390  Women in Art
AHI 399  Topics in Italian Renaissance Art (with study abroad)

*preferred course for Art Education majors

ART 4XX  Advanced Studios* 18

*follow prescribed series of chosen studio area(s)
ART 489  Senior Seminar 3
ART 496  Senior Exhibition 0

Pedagogical Requirements
ART 273  Service Learning Teaching Experience 0 (elective)
ART 275  School Experiences in Art 0
ART 374  Development in Art and Literacy 4
ART 375  Art Curriculum and Assessment and Lab 4
ART 475  Methods of Teaching Art, Lab Teaching 4
ART 477  Advanced Methods of Teaching Art 3
ART 486  Student Teaching in Elementary and Secondary Art 12
EPY 244  Child and Adolescent Development 4
EPY 350  Educational Psychology 3
SED 225  Including Students with Disabilities in General Education Classrooms 3

New York State-Required Workshops
EDU 102  Violence Prevention 0
EDU 103  Child Abuse and Abduction Prevention 0
EDU 106  HIV/AIDS and Communicable Disease and Safety Education 0
EPY 337  Substance Abuse Education 0

BS in Art Education  93 credits

Foundation Requirements
ART 100  Foundation Seminar 1
ART 110  Two-Dimensional Concepts 3
ART 112  Three-Dimensional Concepts 3
ART 113  Drawing 1 3
ART 213  Drawing 2 3
AHI 208  Introduction to Art History 4
AHI 247  History of Modern Art 4
ART 301  Junior Review 0
ART 323  Critical Concepts in Drawing 3
ART 496  Senior Exhibition 0

Studio 1 Requirements 9
ART 215  Painting 1
ART 220  Sculpture 1

Choose one Studio 1 from printmaking or photography:

Printmaking
ART 225  Screen Printing 1

or

ART 226  Intaglio 1

or
ART 228  Relief Printing 1

**or**

Photography

ART 232  Black and White Photography

### Studio 2 Requirements

Choose two Studio 2 courses that correspond with two Studio 1 courses already taken

- ART 216  Painting 2
- ART 221  Sculpture 2
- ART 325  Screenprinting 2
- ART 326  Intaglio 2
- ART 328  Relief Printing 2
- ART 233  Color Photography

Choose one of the following three:

- AHI 280  Topics in Art History
- AHI 285  Italian Renaissance Art
- AHI 295  Medieval Art

Choose one of the following six:

- AHI 344  History of Art since 1945*
- AHI 366  History of Photography
- AHI 380  Topics in Art History
- AHI 388  Art Now
- AHI 390  Women in Art
- AHI 399  Topics in Italian Renaissance Art (with study abroad)

*preferred course for Art Education majors

ART 4XX  Advanced Studios in one area* 9

*follow prescribed series for chosen studio area*

ART 496  Senior Exhibition 0

### Pedagogical Requirements

- ART 273  Service Learning Teaching Experience (elective) 0
- ART 275  School Experiences in Art 0
- ART 374  Development in Art and Literacy 4
- ART 375  Art Curriculum and Assessment and Lab 4
- ART 475  Methods of Teaching Art, Lab Teaching 4
- ART 477  Advanced Methods of Teaching Art 3
- ART 486  Student Teaching in Elementary and Secondary Art 12
- EPY 244  Child and Adolescent Development 4
- EPY 350  Educational Psychology 3
- SED 225  Including Students with Disabilities in General Education Classrooms 3

### New York State-Required Workshops

- EDU 102  Violence Prevention Workshop 0
- EDU 103  Child Abuse and Abduction Prevention 0
- EDU 106  HIV/AIDS and Communicable Disease and Safety Education 0
- EPY 337  Substance Abuse Education 0

### BS in Studio Art 68 credits

#### Major Requirements

- ART 100  Foundation Seminar 1
- ART 110  Two-Dimensional Concepts 3
- ART 112  Three-Dimensional Concepts 3
- ART 113  Drawing 1 3
- ART 213  Drawing 2 3
- ART 215  Painting 1 3
ART 216  Painting 2  3
ART 220  Sculpture 1  3
ART 221  Sculpture 2  3
ART 232  Black and White Photography  3
ART 233  Color Photography  3
AHI 208  Introduction to Art History  4

Choose one of the following three:
AHI 280  Topics in Art History
AHI 285  Italian Renaissance Art
AHI 295  Medieval Art
AHI 247  History of Modern Art  4
ART 301  Junior Review  0
ART 323  Critical Concepts in Drawing  3

Choose one of following six:
AHI 344  History of Art since 1945
AHI 366  History of Photography
AHI 380  Topics in Art History
AHI 388  Art Now
AHI 390  Women in Art
AHI 399  Topics in Italian Renaissance Art (with study abroad)
ART 489  Senior Seminar  3

Choose one course from three:
ART 225  Screen Printing 1
ART 226  Intaglio 1
ART 228  Relief Printing 1
Studio Elective  3
Three advanced courses in an area of concentration  9
Senior Exhibition  0

Students must receive a C or better in all required art courses in order to meet the prerequisite for the next level and to advance in the program.

Transfer students must take one level of drawing at The College of Saint Rose.

**Minor in Art**  20 credits

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ART 110</td>
<td>Two Dimensional Concepts</td>
<td>3</td>
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<tr>
<td>ART 112</td>
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</tr>
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<td>AHI 208</td>
<td>Introduction to Art History</td>
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</tbody>
</table>

Choose one of the following two:
AHI 285  Renaissance Art History
AHI 295  Medieval Art History

Art Electives  6

**Minor in History of Art**  20 credits

<table>
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</thead>
<tbody>
<tr>
<td>AHI 208</td>
<td>Introduction to Art History</td>
<td>4</td>
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</tbody>
</table>

Choose four of the following:  16
AHI 280  Topics in Art History
AHI 285  Renaissance Art History
AHI 295  Medieval Art History
AHI 247  History of Modern Art
AHI 344  History of Art since 1945
AHI 366  History of Photography
AHI 380  Topics in Art History
AHI 388  Art Now
AHI 390  Women in Art
AHI 399  Topics in Italian Renaissance Art (with study abroad)
Communications – Bachelor of Arts

The Communications curriculum encourages students to explore a breadth of learning experiences that emphasize both personal and professional development. To achieve standards of academic excellence, Communications students are expected to fully engage in the theories and practices that prepare them for the always-evolving opportunities in the communications field.

The curriculum requires students to build a broad knowledge base while they also explore their individual interests by pursuing knowledge and skill in one of three concentrations.

Students have the opportunity for hands-on experience in producing TV and radio programs, newspapers, magazines, web and multimedia productions, as well as academic papers and projects. Through the capstone courses in each concentration students conceptualize and craft scripts, TV programs, public service campaigns and a variety of media projects.

Most students complete internships in print and broadcast journalism, TV and radio production, public relations, advertising, government communications and other related fields.

The College of Saint Rose Communications graduates have found employment in regional media outlets and have contributed to the networks of communications professionals across the nation and around the world. Communications majors deciding to continue their education through graduate study have had particular success in the fields of journalism, broadcasting, education and law.

Major in Communications 49-51 credits

I. Communications Core 25 credits

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 105</td>
<td>Introduction to Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 201</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COM 208</td>
<td>Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 217</td>
<td>New Media and Basic Multimedia Production</td>
<td>4</td>
</tr>
<tr>
<td>COM 240</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>COM 241</td>
<td>Gender and Communication</td>
</tr>
<tr>
<td>or</td>
<td>COM 242</td>
<td>Communication and Culture</td>
</tr>
<tr>
<td>or</td>
<td>COM 298</td>
<td>Introduction to Communication Theory</td>
</tr>
<tr>
<td>or</td>
<td>COM 340</td>
<td>Communication Law</td>
</tr>
<tr>
<td>or</td>
<td>COM 341</td>
<td>Broadcast Law</td>
</tr>
<tr>
<td>or</td>
<td>COM 398</td>
<td>Research in Communication</td>
</tr>
</tbody>
</table>

II. Concentration (Students choose to complete one of the three concentrations):

A. Journalism Concentration 24 credits

Students complete courses as follows:

Entry level – 7 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 221</td>
<td>Journalism I</td>
<td>4</td>
</tr>
<tr>
<td>COM 225</td>
<td>Interviewing</td>
<td>3</td>
</tr>
</tbody>
</table>

Mid level – 9 credits minimum selected from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 313</td>
<td>Broadcast News</td>
<td>3</td>
</tr>
<tr>
<td>COM 331</td>
<td>Journalism II</td>
<td>4</td>
</tr>
<tr>
<td>COM 344</td>
<td>Editing</td>
<td>3</td>
</tr>
<tr>
<td>COM 346</td>
<td>Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>COM 309</td>
<td>Photojournalism</td>
<td>4</td>
</tr>
<tr>
<td>COM 318</td>
<td>Digital Audio Production</td>
<td>4</td>
</tr>
<tr>
<td>COM 319</td>
<td>Video for Field and Studio</td>
<td>4</td>
</tr>
</tbody>
</table>
Upper level – 8 credits selected from:

- COM 420 TV Journalism 4
- COM 421 Magazine Production 4
- COM 445 Online Journalism 4
- COM 470 Newsroom 4

B. Public Relations & Advertising Concentration 25 credits

Students complete courses as follows:

Entry level – 6 credits

- COM 205 Contemporary Advertising 3
- BUS 253 Marketing 3
- COM 227 Public Relations History and Practice 3

Mid level – 12 credits minimum selected from:

- COM 314 Advertising Copywriting 3
- COM 370 Public Relations Copywriting 3
- COM 371 PR & Advertising Publications 3
- COM 372 PR & Advertising Techniques for Campaigns 3
- COM 309 Photojournalism 4
- COM 318 Digital Audio Production 4
- COM 319 Video for Field and Studio 4

Upper level – 7 credits

- COM 430 Online Advertising & Public Relations 3
- COM 471 The Agency 4

C. Film & New Media Concentration 26 credits

Students complete courses as follows:

Entry level – 6 credits

- COM 207 Films Arts 3
- COM 220 Film History 3

Mid level – 2 courses at 200-level, 2 courses at 300-level selected from:

- COM 213 Film and Television Documentary 3
- COM 222 Film Genres 3
- COM 315 Media Criticism 3
- COM 318 Digital Audio Production 4

Upper level – 7 credits minimum selected from:

- COM 417 Advanced New Media and Digital Video 4
- COM 430 Online Advertising and Public Relations 3
- COM 445 Online Journalism 4

III. Optional Courses

Students complete additional courses to a total of 50 credits in COM. Students may choose from any COM course or those listed below when they are available.

- COM 202 Group Process 3
- COM 206 Conflict Management 3
- COM 380 Topics in Communication 3
- COM 494 Internship 3-15
- COM 499 Independent Study 1-6

Study Outside the Major

The department strongly recommends students pursue 12 credits in one discipline outside Communications.
**Minor in Communications** *(choose either an Expertise Minor or the General Minor):*

**Expertise Minors (15-18 Credits):**

**Concentrations:** Students choose one area of Communications Concentrations Options listed below and take one 200, one 300, and one 400 level course in that area of concentration to fulfill the minor. Prerequisites may exist for some courses.

**Option 1: Journalism**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 208</td>
<td>Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 340</td>
<td>Communication Law</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 341</td>
<td>Broadcast Law</td>
<td>3</td>
</tr>
<tr>
<td>COM 221</td>
<td>Journalism 1</td>
<td>4</td>
</tr>
</tbody>
</table>

*(Choose one course 3-4 credits):*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 309</td>
<td>Photojournalism</td>
<td>4</td>
</tr>
<tr>
<td>COM 313</td>
<td>Broadcast News</td>
<td>3</td>
</tr>
<tr>
<td>COM 318</td>
<td>Digital Audio Production</td>
<td>4</td>
</tr>
<tr>
<td>COM 319</td>
<td>Video for Field and Studio</td>
<td>4</td>
</tr>
<tr>
<td>COM 331</td>
<td>Journalism II</td>
<td>4</td>
</tr>
<tr>
<td>COM 344</td>
<td>Editing</td>
<td>3</td>
</tr>
<tr>
<td>COM 346</td>
<td>Feature Writing</td>
<td>3</td>
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</tbody>
</table>

*(Choose one course 3-4 credits):*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 420</td>
<td>TV Journalism</td>
<td>4</td>
</tr>
<tr>
<td>COM 421</td>
<td>Magazine Writing and Production</td>
<td>4</td>
</tr>
<tr>
<td>COM 445</td>
<td>Online Journalism</td>
<td>4</td>
</tr>
<tr>
<td>COM 470</td>
<td>Newsroom</td>
<td>4</td>
</tr>
</tbody>
</table>

**Option 2: PR/Advertising**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 208</td>
<td>Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 340</td>
<td>Communication Law</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 341</td>
<td>Broadcast Law</td>
<td>3</td>
</tr>
<tr>
<td>COM 227</td>
<td>Public Relations History and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

*(Choose one course 3-4 credits):*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 309</td>
<td>Photojournalism</td>
<td>4</td>
</tr>
<tr>
<td>COM 314</td>
<td>Advertising Copywriting</td>
<td>3</td>
</tr>
<tr>
<td>COM 318</td>
<td>Digital Audio Production</td>
<td>4</td>
</tr>
<tr>
<td>COM 319</td>
<td>Video for Field and Studio</td>
<td>4</td>
</tr>
<tr>
<td>COM 370</td>
<td>Public Relations Copywriting</td>
<td>3</td>
</tr>
<tr>
<td>COM 371</td>
<td>PR and Advertising Publications</td>
<td>3</td>
</tr>
<tr>
<td>COM 372</td>
<td>PR and Advertising Techniques for Campaigns</td>
<td>3</td>
</tr>
</tbody>
</table>

*(Choose one course 3-4 credits):*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 430</td>
<td>Online Advertising and PR</td>
<td>3</td>
</tr>
<tr>
<td>COM 471</td>
<td>The Agency</td>
<td>4</td>
</tr>
</tbody>
</table>

**Option 3: Film and New Media**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 208</td>
<td>Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 340</td>
<td>Communication Law</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 341</td>
<td>Broadcast Law</td>
<td>3</td>
</tr>
<tr>
<td>COM 217</td>
<td>New Media and Basic Multimedia Production</td>
<td>4</td>
</tr>
<tr>
<td>COM 318</td>
<td>Digital Audio Production</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 319</td>
<td>Video for Field and Studio</td>
<td>4</td>
</tr>
</tbody>
</table>
COM 417 Advanced New Media and Digital Video 4

**General Minor** 15-18 credits

- COM 208 Media Ethics 3
- COM 340 Communication Law 3
  or
- COM 341 Broadcast Law 3

Choose from the following courses (9-12 credits). *Please pay special attention to prerequisites.*

**One** 200 level course (3 or 4 credits)

**Two** 300 level courses (6, 7, or 8 credits)

### English – Bachelor of Arts

#### English – Adolescence Education – Bachelor of Arts

English and English-Adolescence Education majors explore literature from antiquity through the contemporary moment, from within and without the traditional canon, and from a variety of critical and cultural perspectives. English students also study expository and creative writing, dramatic performance, and film. Career opportunities for graduates in English include publishing, editing, journalism, website content development, advertising, library and information science, teaching on all levels, broadcasting, technical writing, and public relations. English majors also qualify for a wide variety of administrative positions in business, government and human service. Our majors are well prepared for graduate study in English and other fields, such as law. English – Adolescence Education qualifies students for initial certification by New York State to teach English in grades 7 through 12. Refer to the Adolescence Education catalog section for the education sequence program requirements and policies.

The English Department provides minors in drama, writing, film/new media studies, and literature to students in all disciplines.

The English program also offers other important opportunities: an affiliation agreement with Regent’s College in London, allowing Saint Rose students to spend a semester abroad without concern about transferring the credits earned; accelerated B.A./M.A. and B.A./J.D. programs for exceptional students who wish to pursue advanced study in English or Law; and training in various aspects of drama, including a campus dramatic production each fall and spring. All English and English-Adolescence Education majors gain professional experience as seniors: English majors complete an internship in a professional context, such as a government agency, non-profit organization, or public relations firm; whereas English-Adolescence Education majors spend a semester student teaching on both the middle school and high school levels.

### Policies

Once students have matriculated, courses counting as major or concentration requirements must be taken at The College of Saint Rose. Writing courses may not ordinarily be taken on an audit basis.

Students must receive a grade of C or better in courses counting toward the major.

### English Portfolio

In addition to the course work listed for English and English-Adolescence Education majors, each student prepares and submits a portfolio at the end of his or her course of study. Students should see their advisors or consult the English Department website for further information.

### Major in English 48 credits

**Required courses (16 credits)**

- ENG 112 Introduction to Literary Studies 4
- ENG 330 Literary Criticism/Theory 4
  (prerequisites: ENG 112 and two 200-level literature courses)
- ENG 494 English Internship 4
  (prerequisites: ENG 330, one 300-level writing course, 90 credits, and at least one 300-level literature course)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 497</td>
<td>English Portfolio</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(prerequisites: ENG 330, one 300-level writing course, 90 credits, and at least one 300-level literature course)</td>
<td></td>
</tr>
<tr>
<td>ENG 498</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(prerequisites: ENG 330, one 300-level writing course, 90 credits, and at least one 300-level literature course)</td>
<td></td>
</tr>
</tbody>
</table>

Thirty-two additional credit hours of English courses with these stipulations: (See lists below for categories that fulfill specific requirements. Although one course may fulfill two stipulations, all English majors must complete 32 credits of these courses.)

**Literature courses (20 credits):**
(Two of these literature courses, on either the 200 or 300 level, must be in Early Literature and two courses, on either the 200 or 300 level, in Later Literature, as listed in the categories below.)

- 8 credits of 200-level literature courses: one of these courses must be chosen from the following: ENG 223, 226, 230, 244, 260, 261, and 280; the other may be another one of these courses or any other 200-level literature course.
- 12 credits of 300-level literature courses

**Writing courses (8 credits):**

- 4 credits of 200-level writing courses
- 4 credits of 300-level writing courses

**Major in English-Adolescence Education 80-81 credits**

*(46 credits in English; 34-35 credits in Education)*

**Required courses (16 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>Introduction to Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Language and Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Literary Criticism/Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(prerequisites: ENG 112 and two 200-level literature courses)</td>
<td></td>
</tr>
<tr>
<td>ENG 497</td>
<td>English Portfolio</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(prerequisites: ENG 330, 90 credits, one 300-level writing course, and at least one 300-level literature course)</td>
<td></td>
</tr>
<tr>
<td>ENG 498</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(prerequisites: ENG 330, 90 credits, one 300-level writing course, and at least one 300-level literature course)</td>
<td></td>
</tr>
</tbody>
</table>

Thirty additional credit hours of English electives with these stipulations: (See lists below for categories that fulfill specific elective requirements. Although one course may fulfill two stipulations, all English-Adolescence Education majors must complete 30 credits of these courses. Working with their advisors, English-Adolescence Education majors should make sure they include one Film/New Media course in these electives.)

**Literature courses (20 credits):**
(Two of these literature courses, on either the 200 or 300 level, must be in Early Literature and two courses, on either the 200 or 300 level, in Later Literature as listed in the categories below.)

- 8 credits of 200-level literature courses: one of these courses must be chosen from the following: ENG 223, 226, 230, 244, 260, 261, and 280; the other may be another one of these courses or any other 200-level literature course.
- 12 credits of 300-level literature courses

**Writing courses (6 credits):**

- 2 credits of 200-level writing courses
- 4 credits of 300-level writing courses

THE COLLEGE OF SAINT ROSE 2011-2013
One performance course: (4 credits)

Adolescence Education requirements (34 to 35 credits): See the Adolescence Education section of the catalog.

Categories for English elective courses are shown below:

**Early Literature** (Pre-1837 for British Literature; pre-1865 for American Literature; pre-1650 for World Literature): ENG 223, 226, 230, 244, 260, 261, 280, 328 (depending on topic), 335, 342, 344, 346, 350, 371 (depending on topic)


200-level writing courses: ENG 206, 246, 247, 251, 252

300-level writing courses (all writing-intensive): ENG 311, 312, 313, 314, 315, 317, 318

**Performance Arts courses**: ENG 180, 218, 285, 286, 287

**Film/New Media courses**: ENG 115, 252, 279, 315, 318, 331, 346, 379

**Writing Minor**

20 credits of the following courses, with a minimum of 8 credits at the 300 level and a maximum of 8 credits in Communications:

- ENG 206 Creative Writing 4
- ENG 116 Freelance Writing 4
- COM 221 Journalism I 4
- ENG 246 Imaginative Writing Workshop: Practice and Pedagogy 2
- ENG 247 Prose Writing Workshop: Practice and Pedagogy 2
- ENG 251 Topics in Prose Writing 4
- ENG 252 Writing for New Media 4
- ENG 311 Writing Creative Nonfiction 4
- ENG 312 Writing Poetry 4
- ENG 313 Writing Fiction 4
- ENG 314 Writing Drama 4
- ENG 315 Professional Writing and Editing 4
- ENG 317 Advanced Prose Writing 4
- ENG 318 Writing Screenplays 4
- COM 331 Journalism II 4
- ENG 410 Senior Writing Project 4
- ENG 494 English Internship 4
- COM 421 Practicum: Magazine Writing and Production 4

**Film and New Media Studies Minor**

18-22 credits

ENG 115 Introduction to Film and New Media Studies 4

One of the following: ENG 279 Topics in Film (4), COM 207 Film Arts (3), COM 222 Film Genres (3)

Choose 4 to 6 credits from the following:

- AMS 211 Topics in American Aesthetics and Cultural Practices: Film 4
- COM 213 Film and Television Documentary 3
- COM 217 New Media and Basic Multimedia Production 4
- COM 220 Film History 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 241</td>
<td>Gender and Communication</td>
<td>3</td>
</tr>
<tr>
<td>or COM 242</td>
<td>Communication and Culture</td>
<td>3</td>
</tr>
<tr>
<td>COM 318</td>
<td>Digital Audio Production</td>
<td>3</td>
</tr>
<tr>
<td>COM 417</td>
<td>Advanced New Media &amp; Digital Video</td>
<td>4</td>
</tr>
<tr>
<td>ENG 252</td>
<td>Writing for New Media</td>
<td>4</td>
</tr>
<tr>
<td>or COM 315</td>
<td>Media Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENG 276</td>
<td>Film Topics for Teachers</td>
<td>2</td>
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<tr>
<td>ENG 314</td>
<td>Writing Drama</td>
<td>4</td>
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<tr>
<td>ENG 318</td>
<td>Writing Screenplays</td>
<td>4</td>
</tr>
<tr>
<td>HIS 150</td>
<td>Latin America Through Film and Novels</td>
<td>4</td>
</tr>
<tr>
<td>or HIS 151</td>
<td>Images of Latin America in Film</td>
<td>3</td>
</tr>
<tr>
<td>PHI 272</td>
<td>Philosophy of Horror</td>
<td>3</td>
</tr>
<tr>
<td>PHI 300</td>
<td>Philosophy and Film</td>
<td>3</td>
</tr>
<tr>
<td>PSY 301</td>
<td>Social Psychology in Film</td>
<td>3</td>
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<tr>
<td>RLS 190</td>
<td>Religion and Film</td>
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</tr>
<tr>
<td>SPA 345</td>
<td>Latin American Film</td>
<td>3</td>
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</tbody>
</table>

Choose at least TWO 300-level courses taken after completing at least 10 credits in the minor, chosen from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 380</td>
<td>Topics in New Media</td>
<td>3</td>
</tr>
<tr>
<td>ENG 331</td>
<td>Film Theory</td>
<td>4</td>
</tr>
<tr>
<td>ENG 342</td>
<td>Medieval Texts on Film</td>
<td>4</td>
</tr>
<tr>
<td>ENG 346</td>
<td>Shakespeare on Stage and Screen</td>
<td>4</td>
</tr>
<tr>
<td>ENG 379</td>
<td>Studies in Film</td>
<td>4</td>
</tr>
</tbody>
</table>

**Drama Minor**

20 credits

Any five of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 180</td>
<td>Theatre Arts</td>
<td>4</td>
</tr>
<tr>
<td>ENG 218</td>
<td>Oral Interpretation of Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 222</td>
<td>American Drama</td>
<td>4</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Elizabethan Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 261</td>
<td>Jacobean Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 270</td>
<td>Modern World Drama</td>
<td>4</td>
</tr>
<tr>
<td>ENG 280</td>
<td>History of Drama</td>
<td>4</td>
</tr>
<tr>
<td>ENG 285</td>
<td>Acting: Studio Study</td>
<td>4</td>
</tr>
<tr>
<td>ENG 286</td>
<td>Acting: Styles and Techniques</td>
<td>4</td>
</tr>
<tr>
<td>ENG 287</td>
<td>Improvisational Acting</td>
<td>4</td>
</tr>
<tr>
<td>ENG 314</td>
<td>Writing Drama</td>
<td>4</td>
</tr>
<tr>
<td>ENG 346</td>
<td>Shakespeare on Stage and Screen</td>
<td>4</td>
</tr>
</tbody>
</table>

**Literature Minor**

20 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>Introduction to Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>or ENG 114</td>
<td>Introduction to Literary Genres/Traditions</td>
<td>4</td>
</tr>
</tbody>
</table>

16 additional credits of literature courses

(Two of these literature courses must be 300-level, chosen from the list of 300-level literature courses and also including ENG 330 as an option)

Note: All students, including English and English: Adolescence Education majors, may complete the writing, film/new media studies, and drama minors. The literature minor is designed for students in other majors, not English and English-Adolescence Education majors.
French – Minor

Fluency in a second language is rapidly becoming a necessity, both for intercultural exchange and for career preparation. Students may increase their proficiency in French by completing a minor of 18 credits.

<table>
<thead>
<tr>
<th>Minor in French</th>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 203 Intermediate French Language and Culture 1</td>
<td>3</td>
</tr>
<tr>
<td>FRE 204 Intermediate French Language and Culture 2</td>
<td>3</td>
</tr>
<tr>
<td>FRE 216 French Conversation</td>
<td>3</td>
</tr>
<tr>
<td>FRE 265 Advanced Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>FRE 275 Reading for Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>FRE 325 Advanced Conversation</td>
<td>3</td>
</tr>
</tbody>
</table>

*If FRE 203 and FRE 204 are waived, the student needs to replace them with 6 hours of upper-level elective courses.

History – Bachelor of Arts

Political Science – Bachelor of Arts

History and Political Science – Bachelor of Arts

Social Studies: Adolescence Education – Bachelor of Arts

The majors in History, Political Science, and History/Political Science are designed to provide a liberal, career-oriented education for students seeking employment in government, foreign service, museums, business, industry, and teaching; to prepare students for law school; and to prepare students of demonstrated competence for graduate study in History or Political Science. The major in Social Studies: Adolescence Education qualifies students for initial certification by New York State to teach Social Studies in grades 7 through 12. Refer to the Adolescence Education catalog section for the education sequence program and policies.

For History, Political Science, and History/Political Science majors, Albany is an ideal location. Political Science internships and history field experiences are readily available. Field experiences are designed to provide students interested in history with an opportunity to investigate public history by working at historic sites, in museums and in historical organizations. Internships are designed to provide students interested in politics with an opportunity to study the political process first hand by working in the New York State Legislature, public offices, law firms, and community agencies. Students are encouraged to take 3-15 credit hours of history field experience or political science internships as part of their general electives for their degree program. They may also pursue up to six credit hours in independent study or directed readings after completing the required upper-division coursework in that geographic area or subfield. At least 33 of the 45 credits required in the major must be completed at The College of Saint Rose. Departmental majors are required to fulfill their upper division courses in residence. An accelerated B.A./M.A. program for exceptional students who wish to pursue advanced study in History/Political Science is available.

To strengthen their ability to think critically and present their ideas effectively, all majors are required to take an introductory research methods workshop, upper-division courses that emphasize acquisition of analytical and research skills, and a senior capstone seminar. In this seminar, faculty specialists address a particular topic or related topics and engage with the students in open discussion. Students are normally required to conduct research on these topics and to prepare oral and written presentations. The seminars are usually restricted to seniors.

<table>
<thead>
<tr>
<th>Major in History</th>
<th>45 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 100 Introduction to History and Political Science</td>
<td>1</td>
</tr>
<tr>
<td>HIS 226 U.S. to 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 227 U.S. since 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 260 African-Americans in the Transatlantic World</td>
<td>4</td>
</tr>
<tr>
<td>Two 200-level non-U.S. history courses</td>
<td>8</td>
</tr>
</tbody>
</table>
One upper division (300- or 400-level) history course in each of the following geographic areas: Africa, Asia/Middle East, Europe, Latin America, and the United States. 20

HIS 498  Capstone Seminar 4

The topic of the Seminar varies each semester.

**Major in Political Science** 45 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 100</td>
<td>Introduction to History and Political Science</td>
<td>1</td>
</tr>
<tr>
<td>POS 112</td>
<td>Critical Analysis of U.S. Politics</td>
<td>4</td>
</tr>
<tr>
<td>POS 142</td>
<td>Political Ideologies</td>
<td>4</td>
</tr>
<tr>
<td>POS 171</td>
<td>International Relations</td>
<td>4</td>
</tr>
<tr>
<td>POS 173</td>
<td>Comparative Politics</td>
<td>4</td>
</tr>
<tr>
<td>POS 200</td>
<td>Theories and Methods of Political Inquiry</td>
<td>4</td>
</tr>
</tbody>
</table>

Five additional upper division (300- or 400-level) Political Science courses including one from each of the four subfields:

**U.S. Politics, Political Theory, Comparative Politics, and International Relations** 20

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 498</td>
<td>Capstone Seminar</td>
<td>4</td>
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</tbody>
</table>

**Major in History and Political Science** 45 credits

**Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS/POS 100</td>
<td>Introduction to History and Political Science</td>
<td>1</td>
</tr>
<tr>
<td>POS 112</td>
<td>Critical Analysis of U.S. Politics</td>
<td>4</td>
</tr>
<tr>
<td>POS 142</td>
<td>Political Ideologies</td>
<td>4</td>
</tr>
<tr>
<td>HIS 226</td>
<td>U.S. to 1865</td>
<td></td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 260</td>
<td>African Americans in the Transatlantic World</td>
<td>4</td>
</tr>
<tr>
<td>HIS 227</td>
<td>U.S. since 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS/POS</td>
<td>State, Power, and Civil Society</td>
<td>4</td>
</tr>
</tbody>
</table>

Three upper-division Political Science courses from the following list:

(POS 305, 328, 330, 332, 351, 356, 361, 362, 364, 365, 373, and 498) 12

Three upper-division History courses from the following list:

(HIS 305, 315, 318, 321, 325, 333, 339, 359, 370, 375, and 382) 12

*The capstone seminar (498) is required*

**Major in Social Studies: Adolescence Education** 81-82 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS/POS 100</td>
<td>Introduction to History and Political Science</td>
<td>1</td>
</tr>
<tr>
<td>ECO 105</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>POS 112</td>
<td>Critical Analysis of U.S. Politics</td>
<td>4</td>
</tr>
<tr>
<td>HIS 226</td>
<td>U.S. History to 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 227</td>
<td>U.S. History since 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 260</td>
<td>African-Americans in the Transatlantic World</td>
<td>4</td>
</tr>
<tr>
<td>HIS/POS 300</td>
<td>Advanced Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>

One upper-division history course chosen from four out of five of the following geographic fields: African, European, Asian/Middle Eastern, Latin American, and U.S. 16

One additional upper-division Political Science course 4

HIS 498  Capstone Seminar 4

The topic of the Seminar varies each semester.

**Adolescence Education requirements** 36-37 credits

**Minors**

A minor in History consists of at least 18 credit hours in history and must include at least two upper-division history courses. A minor in Political Science consists of 18 credit hours in political science and must include at least two upper-division political science courses.
Music Programs:

Music Industry – Bachelor of Science

Music Education – Bachelor of Science

Music – Bachelor of Arts

Jazz Performance (for music majors only) – Minor

General Music (for non-music majors only) – Minor

Music Business (for non-music majors only) – Minor

Music Technology (for non-music majors only) – Minor

Music Industry – Bachelor of Science

The Music Industry major enables students to work both individually and in teams to develop creative and technical skills that prepare them for roles in the music industry. Students work collaboratively with clients and music industry professionals to create, present and promote music and entertainment. Music Industry graduates are skilled and knowledgeable in the areas of production, songwriting, arranging, sound recording and reinforcement, artist management, intellectual property and music law.

The Music Industry Program is housed in The Center for Communications and Interactive Media, CCIM. It provides access to state of the art recording studios, audio post rooms, television and radio studios as well as a showcase studio for live performance. CCIM fosters a creative and interactive environment in which young professionals take concepts and skills learned in the classroom and studio and apply them in pre-occupational setting.

Music Education – Bachelor of Science

Music Education majors are required to select a concentration in either Instrumental or Vocal Music Education. Upon fulfilling the academic requirements of the Music Education program, and passing examinations required by the New York State Education Department, students qualify for initial certification to teach music in New York State. New York Certification is ALL-Level K-12.

Music – Bachelor of Arts

The Bachelor of Arts program is designed for students who want to pursue a major in music in a liberal arts setting. Bachelor of Arts in Music majors receive comprehensive training in music theory, music history, music performance and the liberal arts.

Auditions

An audition with members of the Music Department faculty is required for everyone who wishes to major in Music at The College of Saint Rose. For examples of appropriate audition repertoire, please consult the New York State School Music Association (NYSSMA) manual, Levels IV, V, and VI, or the equivalent manual from another state music education association. Sight-reading may be required. In addition to the above requirements, Music Industry students may also perform an original composition.

Instrumentalists should prepare at least one solo, a minimum of five minutes in length, with at least two contrasting sections from the standard repertoire for their primary instrument.

Guitarists and bassists are required to audition on acoustic instruments for Music Education and BA in Music. Amplified instruments are permissible for Music Industry.
**Percussionists** should demonstrate skills on at least two of the following percussion units: snare drum, timpani, keyboard percussion, multiple percussion, or drum set. It is strongly recommended that all percussionists demonstrate ability to perform on keyboard percussion instruments.

**Pianists** are expected to demonstrate knowledge of scale and arpeggio routines, and perform at least two contrasting solos from the standard repertoire.

**Organists** will perform a solo organ selection, play a hymn, and demonstrate manual and pedal technique.

**Vocalists** should be prepared to present two solos from memory. One solo should be in English and the second in another language. An accompanist will be provided for the audition should a student not be able to bring his/her own.

**Transfer Credit and Advanced Placement Theory Credit**

Entering students with an advanced placement grade of 4 or 5 in the written and/or aural section of the AP Music Theory Exam will be advanced to MUS 201 Music Theory III and/or MUS 203 Ear Training and Sight Singing, respectively.

Acceptance of transfer credit will be evaluated at the time of entry by way of course placement tests in the appropriate areas at the time of audition and through a review of student transcripts. Based upon skill and work, music faculty may approve up to 4 semesters of applied lessons.

**Music Talent Awards**

Music talent awards and academic scholarships are available to qualified entering students on the basis of their musical and academic abilities. Music talent scholarship recipients are required to maintain a minimum average of 3.0 in their music courses and a minimum cumulative average of 2.0. Those who perform at an acceptable level on a secondary instrument or voice that may serve the needs of Department ensembles are also eligible for awards. Award recipients are required to participate in all recommended ensembles, as needed, relative to their instrumental or vocal performance abilities in order to retain Talent Award.

**Applied Music**

Applied music instruction on their principal instrument or voice is required of all Music majors. All Music Education majors are required to complete seven semesters of applied study on their major instrument. All Music Industry majors are required to complete eight semesters of applied study on their major instrument or voice. Repertoire Class and Music Convocation are required for each semester registered for applied lessons.

**Major Ensembles**

Music Education, and Bachelor of Arts in Music majors are required to participate in the major performing group appropriate to their applied concentration for a minimum of seven semesters. Music Industry majors are required to participate in the major performing group appropriate to their applied concentration for a minimum of seven semesters, one to four, of which may be in The Studio Musicians’ Recording Ensemble, MUS 280 (audition required). All Music Industry guitar and electric bass players are required to be in Jazz Guitar Ensemble as their major performing ensemble upon a successful audition. All Music majors are required to earn a minimum of four college credits of major ensemble participation. All transfer Music Education majors are required to take a minimum of four semesters of their major performing ensemble at The College of Saint Rose.

MUS 291 Masterworks Chorale: Participation in this ensemble is required of all vocal, piano, and guitar Music Education majors and all vocal and piano Music Industry majors.

MUS 292 Wind Ensemble: Participation in this ensemble is required of all Music Education, BA and all Music Industry brass, woodwind and percussion majors, as well as students receiving talent awards for the above categories. MUS 290 College Campus Band may be substituted in this area for proper placement (after an approved successful audition each semester).

MUS 287 Jazz Guitar Ensemble: Participation in this ensemble is required of all Music Industry guitar and bass majors. Music Industry guitar and bass majors who unsuccessfully audition for this group are required to participate in Masterworks Chorale until they are able to successfully audition for the Jazz Guitar Ensemble.
MUS 289 Orchestra: Participation in this ensemble is required of all Music majors whose applied area is violin, viola, cello, or string bass.

Small Ensembles
All Music Education and BA in Music Majors are required to register and successfully participate in Chamber Ensembles for a minimum of 4 semesters. These ensembles include: Jazz Ensemble, Percussion Ensemble, Chamber Choir, Brass Choir, Flute Choir, Woodwind Quintet, Brass Quintet, Trombone Choir, Chamber Winds, Madrigal Singers, Opera Workshop, Women's Chorale, Chamber strings, Glee Club, Clarinet Choir, Vocal Jazz Ensemble, Saxophone Ensemble, Vocal Chamber Music Ensemble.

All Music majors may participate in non-required ensembles. These include Brass Choir, Chamber Choir, Madrigal Singers, Women's Chorale, Glee Club, Clarinet Choir, Flute Choir, Instrumental Jazz Ensemble, Vocal Jazz Ensemble, Saxophone Ensemble, Vocal Chamber Music Ensemble, Opera Workshop, Brass Quintet, Women's Chorale, Percussion Ensemble, Campus/Community Band, and Chamber Winds.

Final Projects
A culminating music project is required of all students fulfilling degree programs in Music Education, BA in Music and Music Industry.

Music Education majors are required to prepare and present a senior recital of at least thirty minutes but no longer than sixty minutes in length. The appropriate format for each student is determined at the applied music jury preceding the semester in which he/she presents the recital. The student is required to register for Music 450 Senior Performance (0 credit) and be enrolled in applied music during the semester in which he/she presents the recital. Senior recitals may only be presented during the fall or spring semesters. They may not be presented before the tenth week of the seventh semester of applied study.

Music Industry majors are required to complete an assigned recorded album project during the final semester of their senior year. These students are required to register for MUS 453 Senior Studio Project/Seminar (3 credits).

Bachelor of Arts majors are required to perform/produce a capstone project (MUS 450), which is congruent with their concentration. This could be a public lecture and/or recital, composition or poster display depending on the student’s primary area of study.

Overall Music Student Requirements
Music majors are required to earn a minimum grade of C in all required music courses. Any and all of these courses in which a student receives a grade below C, are required to be repeated at Saint Rose until a grade of C or higher is attained. All entering Freshman Music Majors are required to pass a basic musicianship test. Students who do not pass this exam will be placed in MUS The Music Fundamentals class, MUS 110, before being placed in MUS 101.

Music students will be assessed on their knowledge of and familiarity with a body of music literature selected by the music faculty in MUS 302.

Concert Attendance Requirements
Students enrolled in Music degree programs are required to attend ten live performances per semester as a member of the audience. Performances that will fulfill the concert attendance requirement are those presented by college and university ensembles, college student recitals, college faculty recitals, professional orchestras, chamber ensembles, soloists, and selected commercial music performances which are approved by the Music faculty of the individual Repertoire classes (MUS 100).

Students are required to arrive before the beginning of the concert and stay until the end. For performances at The College of Saint Rose, students are required to submit programs signed by a member of the Saint Rose music faculty as evidence of attendance. For performances not at The College of Saint Rose, a program signed at the concert by a concert participant, or someone related to the performance, is required. The programs are to be submitted to their Repertoire Class Instructor (MUS 100) in accordance with the class syllabus.
Piano Proficiency (MUS 484)
All Music Education students are required to pass the piano proficiency prior to student teaching. Music Industry majors are required to pass the piano proficiency prior to being approved to begin their senior project. It is administered during final exam week and may be taken during subsequent semesters until passed. Students will play scales, progressions, four-part open score, harmonization, solo repertoire, and an accompaniment for four performers. Prerequisites: MUS 281 and MUS 282.

Professional Qualities Assessment for Music Education Majors
Students at The College of Saint Rose who are candidates to become professional music educators are required to demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. As candidates progress toward completion of their professional education programs, they are required to demonstrate evidence to professors that, through course work, field and clinical experiences and interpersonal interactions, they are developing professionally. Faculty consider these professional qualities to be as important as academic performance since they are so clearly related to one’s success as a professional. The Music department faculty will rate candidates in each of these three categories:

- Communication Skills
- Professional Responsibility/Accountability
- Ethics

Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101-102</td>
<td>Music Theory I and II (3+3)</td>
<td>6</td>
</tr>
<tr>
<td>MUS 201-202</td>
<td>Music Theory III Form &amp; Analysis of Western and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-Western Music (3+3)</td>
<td>6</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Repertoire Class (7 semesters)</td>
<td>0</td>
</tr>
<tr>
<td>MUS 200</td>
<td>Music Convocation (7 semesters)</td>
<td>0</td>
</tr>
<tr>
<td>MUS 301-302</td>
<td>Music History I and II (3+3)</td>
<td>6</td>
</tr>
</tbody>
</table>

Ear Training and Solfege

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 103-104</td>
<td>Ear Training and Sight Singing (2+2)</td>
<td>4</td>
</tr>
<tr>
<td>MUS 203-204</td>
<td>Advanced Ear Training &amp; Sight Singing (2+2)</td>
<td>4</td>
</tr>
</tbody>
</table>

Keyboard Harmony

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 281-282</td>
<td>Keyboard Harmony III and IV (2+2)</td>
<td>4</td>
</tr>
<tr>
<td>MUS 484</td>
<td>Piano Proficiency</td>
<td>0</td>
</tr>
</tbody>
</table>

*MUS 181-182 is required for students who have had little or no previous piano experience.

Applied Music (for Music Education and B.A. in Music majors)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 393</td>
<td>Applied Music Primary Instrument (1+1)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 393</td>
<td>Applied Music Primary Instrument (1+1)</td>
<td>2</td>
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<td>Applied Music Primary Instrument (1+1)</td>
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<tr>
<td>MUS 393</td>
<td>Applied Music Primary Instrument (1)</td>
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</table>

Applied Music (for Music Industry majors)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 393</td>
<td>Applied Music Primary Instrument (1+1)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 393</td>
<td>Applied Music Primary Instrument (1+1)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 393</td>
<td>Applied Music Primary Instrument (1+1)</td>
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</table>

Music Industry Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 221 or 224</td>
<td>Instrumental or Choral Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 253 or 254</td>
<td>History of Jazz or Rock</td>
<td>3</td>
</tr>
<tr>
<td>MUS 334</td>
<td>Orchestration and Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 351</td>
<td>Jazz Arranging</td>
<td>3</td>
</tr>
<tr>
<td>MUS 352</td>
<td>Song Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>MUS 367</td>
<td>Improvisation 1</td>
<td>1</td>
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</table>

THE COLLEGE OF SAINT ROSE 2011-2013
### Music Business

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 353</td>
<td>Music Business Survey</td>
<td>3</td>
</tr>
<tr>
<td>MUS 358</td>
<td>Artist Management</td>
<td>3</td>
</tr>
<tr>
<td>MUS 359</td>
<td>Arts, Aesthetics and Law</td>
<td>3</td>
</tr>
<tr>
<td>MUS 455</td>
<td>Topics in Music Industry</td>
<td>3</td>
</tr>
</tbody>
</table>

### Music Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 257</td>
<td>MIDI</td>
<td>3</td>
</tr>
<tr>
<td>MUS 350</td>
<td>Recording Engineering</td>
<td>4</td>
</tr>
<tr>
<td>MUS 452</td>
<td>Record Production Workshop</td>
<td>4</td>
</tr>
<tr>
<td>MUS 453</td>
<td>Senior Studio Project/Seminar *</td>
<td>3</td>
</tr>
<tr>
<td>MUS 454</td>
<td>Music Industry Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

*To be eligible for this option, students are required to complete MUS 350, MUS 351 and MUS 452 with a B in each and receive approval of the project proposal.*

### Summary: Music Industry Major

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum</td>
<td>38</td>
</tr>
<tr>
<td>Ensembles*</td>
<td>4</td>
</tr>
<tr>
<td>Commercial Music</td>
<td>16</td>
</tr>
<tr>
<td>Music Business</td>
<td>12</td>
</tr>
<tr>
<td>Music Technology</td>
<td>17</td>
</tr>
<tr>
<td>Liberal Education Courses**</td>
<td>41</td>
</tr>
</tbody>
</table>

**Recommended for Liberal Education: MUS 257 MIDI to fulfill L08.

### Music Education Major, Instrumental Concentration

<table>
<thead>
<tr>
<th>Professional Studies</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 171 or 172</td>
<td>1</td>
</tr>
<tr>
<td>MUS 211-212</td>
<td>2</td>
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<tr>
<td>MUS 213-214</td>
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<tr>
<td>MUS 215-216</td>
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<td>MUS 217-218</td>
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<td>MUS 221</td>
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<tr>
<td>MUS 331-332</td>
<td>6</td>
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<td>MUS 335</td>
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<tr>
<td>MUS 337/339/340</td>
<td>3</td>
</tr>
<tr>
<td>MUS 450</td>
<td>0</td>
</tr>
<tr>
<td>MUS 486</td>
<td>2</td>
</tr>
<tr>
<td>MUS 488</td>
<td>10</td>
</tr>
</tbody>
</table>

### Summary: Music Education Major Instrumental Concentration

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum</td>
<td>37</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>39</td>
</tr>
<tr>
<td>Major Performing Ensembles</td>
<td>4</td>
</tr>
<tr>
<td>Small Ensembles</td>
<td>0</td>
</tr>
<tr>
<td>EPY 244</td>
<td>4</td>
</tr>
<tr>
<td>EPY 350</td>
<td>3</td>
</tr>
<tr>
<td>SED 225</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Education Courses*</td>
<td>36</td>
</tr>
<tr>
<td>Drug Education, Child Abuse, HIV/AIDS and Violence Prevention Workshops</td>
<td>0</td>
</tr>
</tbody>
</table>

*Recommended for Liberal Education: MUS 257 MIDI to fulfill L08 Information Technology and CIS 204 Educational Computing to fulfill Further Disciplinary Study*
## Music Education Major
### Vocal Concentration (Guitar/Voice/Piano)

**Professional Studies**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 171 or 172</td>
<td>Voice Class-guitar/keyboard only</td>
<td>1</td>
</tr>
<tr>
<td>MUS 223</td>
<td>Choral Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 224</td>
<td>Choral Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 225</td>
<td>Introduction to Wind and Percussion Instruments</td>
<td>3</td>
</tr>
<tr>
<td>MUS 228</td>
<td>Strings/Guitar Techniques NIMS</td>
<td>1</td>
</tr>
<tr>
<td>MUS 331</td>
<td>Instrumental Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUS 335/336</td>
<td>Vocal Music Methods (3+3)</td>
<td>6</td>
</tr>
<tr>
<td>MUS 337/338/339</td>
<td>Laboratory Teaching (1+1+1)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 341</td>
<td>Choral Arranging</td>
<td>2</td>
</tr>
<tr>
<td>MUS 434</td>
<td>Diction</td>
<td>2</td>
</tr>
<tr>
<td>MUS 435</td>
<td>Voice Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 450</td>
<td>Senior Performance</td>
<td>0</td>
</tr>
<tr>
<td>MUS 486</td>
<td>Student Teaching Seminar/Portfolio</td>
<td>2</td>
</tr>
<tr>
<td>MUS 487</td>
<td>Student Teaching</td>
<td>10</td>
</tr>
</tbody>
</table>

**Summary: Music Education Major Vocal Concentration**  

<table>
<thead>
<tr>
<th>Type of Credit</th>
<th>Total Credits</th>
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</thead>
<tbody>
<tr>
<td>Guitar</td>
<td>125</td>
</tr>
<tr>
<td>Voice</td>
<td>124</td>
</tr>
<tr>
<td>Piano</td>
<td>125</td>
</tr>
<tr>
<td>Core Curriculum</td>
<td>37</td>
</tr>
</tbody>
</table>

**Professional Studies (guitar/voice/piano)**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101-102</td>
<td>Music Theory I &amp; II (3+3)</td>
<td>6</td>
</tr>
<tr>
<td>MUS 201-202</td>
<td>Music Theory III &amp; Form and Analysis of Western and Non-Western Music (3+3)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Bachelor of Arts in Music**

### Major Ensembles

Music Education and Bachelor of Arts in Music majors are required to participate in the major performing group appropriate to their applied concentration for a minimum of seven semesters.

### Small Ensembles

All Bachelor of Arts in music majors are required to complete four semesters of small ensembles appropriate to their applied concentration.

### Final Projects

A culminating music project is required of all students fulfilling degree programs in Music Education, Music Industry, and Bachelor of Arts in Music.

**Bachelor of Arts in Music majors** are required to complete a capstone project in one of three areas: 1) a performance/lecture where an original composition is presented; 2) a lecture recital, or; 3) the presentation of an academic paper on a musical subject that is approved by the music faculty.

**Bachelor of Arts in Music**

### Basic Musicianship and Performance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101-102</td>
<td>Music Theory I &amp; II (3+3)</td>
<td>6</td>
</tr>
<tr>
<td>MUS 201-202</td>
<td>Music Theory III &amp; Form and Analysis of Western and Non-Western Music (3+3)</td>
<td>6</td>
</tr>
</tbody>
</table>
Music History 6 credits
MUS 301 Music History I 3
MUS 302 Music History II 3

Ear Training and Solfege 8 credits
MUS 103/104 Ear Training and Sight Singing I & II (2+2) 4
MUS 203-204 Advanced Ear Training and Sight Singing (2+2) 4

Keyboard Harmony 4 credits
MUS 181-182 Keyboard Harmony (2+2) 4

Applied Music 8 credits
MUS 393 Applied Music Primary Instrument (1+1) 2
MUS 393 Applied Music Primary Instrument (1+1) 2
MUS 393 Applied Music Primary Instrument (1+1) 2
MUS 393 Applied Music Primary Instrument (1+1) 2

Music Electives 6 credits taken from Music Department offerings.

Major Performing Ensembles: 4 credits and 3 at 0 credits

Small Ensembles 4 at 0 or 1 credit
MUS 100 7 semesters at 0 credit
MUS 200 7 semesters at 0 credit

Capstone Project (1 Credit)

Liberal Education 41 credits

Summary: B.A. in Music Total credits 122
Core Curriculum 38
Music Electives 6
Ensembles 4
Capstone 1
Liberal Education Courses 41
Non-Music Electives 32

Music Minor in Jazz Performance 20 credits
(for music majors only)
The jazz performance minor is a supplementary program of courses and performance experiences that give music majors a knowledge of and appreciation for the historical and stylistic features of jazz, America's only original art form. The jazz performance minor can be added to the B.S. in Music Education, B.S. in Music Industry or B.A. in Music degrees.

MUS 367 Jazz Improvisation I 1
MUS 368 Jazz Improvisation II 1
MUS 369 Jazz Improvisation III 1
MUS 351 Jazz Arranging 3
MUS 253 Jazz History 3
MUS 257 MIDI 3
MUS 299 Jazz Chamber Ensemble 4
MUS 298 Instrumental Jazz Ensemble 4

or
MUS 295 Vocal Jazz Ensemble 4

Participation in the Saint Rose Instrumental Jazz Ensemble must be fulfilled by performance on instruments traditionally associated with the large jazz ensemble tradition. These include saxophone, trumpet, trombone, piano, bass, drum set and guitar.

Music Minors (for non-music majors only)
Students who major in a field other than music have the option of a minor in music. An audition is required for students who wish to minor in General Music. An audition is not required for students who wish to minor in Music Technology or Music Business.
General Music  
19-20 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101-102</td>
<td>6</td>
</tr>
<tr>
<td>MUS 393</td>
<td>2</td>
</tr>
<tr>
<td>MUS 393</td>
<td>2</td>
</tr>
<tr>
<td>MUS 235-256</td>
<td>6</td>
</tr>
</tbody>
</table>

Plus 3-4 credits of electives drawn from:
MUS 103-104, 201-202, 203-204, 253-254, 257, 350, 301, 302

Music Technology  
27-28 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101-102</td>
<td>6</td>
</tr>
<tr>
<td>MUS 181-182</td>
<td>4</td>
</tr>
<tr>
<td>MUS 255-256</td>
<td>6</td>
</tr>
</tbody>
</table>

Plus 11-12 credits of electives drawn from:
MUS 257, 350, 353, 452, 455

Music Business  
27-28 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101-102</td>
<td>6</td>
</tr>
<tr>
<td>MUS 181-182</td>
<td>4</td>
</tr>
<tr>
<td>MUS 255-256</td>
<td>6</td>
</tr>
</tbody>
</table>

Plus 11-12 credits of electives drawn from:
MUS 353, 354, 356, 358, 454, 455

Minor In Liturgical Music
Music majors may elect to complete a minor in liturgical music.

Religious Studies  
6 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLS 332</td>
<td>3</td>
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Select 3 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RLS 280</td>
<td>3</td>
</tr>
<tr>
<td>RLS 204</td>
<td></td>
</tr>
<tr>
<td>RLS 203</td>
<td></td>
</tr>
<tr>
<td>RLS 212</td>
<td></td>
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</table>

Conducting  
1 Credit

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 499</td>
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Voice  
1 Credit

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 393</td>
<td>1</td>
</tr>
</tbody>
</table>

Keyboard Studies  
1 Credit

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 393</td>
<td>1</td>
</tr>
<tr>
<td>MUS 394</td>
<td>0</td>
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</table>

Liturgical Music  
7 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 315</td>
<td>3</td>
</tr>
<tr>
<td>MUS 316</td>
<td>1</td>
</tr>
<tr>
<td>MUS 494</td>
<td>3</td>
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</tbody>
</table>

Ensembles  
2 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 291</td>
<td>2</td>
</tr>
</tbody>
</table>

Students choosing a minor in Music may count a total of three, 1-credit semesters of participation in ensembles related to their area of interest as fulfilling a 3-credit Music elective course.
Philosophy – Bachelor of Arts

Philosophers have always been among the world’s best thinkers, logical analysts, visionary futurists, social critics, and articulate defenders of truth and justice. The Philosophy program offers students the opportunity to study this rich intellectual and moral history, and participate in the ongoing conversation. Knowledge of this tradition will invest our students with the same love of wisdom that inspired this legacy, and continues to inspire contemporary philosophers.

Students who major in Philosophy will become masters of logic and critical thinking, synthetic understanding, aesthetic judgment, ethical analysis, and practical reasoning. By studying the great minds of the past and present, they will master the analytical and problem-solving skills required to understand and interpret complex cultural phenomena, and to devise just and innovative ways of addressing the perennial questions faced by society. Students who study Philosophy are empowered to become informed citizens, dynamic conceptual problem solvers and inspirational leaders of the future.

The educational and career objectives of the program are both academic and practical. The program is designed to prepare students for graduate study (and professional employment) in the fields of ethics, analytic and continental philosophy, business, law, communications, social policy, politics, women’s and gender studies, international relations, healthcare and human services.

Overall, courses in Philosophy are designed to focus and strengthen the College’s Mission of liberal education and value orientation. Philosophy provides students with a means to integrate knowledge in other fields of inquiry, and it prepares them to think critically and creatively within their chosen profession.

The low number of required credit hours for the Philosophy major and minor encourages students to combine the study of Philosophy with a related area of study to prepare them for careers in the professions, human services, healthcare, business and industry.

**Major in Philosophy**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>30 credits</th>
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<tbody>
<tr>
<td>PHI/RLS 102 Ethics and Values</td>
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<tr>
<td>PHI 110 Invitation to Philosophy</td>
<td></td>
</tr>
<tr>
<td>RLS 121 World Religions</td>
<td></td>
</tr>
<tr>
<td>PHI 210 Human Being and Being Human</td>
<td></td>
</tr>
<tr>
<td>PHI 250 The Makers of the Modern Mind</td>
<td></td>
</tr>
<tr>
<td>PHI 290 Ancient Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHI 305 Philosophy of Religion</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PHI 315 Medieval Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHI 385 Continental Philosophy</td>
<td></td>
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<tr>
<td>PHI 412 Analytical Philosophy</td>
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<tr>
<td>PHI 498 Senior Portfolio</td>
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</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>12 credits</th>
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<tbody>
<tr>
<td>PHI 180 Seminar in Ethics</td>
<td></td>
</tr>
<tr>
<td>RLS 128 Introduction to Christian Ethics</td>
<td></td>
</tr>
<tr>
<td>PHI 205 Business Ethics</td>
<td></td>
</tr>
<tr>
<td>PHI 240 Social and Political Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHI 303 Environmental Ethics</td>
<td></td>
</tr>
<tr>
<td>RLS 340 Theology and Politics</td>
<td></td>
</tr>
<tr>
<td>PHI 330 Philosophy of Law</td>
<td></td>
</tr>
<tr>
<td>PHI 380 Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

*It is recommended that students take one course in each of the following areas. Students who wish to concentrate in one or more area instead, may do so in consultation with their advisor and the department chair.*
RLS 380 Special Topics
PHI 381 Bioethics
PHI 382 Post 9/11: Healthcare Ethics in Disaster Planning and Response
PHI 383 Global Healthcare: Ethical Challenges
RLS 421 The Holocaust

Person
PHI 104 Yoga and Meditation
PHI 140 Women and Philosophy
PHI 160 Women and Culture
PHI 220 Philosophy of Art
PHI 272 Philosophy of Horror
PHI 281 Trash Aesthetics
PHI 300 Philosophy and Film
PHI 380 Special Topics

History
PHI 230 American Philosophy
PHI 236 Metaphysics
PHI 260 Asian Philosophy
PHI 310 S.E. Asian Philosophy
PHI 315 Medieval Philosophy
PHI 325 Radical Philosophy
PHI 350 Existentialism
PHI 380 Special Topics

Logic and Epistemology
PHI 141 Critical Thinking
PHI 142 Symbolic Logic
PHI 227 Philosophy of Mind
PHI 235 Epistemology
PHI 236 Metaphysics
PHI 370 Philosophy of Mathematics
PHI 375 Philosophy of Science
PHI 380 Special Topics
PHI 411 Philosophy of Language

Minor in Philosophy

Required 9 credits
PHI/RLS 102 Ethics and Values
PHI 110 Invitation to Philosophy
PHI 141 Critical Thinking

Any three additional Philosophy courses 9 credits

Minor in Ethics 18 Credits

Made possible by the George and Jane Pfaff Endowed Chair in Ethics, the Minor in Ethics offers students a unique way to make a personal statement to employers about their character, interests, and capacities. Appropriate for professionals in the fields of business, law, law enforcement, healthcare, education, commerce, public communications, government, public service, administration, ministry, and social work, this credential testifies to an individual’s commitment to informed, ethically principled, and cogent decision-making skills.

In our increasingly complex, globalized, and fast-paced world, it’s easy to lose sight of the big picture and our individual responsibilities to the common good. Here at The College of Saint Rose, we don’t take Ethics for granted. We recognize that today many professionals address fundamental problems and make crucial decisions in ways that powerfully influence the quality of life for others on a regular basis. We believe that being guided by sound moral principles informs the best decision-making practices.
The Minor in Ethics is designed to equip individuals with the practical and thoughtful tools of ethical reasoning. Courses in Ethics will challenge students to develop the practical intelligence and leadership capacity needed to design constructive solutions when faced with pressing and current ethical questions, problems, and conflicts.

Required

PHI/RLS 102 Ethics and Values 3 credits

Any fifteen additional Ethics credits (five courses) drawn from the following list: 15 credits


Religious Studies – Bachelor of Arts

Religious Studies stands at the intersection of all major disciplines of the arts and sciences as we meet them in a liberal arts education. Along with Philosophy, it represents the oldest of traditions in the academy. At The College of Saint Rose, the major in Religious Studies is not a faith-based program of inquiry. Students of all faith traditions (including students whose personal commitments are non-theistic) are strongly encouraged to join the exploration and discovery characteristic of a discipline devoted to the study of one of the most permanent and significant facets of human life. Such study consistently enables students to appreciate their own faith tradition, as well as the diversity of faith and values in the human community.

The program in Religious Studies at Saint Rose offers students the opportunity to study the intellectual and religious traditions and institutions of the world, past and present. It aims at a balance between a generalized coverage of the religious beliefs, practices and cultures of all major traditions, and increasing depth in understanding particular traditions.

Religious Studies involves a wide variety of subjects for study: texts, individuals, spiritual practices and lifestyles, communities and cultures. Religious Studies uses methods of inquiry which originate in our field of study, particularly cross-cultural comparison, hermeneutics and textual criticism, structuralism and its successors, and systematic analysis. These methods foster broad intellectual inquiry skills. This department encourages students to major and minor with us, both for the content of our courses, as well as the intellectual skills they foster.

The major in Religious Studies is compact. Requiring a minimum of 42 credit hours, it is designed so that students can combine this program with another major or minor which reinforces their area of study and/or connects with their career and professional goals. This course of study, both through its content and its methods, prepares students for graduate study (and professional employment) in religious studies, ethics, religious publishing/communications, cultural diversity and law, as well as careers in the human services.

**Major in Religious Studies**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>42 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLS/PHI 102 Ethics and Values</td>
<td>33 credits</td>
</tr>
<tr>
<td>RLS 100 Introduction to Religious Studies</td>
<td>3</td>
</tr>
<tr>
<td>RLS 110 Introduction to Theology</td>
<td>3</td>
</tr>
<tr>
<td>PHI 110 Invitation to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>RLS 121 World Religions</td>
<td>3</td>
</tr>
<tr>
<td>RLS 203 Hebrew Scriptures</td>
<td>3</td>
</tr>
<tr>
<td>or RLS 204 New Testament Studies</td>
<td>3</td>
</tr>
<tr>
<td>PHI 210 Human Being and Being Human</td>
<td>3</td>
</tr>
</tbody>
</table>
RLS 212 American Religious History 3
RLS 230 Myth, Symbol, Story 3
RLS 305 Philosophy of Religion 3
RLS 498 Senior Portfolio 3

Electives – three courses, at least one of which is taken from each of these groups: 9

Theological Study
RLS 122 Christian Churches and Denominations
RLS 124 New Religious Movements
RLS 185 Heroes, Scapegoats and Victims
RLS 250 African American and Womanist Theologies
RLS 280 American Catholicism
RLS 316 Mysticism, Contemplation and Prayer
RLS 330 Contemporary Christian Theology
RLS 332 Sacraments, Worship and Praise
RLS 345 Doctors of the Church

Ethics
RLS 126 Religion and Sustainability
RLS 128 Introduction to Christian Ethics
PHI 180 Seminar in Ethics
RLS 220 Ethics and World Religions
RLS 290 Religion, Conflict, and Peace
RLS 302 Catholic Social Justice
PHI 303 Environmental Ethics
RLS 325 Morality of Killing
RLS 341 Marriage and Family
RLS 421 The Holocaust
RLS 365 Women and Religion

Religion and Culture
RLS 171 Sacred Place, Sacred Space
RLS 180 Angels, Roadside Crosses and Garage Sales
RLS 185 Heroes, Victims and Scapegoats
RLS 190 Religion and Film,
RLS 235 Primal Perspectives
RLS 240 Native American Religions
PHI 260 Asian Philosophy
RLS 271 Religion and the Right: Fundamentalism
RLS 273 Utopias and Dystopias
RLS 340 Theology and Politics
RLS 365 Women and Religion
RLS 421 The Holocaust

[RLS 380 Special Topics will be applied (as elective choice) to the group to which the topic, in the semester in which it is offered, properly belongs]

Minor in Religious Studies 18 credits

RLS 100 Introduction to Religious Studies 3
or
RLS 110 Introduction to Theology
RLS 121 World Religions 3

Electives – one course chosen from each area:

Text Study 3
RLS 203 Hebrew Scriptures,
RLS 204 New Testament Studies
or
RLS 380 if applicable
Theological Study, as listed for the major 3
Ethics, as listed for the major 3
Religion and Culture, as listed for the major 3

Minor in Ethics: See description listed after Minor in Philosophy

Spanish – Bachelor of Arts

Spanish: Adolescence Education – Bachelor of Arts

Spanish – Minor

International Spanish – Certificate

Heritage Speakers of Spanish –Certificate

(Pending approval NYSED)

Latino Studies – Minor

These programs are designed to achieve fluidity of expression in Spanish. They prepare students for careers in education or for graduate study in Spanish. They are also designed in combination with another field of interest to prepare students for employment in professional careers. The International Spanish Certificate is particularly appropriate for combination with other fields of study. Spanish: Adolescence Education qualifies students for initial certification by New York State to teach Spanish in grades 7 through 12. Refer to the Adolescence Education catalog section for the education sequence program requirements and policies. The College of Saint Rose boasts a 94% pass rate among its students on the New York State Teacher Certification Examinations.

Three years of high school Spanish, or SPA 101 and SPA 102, are prerequisite to a major, concentration, or minor in Spanish.

A minimum grade of C+ must be achieved in all core courses. Spanish: Adolescence Education majors must achieve a 2.75 grade point average in their Spanish courses to be eligible for student teaching and graduation. Students must take courses in sequence, as outlined in the course descriptions. Appropriate grammar sequencing is: SPA 203, SPA 204, SPA 265. SPA 216 may be taken in combination with SPA 265.

Writing-Intensive Requirement: For Spanish and Spanish: Adolescence Education majors, The College of Saint Rose writing-intensive requirement must be fulfilled by approved writing-intensive course work outside of the SPA coding. Advisor approval is required in choosing an appropriate writing-intensive course. A partial listing of writing-intensive courses includes: ENG 311, ENG 315, HIS 249, HIS 250, SEC 371. (Course descriptions should be consulted regarding any prerequisites.)

Immersion Requirement: Students majoring in Spanish or Spanish: Adolescence Education must spend planned time in an affiliated academic immersion setting in Spanish. In the semester following the immersion experience, students must register for SPA 480 Reflections Workshop. The College of Saint Rose offers many options to fulfill this requirement: academic year abroad, academic semester abroad, summer term abroad, and short-term foreign language study tours. In addition, students may propose to fulfill this requirement through non-affiliated programs inside the United States. Waivers for the immersion requirement will be considered on an individual basis and subject to Foreign Language department approval.

Oral Proficiency Interview: Students majoring in Spanish or Spanish: Adolescence Education will be required to achieve Advanced-Low to Advanced-Mid level proficiency on the Oral Proficiency Interview (OPI). The OPI will be administered as part of SPA 325 Advanced Conversation. Spanish and Spanish: Adolescence Education majors will have the OPI administered again in their final semester concurrent with submission of the undergraduate portfolio.
Portfolio: Students majoring in Spanish or Spanish: Adolescence Education must submit a portfolio prior to graduation. Portfolios will provide a summative view of the student’s progress through the major, and will include: OPI results, survey literature course paper, journal from Reflections Workshop, linguistics project, portfolio from Applied Linguistics or from Seminar.

It is recommended that students majoring in Spanish take a second foreign language.

**Major in Spanish**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 203*</td>
<td>Intermediate Spanish Language and Culture 1</td>
<td>3</td>
</tr>
<tr>
<td>SPA 204*</td>
<td>Intermediate Spanish Language and Culture 2</td>
<td>3</td>
</tr>
<tr>
<td>SPA 216</td>
<td>Spanish Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPA 265</td>
<td>Advanced Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPA 275</td>
<td>Reading for Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>SPA 305 or 306 or 307</td>
<td>Survey Literature Courses</td>
<td>3</td>
</tr>
<tr>
<td>SPA 325</td>
<td>Advanced Conversation</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students must register for one of the following capstone courses:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 414</td>
<td>Applied Linguistics</td>
</tr>
<tr>
<td>SPA 403</td>
<td>Seminar</td>
</tr>
</tbody>
</table>

**Upper-level Spanish courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 313</td>
<td>Spanish and Latin American Poetry</td>
<td></td>
</tr>
<tr>
<td>SPA 315</td>
<td>Modern Spanish and Latin American Theatre</td>
<td></td>
</tr>
<tr>
<td>SPA 335</td>
<td>The Generation of ‘98</td>
<td></td>
</tr>
<tr>
<td>SPA 400</td>
<td>Contemporary Latin American Novelists</td>
<td></td>
</tr>
<tr>
<td>SPA 401</td>
<td>Golden Age Literature</td>
<td></td>
</tr>
<tr>
<td>SPA 411</td>
<td>Contemporary Spanish Novelists</td>
<td></td>
</tr>
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</table>

**Literature**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPA 365</td>
<td>History of the Spanish Language</td>
</tr>
<tr>
<td>SPA 375</td>
<td>Phonetics and Phonology</td>
</tr>
<tr>
<td>SPA 420</td>
<td>Second Language Acquisition</td>
</tr>
<tr>
<td>SPA 455</td>
<td>Sociolinguistics and Psycholinguistics</td>
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</table>

**Linguistics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPA 304</td>
<td>Business Spanish</td>
</tr>
<tr>
<td>SPA 345</td>
<td>Latin American Film</td>
</tr>
<tr>
<td>SPA 370</td>
<td>Experiential Spanish (may only be used in one category, unless taken more than once)</td>
</tr>
<tr>
<td>SPA 385</td>
<td>Foreign Language Research Methodology</td>
</tr>
<tr>
<td>SPA 425</td>
<td>Translation</td>
</tr>
<tr>
<td>SPA 430</td>
<td>Dialects of Spanish</td>
</tr>
</tbody>
</table>

**Advanced Language**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SPA 309</td>
<td>Hispanic Culture in the US</td>
</tr>
<tr>
<td>SPA 366</td>
<td>Culture and Civilization of Latin America</td>
</tr>
<tr>
<td>SPA 368</td>
<td>Culture and Civilization of Spain</td>
</tr>
<tr>
<td>SPA 370</td>
<td>Experiential Spanish (may only be used in one category, unless taken more than once)</td>
</tr>
</tbody>
</table>

*If SPA 203 and SPA 204 are waived, the student needs to replace them with 6 hours of upper-level elective courses.*

**Major in Spanish: Adolescence Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 303</td>
<td>Spanish and Latin American Poetry</td>
<td></td>
</tr>
<tr>
<td>SPA 315</td>
<td>Modern Spanish and Latin American Theatre</td>
<td></td>
</tr>
<tr>
<td>SPA 335</td>
<td>The Generation of ‘98</td>
<td></td>
</tr>
<tr>
<td>SPA 400</td>
<td>Contemporary Latin American Novelists</td>
<td></td>
</tr>
<tr>
<td>SPA 401</td>
<td>Golden Age Literature</td>
<td></td>
</tr>
<tr>
<td>SPA 411</td>
<td>Contemporary Spanish Novelists</td>
<td></td>
</tr>
</tbody>
</table>

**Adolescence Education requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 414</td>
<td>Applied Linguistics</td>
<td></td>
</tr>
<tr>
<td>SPA 403</td>
<td>Seminar</td>
<td></td>
</tr>
</tbody>
</table>

THE COLLEGE OF SAINT ROSE 2011-2013
Minor in Spanish  
18 credits

SPA 203* Intermediate Spanish Language and Culture 1 3
SPA 204* Intermediate Spanish Language and Culture 2 3
SPA 216 Spanish Conversation 3
SPA 265 Advanced Grammar and Composition 3
SPA 275 Reading for Comprehension 3
SPA 325 Advanced Conversation 3

*If SPA 203 and SPA 204 are waived, the student needs to replace them with 6 hours of upper-level elective courses.

International Spanish Certificate  
15 credits

SPA 203* Intermediate Spanish Language and Culture 1 3
SPA 204* Intermediate Spanish Language and Culture 2 3

Spanish course work abroad 6
Course work must take place in a Spanish-speaking country and in a Saint Rose-affiliated study abroad program. Language of delivery for course work must be Spanish.

Application for Certificate
Application is to be submitted to the Foreign Languages department after completion of international classes.

Upper-level Spanish course 3
Any Spanish course 300 or higher, taken upon return
SPA 480 Reflections Workshop 0
Reflections Workshop must be taken immediately upon return from abroad, in the first full semester after completion of international courses.

*If SPA 203 and SPA 204 are waived, the student needs to replace them with 6 hours of upper-level elective courses.

Bilingual students and heritage speakers of Spanish - Bilingual students and heritage speakers will need to replace some required courses with upper-level electives. SPA 216 should be substituted with an upper-level elective. Students should consult with Foreign Language departmental faculty regarding SPA 203 and SPA 204.

Certificate for Heritage Speakers of Spanish* 15 Credits
The Certificate for Heritage Speakers of Spanish is designed for students who were raised in a Spanish speaking home. It capitalizes on the rich linguistic experience of these speakers, with the ultimate goal of raising their official proficiency level to the Advanced or Superior level according to the ACTFL (American Council on the Teaching of Foreign Languages) standards. Specific and individualized plans will be developed for each student, as well as a department advisor assigned to each individual completing the certificate. Students completing this certificate program will be able to provide clear evidence to employers of their proficiency levels.

SPA 302 Spanish for Heritage Speakers 3
SPA 265 Advanced Grammar and Composition 3

(For students not needing SPA 265, any upper-level Spanish course may be substituted).

Choose one upper-level literature course:
SPA 313 Spanish and Spanish-American Poetry 3
SPA 315 Modern Spanish and Spanish-American Theater 3
SPA 335 The Generation of ’98 3
SPA 400 Contemporary Spanish-American Novelists 3
SPA 401 Golden Age Literature 3
SPA 411 Contemporary Spanish Novelists 3

Choose one upper-level linguistics course:
SPA 365 History of the Spanish Language 3
SPA 375 Phonetics and Phonology 3
SPA 420 Second Language Acquisition 3
SPA 455 Sociolinguistics and Psycholinguistics 3
Choose one upper-level culture or advanced language course:

- SPA 309 Hispanic Culture in the United States 3
- SPA 366 Culture and Civilization of Latin America 3
- SPA 368 Culture and Civilization of Spain 3
- SPA 370 Experiential Spanish 3
- SPA 304 Business Spanish 3
- SPA 345 Latin American Film 3
- SPA 385 Foreign Language Research Methodology 3
- SPA 425 Translation 3
- SPA 430 Dialects of Spanish 3

Final Oral Proficiency Interview administered prior to graduation.

*Pending Approval from NYSED

Minor in Latino Studies  21-24 credits

Core courses (all required):

- SPA 265 Advanced Grammar and Composition 3
- SPA 302 Spanish for Heritage Speakers
- SPA 309 Hispanic Culture in the US 3
- SPA 494 Internship 3

Students must take four courses from the following categories, with a minimum of one course from each of the three content areas:

- Examination of regions from which Latinos emigrate to the United States
  - HIS 155 Gender in Latin America
  - HIS 249 Colonial Latin America
  - HIS 250 Origins and Development of Modern Latin America

- Examination of minority and immigrant cultures in the United States
  - AMS 210 Topics in American Aesthetics and Cultural Practices
  - AMS 220 Topics in Diversity and Social Justice
  - AMS 230 Topics in Critical Race Studies
  - AMS 250 Introduction to American Studies: Theory and Practice
  - AMS 251 Urban American Studies

- Manifestation of Latino culture through literature and the arts
  - SPA 307 Survey of Latin American Literature
  - SPA 345 Latin American Film
  - SPA 400 Latin American Novelists
  - HIS 150 Latin America through Film and Novels
  - ART 376 Latin American Art since Independence

Additional courses will be considered on an individual basis as fulfilling the content areas above, and subject to approval by the Chair of the Foreign Language department.

Women’s and Gender Studies – Bachelor of Arts

Women's and Gender Studies is an interdisciplinary major that aims to build an awareness of the rich history, contemporary status, and future possibilities for women and the effects of gender construction. Women’s and Gender Studies courses are more than simply courses about women; rather, they exhibit an understanding of gender as a category of analysis and contain within them a feminist theoretical framework around which course material is organized. A major in Women’s and Gender Studies provides students with an ability to study sex/gender systems as social constructs; to examine existing models and paradigms that affect our public institutions and policies; to explore the intersections between societal structures and other social divisions such as race, class, sexual orientation, age, and disability that contribute to oppression; to recognize the value of subjective experience and its challenge to traditional methods of objective inquiry; and to participate in decision making and change.
Women’s and Gender Studies majors are increasingly in demand in workplaces concerned with diversity issues. The major provides a broad-based liberal arts education with emphasis on critical thinking which can be applied to a multitude of careers in government, non-profit organizations, business, education, the arts, politics and other fields. Students of demonstrated competence are also desirable candidates for graduate study in many fields including law, sociology, literature, history, political science, and philosophy.

**Major in Women's and Gender Studies**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WST 100</td>
<td>Introduction to Women’s and Gender Studies 3</td>
</tr>
<tr>
<td>WST 320</td>
<td>History of Feminist Thought 3</td>
</tr>
<tr>
<td>WST 490</td>
<td>Project in Women’s and Gender Studies</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>WST 494</td>
<td>Internship in Women’s and Gender Studies 3</td>
</tr>
<tr>
<td>WST 498</td>
<td>Women’s and Gender Studies Senior Seminar 3</td>
</tr>
</tbody>
</table>

**Women's and Gender Studies Electives**

Thirty additional credits of electives, with a minimum of 6 credits at the 300 level, must be chosen from courses in the following categories:

**Historical/Cultural Knowledge (minimum 9 credits)**
Courses that explore social, economic, political and cultural aspects of women’s experience in the past.

| ART 390      | Women in Art 4 |
| HIS 200      | Women in the U.S. 3 |
| HIS 368      | African-American Women's History 4 |
| HIS 378      | Topics in Women's History 4 |
| PHI 140      | Women and Philosophy 3 |
| PHI 160      | Women and Culture 3 |
| POS 201      | Gender Politics 3 |
| RLS 365      | Women and Religion 3 |

**Communication and Creative Expression (minimum 6 credits)**
Courses that examine communication issues and expressive forms, including literature, music, and the visual arts, through the lens of gender.

| COM/PSY 241  | Gender and Communication 3 |
| ENG 173      | Gay/Lesbian Literature 4 |
| ENG 226      | Women and Writing (Early Periods) 4 |
| ENG 227      | Women and Writing (Later Periods) 4 |
| ENG 371      | Studies in Women's Literature 4 |

**Theory and Practice (minimum 6 credits)**
Courses that provide frameworks or paradigms for understanding how gender works, or methodologies useful for the analysis of gender.

| AMS 250      | Introduction to American Studies: Theory and Practice 4 |
| AMS 251      | Urban American Studies 4 |
| PED 177      | Wellness for Women 3 |
| PHI 141      | Critical Thinking 3 |
| PHI 325      | Radical Philosophy 3 |
| POS 374      | Black Political Thought 4 |
| POS 376      | Feminist Theory 4 |
| PSY 260      | Psychology of Gender 3 |
| SOC 288      | Social Statistics 4 |

**Intersections (minimum 9 credits)**
Courses that present material through categories of analysis fundamentally related to gender, specifically race, class, ethnicity, sexual orientation, religion, and disability. Global intersections additionally focus on issues or materials from or within non-Western nations or environments. (3 credits must be a Global Intersections course indicated by [G]).
ENG 116  Native American Literature  4
ENG 126  Diverse Voices in Literature
(depending on semester topic)  4
ENG 170  Jewish Literature  4
ENG 171  Irish Drama: from Colony to Celtic Tiger [G]  4
ENG 172  Asian-American Literature  4
ENG 173  Gay/Lesbian Literature  4
ENG 216  Topics in African-American Literature  4
ENG 236  Topics in Postcolonial Literatures [G]  4
ENG 370  Literature and Empire [G]  4
ENG 372  Studies in Diverse Literatures  4
HIS 159  Latin America Through Film & Novels  3
HIS 250  Latin American History  3
HIS 325  20th-Century U.S. Diplomatic History  4
HIS 330/330L  Gender and Colonization [G]  4
HIS 357  History of Mexico  4
HIS 374/374L  Men, Women, and Work in 19th-Century U.S.  4
PHI 260  Asian Philosophy [G]  3
POS 364  The Politics of AIDS: Ethnicity, Gender & Geography  4
POS 363  Civil Rights in U.S. Society  4
RLS 341  Marriage and Family  3
SOC 112  Social Issues  3
SOC 244  Sociology through Literature  3
SOC 252  Family  3
SOC 260  Race and Minorities  3
SOC 262  Sociology of Sexualities  3
SOC 360  Wealth, Power and Prestige in Contemporary Society  3

Students may also petition to have one course, not listed above, accepted as an elective or to meet one of the requirements for the major.

**Certificate in Women's and Gender Studies**

The 18-21 credit Women and Gender Studies Certificate offers a depth and breadth of expertise in interdisciplinary fields of women's and gender studies. This distinctive Certificate is intended to engage highly motivated students to develop their intellectual capacities, while gaining an awareness and understanding of gender as a category of analysis.

WGS 100  (3 credits)

*Choose one of the following courses from History/Cultural Knowledge:*

HIS 200  Women in the US  4
POS 201  Gender Politics  4
PHI 140  Women and Philosophy  3
PHI 160  Women and Culture  3

*Choose one of the following courses from Intersections and Expressions:*

COM 241  Gender and Communication  3
ENG 173  Gay/Lesbian Literature  4
ENG 226  Women and Writing [Early Periods]  4
ENG 227  Women and Writing [Later Periods]  4
PSY 260  Psychology of Gender  3
SOC 252  Family  3
SOC 262  Sexuality and Gender  3

WGS 320  History of Feminist Thought  3

or

POS 376  Feminist Theory  4

WGS 380  Topics in Women and Gender Studies  3

or

WGS 498  Senior Seminar  3
WGS 494 Internship in Women’s Studies 3
or
WGS 490 Project in Women’s Studies 3

**Minor in Women’s and Gender Studies** 18 credits

*Core Courses* 6 credits
- WST 100 Introduction to Women’s and Gender Studies 3
- WST 320 History of Feminist Thought 3

*Electives* minimum 12 credits

12 credits selected from four of the categories below:
- Historical/Cultural Knowledge minimum 3
- Communication and Creative Expression minimum 3
- Theory and Practice minimum 3
- Intersections minimum 3
- Advanced Project 3

or
Internship

*A student who has completed 15 credits toward the Women’s and Gender Studies major or minor may arrange to complete an Advanced Project or Internship on a topic appropriate to Women’s and Gender Studies under the guidance of a faculty mentor. The student should obtain an Independent Study application from the Registrar's office and construct a proposal that must be approved by the faculty mentor and the director of Women’s and Gender Studies.*
Huether School of Business

Programs of Undergraduate Study

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>BS</td>
<td>117</td>
</tr>
<tr>
<td>Business Administration</td>
<td>BS</td>
<td>120</td>
</tr>
<tr>
<td>Economics</td>
<td>BS</td>
<td>126</td>
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</table>

Programs of Graduate Study

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>MS</td>
</tr>
<tr>
<td>Financial Planning</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>MBA</td>
</tr>
<tr>
<td>J.D. / M.B.A</td>
<td>MBA</td>
</tr>
<tr>
<td>Not-For-Profit Management</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Organizational Leadership and Change Management</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Professional Accounting</td>
<td>BS/MS</td>
</tr>
</tbody>
</table>

Mission Statement:

As our students proceed on their educational journey through life, it is our privilege to guide and challenge them to attain their highest ambitions. We provide a stimulating undergraduate and graduate student-centered curriculum that is taught by highly qualified, dedicated faculty with excellent staff support.

We serve our students and community through active engagement in an educational experience grounded on ethics and critical thinking. Our faculty makes it their highest priority to keep abreast of the latest developments in their academic fields and translate that knowledge as it applies to each student. We are proud to say that we know our students and community well. Our programs are carefully evaluated on the lifelong successes of our students as they live and work in, and contribute to, the global communities of today.

The multiple undergraduate and graduate degree programs in the School of Business offer matriculating students significant flexibility to decide to pursue the traditional four-year degree program or a more innovative combined Bachelor’s and Master’s degree program. The School offers two four-year degree options, the Bachelor of Science in Business Administration and the Bachelor of Science in Accounting. Those interested in a combined bachelors and masters degree in business should review the BS/MBA accelerated program option. In addition, students who are interested in careers as Certified Public Accountants have the opportunity to enter the 150 Hour Accounting Program. The Professional Accountancy program leads to a Bachelor of Science in Business Administration and a Masters of Science in Professional Accounting and satisfies the State of New York educational requirement for the CPA.

Undergraduate Degree Programs: B.S. Accounting and Business Administration

The Bachelor of Science in Business Administration program prepares students to be the business leaders. Through the core curriculum, students develop proficiency in the various functional areas of business. In addition to the core courses, which are taken by all Business students, each student has the opportunity to select a specific concentration of five courses within a specialized area of business. Concentrations include: Finance, Financial Planning, Human Resource Management, Management, Marketing, Small Business and Entrepreneurship, Sport Management, Managerial Accounting, Accounting and Auditing, Taxation; or students may develop their own Individualized or Interdisciplinary concentration with the assistance of a faculty advisor.

Bachelor of Science in Accounting undergraduate program requirements include 122 total credits with a breakdown in requirements including: College Liberal Education, Accounting Core, Accounting, Finance or Business electives, and Non-Business General Electives.

150 Credit Hour Professional Accountancy Program

The 150 Hour Accounting Program is designed to prepare students for positions in accounting, auditing, tax work, budgeting, systems design and analysis, and cost control. Beginning in 2009, New York
State requires 150 credit hours for new practitioners to be licensed as a Certified Public Accountant. The program was designed by the faculty and approved by the New York State Education Department’s Board of Public Accountancy satisfy the educational requirement for the CPA.

Dual Degree Program: B.S. / M.B.A.

The School of Business also offers an accelerated bachelors-masters degree option in Business Administration. The Dual Degree B.S/M.B.A. option provides students of superior academic ability and maturity the opportunity to accelerate their degree progress. These programs allow students to fulfill the requirements of the undergraduate and masters degree, which normally require a minimum of 158 credits, in as few as 138 credits.

Students may challenge credits by petitioning the Dean of the School of Business with an approved plan of study. Students typically accelerate their progress by identifying graduate courses that can be used to fulfill both graduate and undergraduate requirements. However, the plan of study, developed with the MBA Program Coordinator, may incorporate independent study, proficiency exams, special seminars, and advanced courses to satisfy the total credits required.

Accounting – Bachelor of Science

122 Credit Hour Program (Bachelor's Degree)

The 122 hour Accounting major is designed to prepare students for positions in accounting, internal auditing, tax work, budgeting, and cost control. Graduates meet the educational requirements for the Certified Management Accountant (CMA) and Certified Internal Auditor (CIA) examinations, as well as many federal and state civil service examinations. Students are also well prepared for graduate work in accounting. Beginning in 2009, New York State requires 150 credit hours for new practitioners to be licensed as a Certified Public Accountant.

Once students have matriculated in the Accounting degree program at The College of Saint Rose, they must satisfy all remaining accounting requirements with Saint Rose courses. A maximum of 15 credits in accounting courses (or five courses, whichever is less) may be transferred to Saint Rose. These courses are Principles of Financial Accounting, Principles of Managerial Accounting, Cost Accounting, Intermediate Accounting 1 and Intermediate Accounting 2. Transfer criteria are the same for all Accounting majors and Business Administration majors with an Accounting concentration.

Although the College provides fully equipped computer labs, experience has shown that students benefit from having a personal computer. This is especially true for the online components of many classes.

**Major in Accounting**

<table>
<thead>
<tr>
<th>Accounting Courses</th>
<th>30 credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 221</td>
<td>Intermediate Accounting 1</td>
</tr>
<tr>
<td>ACC 320</td>
<td>Accounting Information Systems</td>
</tr>
<tr>
<td>ACC 322</td>
<td>Intermediate Accounting 2</td>
</tr>
<tr>
<td>ACC 323</td>
<td>Financial Accounting Theory and Advanced Applications</td>
</tr>
<tr>
<td>ACC 328</td>
<td>Taxation</td>
</tr>
<tr>
<td>ACC 418</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>ACC 421</td>
<td>Auditing</td>
</tr>
<tr>
<td>ACC 429</td>
<td>Corporate Taxation</td>
</tr>
<tr>
<td>ACC 431</td>
<td>Governmental Accounting</td>
</tr>
<tr>
<td>ACC 496</td>
<td>Integrated Accounting Experience</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>General Business Courses</th>
<th>24 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 246</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>BUS 253</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Financial Management</td>
</tr>
<tr>
<td>BUS 310</td>
<td>Management and Communication</td>
</tr>
<tr>
<td>BUS 334</td>
<td>Business Law 2</td>
</tr>
<tr>
<td>BUS 352</td>
<td>Operations Management Fundamentals</td>
</tr>
<tr>
<td>BUS 425</td>
<td>Integrated Global Business</td>
</tr>
<tr>
<td>BUS XXX</td>
<td>Finance Elective beyond BUS 301</td>
</tr>
</tbody>
</table>
Accounting and Business Electives 8 credits

College-wide Liberal education requirement
(includes: MAT 180, CSC 111, ECO 106) 41 credits

Additional liberal and general education including:
ACC 121, ACC 122, BUS 233, ECO 105, MAT 184 19 credits

Additional Requirements, Prerequisites and Recommendations

An Accounting major must take at least 60 credit hours in liberal and general education. This exceeds the College-wide Liberal Education requirement; courses should be chosen in consultation with an advisor. General electives can include courses from the arts and sciences that may or may not have Liberal Education designation. Accounting majors must take a “business students only” section of MAT 184 Statistics.

Courses taken in professional fields such as nursing, education, medical technology, or engineering are generally not recognized as Liberal Education courses for this requirement.

BUS 494 Internship is highly recommended as a business elective. MAT 180 College Algebra, MAT 184 Statistics and CSC 111 Introduction to Computer Science, or their equivalents, form an essential knowledge base for upperlevel major courses and should be taken in the freshman or sophomore year. Courses in mathematics and statistics must be completed with a grade of C or better. Students must earn a cumulative index of 2.0 or better in all courses required for the Accounting major.

Accounting

150 Credit Hour Professional Accountancy Program

As of the year 2000, the American Institute of Certified Public Accountants (AICPA) requires an individual to have 150 credit hours of appropriate education for membership. Beginning in 2009, New York State requires 150 credit hours for new practitioners to be licensed as a Certified Public Accountant. The College of Saint Rose’s 150-hour dual Bachelor’s Degree and Master’s Degree program fulfills this requirement. The undergraduate and graduate programs in Accounting are integrated to form a logical, continuous curriculum which maximizes each student’s education and can be completed in five years.

The program contains courses which provide credit in the following categories, consistent with the Regulations of the Commissioner of Education in New York State:

- Professional Accounting 45
- General Business 36
- General Electives 9
- Liberal Arts 60
- **Total 150**

This program is available to incoming freshmen, currently enrolled Saint Rose students, transfer students, and returning students. Once accepted for this integrated program, students do not obtain a degree until all course work is completed; then, they are awarded two degrees - a B.S. in Business Administration and an M.S. in Professional Accounting. Students in this program pursue a challenging course of study with standards consistent with the College-wide Dual Degree Program guidelines. In the spring of their junior year, students must apply to continue in the 150 hour program and begin some graduate course work in their senior year.

The Dual Degree Accounting program is designed to prepare students for positions in accounting, auditing, tax work, budgeting, and cost control. The program is approved by the New York State Education Department’s Board of Public Accountancy and qualifies students to take the New York State examination for certified public accountants (CPA). Students who wish to pursue an Accounting program that does not directly lead to the CPA track can select the 122 hour Accounting major or an accounting concentration within the bachelor's degree in Business Administration.
These programs allow graduates to meet the educational requirements for the Certified Management Accountant (CMA) and Certified Internal Auditor (CIA) examinations, as well as many federal and state civil service examinations.

Once students have matriculated in the Accounting degree program at The College of Saint Rose, they must satisfy all remaining accounting requirements with Saint Rose courses. A maximum of 15 credits in accounting courses (or five courses, whichever is less) may be transferred to Saint Rose. These courses are Principles of Financial Accounting, Principles of Managerial Accounting, Cost Accounting, Intermediate Accounting 1 and Intermediate Accounting 2. Transfer criteria are the same for all Accounting majors and Business Administration majors with an Accounting concentration.

Although the College provides fully equipped computer labs, experience has shown that students benefit from having a personal computer. This is especially true for the online components of many classes.

### Professional Accountancy Program

<table>
<thead>
<tr>
<th>Accounting Courses</th>
<th>150 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting Courses</strong></td>
<td>45 credits</td>
</tr>
<tr>
<td>ACC 221 Intermediate Accounting 1</td>
<td>3</td>
</tr>
<tr>
<td>ACC 320 Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACC 322 Intermediate Accounting 2</td>
<td>3</td>
</tr>
<tr>
<td>ACC 323 Financial Accounting Theory and Advanced Applications</td>
<td>3</td>
</tr>
<tr>
<td>ACC 328 Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 418 Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 421 Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACC 429 Corporate Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 431 Governmental Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 496 Integrated Accounting Experience</td>
<td>3</td>
</tr>
<tr>
<td>ACC 522 Budgeting and Cost Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ACC 570 Advanced Theory of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 571 Financial Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACC 572 Advanced Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC XXX Accounting Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Business Courses</th>
<th>36 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 246 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 253 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 301 Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 310 Management and Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 334 Business Law 2</td>
<td>3</td>
</tr>
<tr>
<td>BUS 425 Integrated Global Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS XXX Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>MBA 516 Management Communication and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>MBA 555 Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 640 Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 660 Production and Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 690 Advanced Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Electives (ACC, BUS or Liberal Arts)</th>
<th>9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-wide Liberal education requirement</td>
<td>41 credits</td>
</tr>
</tbody>
</table>

(includes: MAT 180, CSC 111, ECO 106)

Additional liberal and general education fulfilled by:

- ACC 121, ACC 122, BUS 233, ECO 105, MAT 184,
- CSC elective beyond CSC 111

19 credits
An Accounting major must take at least 60 credit hours in liberal and general education. This exceeds the College-wide Liberal Education requirement; courses should be chosen in consultation with an advisor. General electives can include courses from the arts and sciences that may or may not have Liberal Education designation. Accounting majors must take a “business students only” section of MAT 184 Statistics.

Courses taken in professional fields such as nursing, education, medical technology, or engineering are generally not recognized as Liberal Education courses for this requirement.

An Internship is highly recommended as an accounting or business elective. MAT 180 College Algebra, MAT 184 Statistics and CSC 111 Introduction to Computer Science, or their equivalents, form an essential knowledge base for upper-level major courses and should be taken in the freshman or sophomore year. Courses in mathematics and statistics must be completed with a grade of C or better.

The students in this program must meet the following requirements: a minimum GPA of 3.0 both overall and in the business and accounting classes in the major; the minimum grade in all graduate courses follows the School of Business graduate guidelines. In the spring of their junior year, 150 hour students must apply, including references to assess their readiness to begin graduate level work, to continue in the program and to begin taking some graduate courses in their senior year. Students should continuously consult with their advisors concerning their career goals, academic progress and application.

Business Administration – Bachelor of Science

The Business Administration program emphasizes building the verbal and written communication skills that are so important to success in the student's professional career. Throughout the program, students build a portfolio of business plans and presentations, thus developing their professional resume. The College of Saint Rose Business Administration program requires all students to complete an approved internship or field-study option prior to graduation.

All business students develop a comprehensive understanding in the various functional areas of business by completing the Business Core. Each student has the opportunity to select a specific concentration of five courses within a specialized area of business. Concentrations include: Finance, Financial Planning, Human Resource Management, Management, Marketing, Small Business and Entrepreneurship, Sport Management, Managerial Accounting, Accounting and Auditing, Taxation; or students may develop their own Individualized or Interdisciplinary concentration with the assistance of a faculty advisor.

Normally, once a student has matriculated in the Business Administration degree program at The College of Saint Rose, he or she must satisfy all remaining core and concentration requirements with Saint Rose courses. Likewise, students pursuing a Business Administration minor must satisfy all requirements for the minor with Saint Rose courses.

The minimum credit requirement for the Bachelor of Science degree in Business Administration at The College of Saint Rose is 122 credits, which consists of the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration program core</td>
<td>45</td>
</tr>
<tr>
<td>Business Administration concentration</td>
<td>15</td>
</tr>
<tr>
<td>College Liberal Education requirements</td>
<td>41</td>
</tr>
<tr>
<td>Electives (outside the major) *</td>
<td>8</td>
</tr>
<tr>
<td>Additional credits **</td>
<td>13</td>
</tr>
</tbody>
</table>

*Electives include courses from the arts and sciences that may or may not have Liberal Education designation. Courses taken in professional fields such as business, nursing, education, medical technology or engineering are generally not recognized as liberal education for this requirement. Students must consult with their advisors in selecting these courses.

**Additional credits include any courses offered or accepted by The College of Saint Rose that can be applied toward the 122 credit hour graduation requirement.
Business students must complete the following courses as part of their Liberal Education requirements:

- L07 MAT 180 College Algebra
- L08 CSC 111 Introduction to Computer Science
- L10 ECO 106 Principles of Microeconomics

In addition, Business students must complete MAT 184 Elementary Statistics as an arts and science elective. Courses in mathematics and statistics must be completed with a grade of C or better.

Students must earn a cumulative grade point average of 2.0 or better in all courses required for the 60-credit Business Administration major.

### Major in Business Administration 60 credits

#### Core Requirements 45 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>Fundamentals of Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC 121</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 122</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 219*</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 233</td>
<td>Business Law 1</td>
<td>3</td>
</tr>
<tr>
<td>BUS 246</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 253</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 310</td>
<td>Management and Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 352</td>
<td>Operations Management Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>BUS 425</td>
<td>Integrated Global Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 497</td>
<td>Integrated Business Experience</td>
<td>3</td>
</tr>
<tr>
<td>ECO 105</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 352</td>
<td>Economics of Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required Internship/Field Study</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students who choose an Accounting concentration must substitute ACC 320 Accounting Information Systems for BUS 219 Management Information Systems as part of the core requirement.

#### Concentration Area 15 credits

Students majoring in Business Administration must choose one of the following eleven concentrations: Finance, Financial Planning, Human Resource Management, Management, Marketing, Small Business and Entrepreneurship, Sport Management, Managerial Accounting, Accounting and Auditing, Taxation, and Individualized or Interdisciplinary Concentration.

### Finance Concentration (15 credits)

The Finance concentration is designed for students wishing to enter the fields of commercial and investment banking, insurance, investment management, securities trading and brokering, pension and mutual fund management, corporate finance, and real estate management or sales. The concentration provides a firm foundation in the core theories of finance. Students wishing to obtain specialized advanced degrees in Finance will benefit from the integration of theory and current developments in the world of finance. The Finance faculty understands the need for students to become pragmatic, innovative and proficient in the use of computers if they are to become outstanding financial managers. Finance offers a tremendous intellectual and financial reward to its practitioners, with many gaining financial independence early in their careers. Some students taking the concentration may have decided on careers in other specialties but will be attracted by the advantages the Finance concentration offers students in planning their own financial futures.

**Finance Concentration Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC328</td>
<td>Taxation</td>
<td>3</td>
</tr>
<tr>
<td>BUS369</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS486</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>BUS487</td>
<td>Contemporary Topics in Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select one course from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC429</td>
<td>Corporate Taxation</td>
<td>3</td>
</tr>
<tr>
<td>BUS406</td>
<td>Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS442</td>
<td>New Business Ventures and the Entrepreneur</td>
<td>3</td>
</tr>
</tbody>
</table>
Financial Planning Concentration* (15 credits)
The Financial Planning concentration is intended for the student interested in personal financial planning for individuals or families. Financial planning involves the management of financial resources to establish a goal of where a person would like to be in the future and develop a plan of how he or she can achieve that goal. The plans developed require a comprehensive approach that includes several areas of personal finance including: investments, insurance, retirement benefits, estate planning and personal taxes. The concentration will prepare students to enter the field of financial planning in organizations such as banks, credit unions, insurance companies, investment firms or accounting firms. Eventually, students may choose to establish their own private practice for financial planning. The concentration in Financial Planning curriculum meets the educational requirement for certification with the Certified Financial Planner Board of Standards (CFP Board) and qualifies students to sit for the CFP® Certification Examination, administered by the CFP Board.

Financial Planning Concentration Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 302</td>
<td>Insurance Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 305</td>
<td>Benefits and Retirement Planning</td>
<td>3</td>
</tr>
<tr>
<td>ACC 328</td>
<td>Taxation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 406</td>
<td>Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 486</td>
<td>Investment Analysis and Portfolio Management</td>
<td>3</td>
</tr>
</tbody>
</table>

*CFP® and CERTIFIED FINANCIAL PLANNER® are certification marks owned by the Certified Financial Planner Board of Standards. These marks are awarded to individuals who successfully complete the CFP Board’s initial and ongoing certification requirements. The College of Saint Rose does not certify individuals to use the CFP® and CERTIFIED FINANCIAL PLANNER®. CFP certification is granted only by the Certified Financial Planner Board of Standards to those persons who, in addition to completing an educational requirement such as this CFP Board-Registered Program, have met its ethics, experience and examination requirements.

Human Resource Management Concentration (15 credits)
The Human Resource Management concentration focuses on the knowledge, skills, and techniques used to attract, retain, and effectively manage human resources in organizations. Courses cover the fundamentals of employment law, human resource functions such as staffing, compensation and performance appraisal, and labor relations. Students are prepared to enter the fields of human resource management, labor relations, and general management.

Human Resource Management Concentration Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 362</td>
<td>Survey of Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 363</td>
<td>Labor and Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 364</td>
<td>Organizational Staffing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 412</td>
<td>Compensation and Benefits</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one (1) of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 361</td>
<td>Labor Relations</td>
</tr>
<tr>
<td>BUS 348</td>
<td>Management: A Skills-Based Approach</td>
</tr>
<tr>
<td>BUS 400</td>
<td>Contemporary Issues in Human Resource Management</td>
</tr>
<tr>
<td>BUS 498</td>
<td>Human Resource Management Faculty-Sponsored Internship</td>
</tr>
</tbody>
</table>

Management Concentration (15 credits)
The purpose of this concentration is to develop students’ leadership abilities and systems thinking. Students will be exposed to an interdisciplinary approach to problem-solving, conflict and change management; understanding of how teams work, and developing the ability to be effective team leaders. Students taking this concentration will be prepared to enter management roles in a wide variety of organizational settings.

Management Concentration Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 348</td>
<td>Management: A Skills-Based Approach</td>
<td>3</td>
</tr>
<tr>
<td>BUS 349</td>
<td>Leadership and Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>BUS 350</td>
<td>Managing Effective Teams</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses from the following: 6
BUS 247 Introduction to Sport Management
BUS 361 Labor Relations
BUS 362 Human Resource Management

Marketing Concentration (15 credits)
Marketing encompasses the total system of interacting business activities designed to plan, price, promote and distribute products and services offered by both profit and not-for-profit centered organizations. To prepare you for a career in marketing, this program concentrates on developing the student's ability to make ethical decisions in the areas of advertising, sales force management, and marketing to businesses, as well as consumers in both national and international arenas.

Marketing Concentration Requirements
BUS 312 Marketing Research 3
BUS 353 Marketing Management 3
BUS 370 Consumer Needs and Behavior 3

Select two courses from the following: 6
BUS 354 Retail Management
BUS 375 Personal Selling and Sales Management
BUS 376 Advertising and Promotion Management
BUS 377 Business to Business Marketing
BUS 380 Topics in Business
BUS 422 Sport Marketing
BUS 423 International Marketing and Export Management
BUS 424 Services Marketing

Small Business and Entrepreneurship Concentration (15 credits)
The Small Business and Entrepreneurship concentration introduces students to the dynamic world of new venture creation and small enterprises, the preeminent catalysts for growth, innovation, and employment in today's economy. Wide-ranging career opportunities are available to individuals trained in the special characteristics and problems of small business strategy, information management, operations, marketing, and finance. Utilizing a multidisciplinary approach, the concentration prepares students to adapt and apply the concepts and methods of business education to the unique challenges of the entrepreneurial environment and small business management.

Small Business and Entrepreneurship Concentration Requirements
BUS 369 Managerial Finance 3
BUS 388 Small Business Management 3
BUS 442 New Business Ventures and the Entrepreneur 3

Select two courses from the following: 6
BUS 312 Marketing Research
BUS 348 Management: A Skills-Based Approach
BUS 349 Leadership and Organizational Change
BUS 350 Managing Effective Teams
BUS 362 Human Resource Management
BUS 370 Consumer Needs and Behavior
BUS 375 Personal Selling and Sales Management
BUS 498 Entrepreneurship Faculty-Sponsored Internship

Sport Management Concentration (15 credits)
Sport Management is a broad area of study that introduces students to the concepts and techniques needed to successfully work within a host of organizations in a sport-related context. A wide variety of career opportunities are available to individuals well versed in the fundamental business concepts as related to sport. Possible careers students would be prepared to enter include sport mar-
Marketing, facility management, player representation, collegiate sports management (school and league-based operations), semi- and professional sport organization management, special events programming, coaching, public relations, or ticket and merchandising sales. Courses provide students with a firm foundation in the human relations, marketing and ethical and legal aspects that influence and shape the people and organizations in the business of sport.

Sport Management Concentration Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 247</td>
<td>Introduction to Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 422</td>
<td>Sport Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 455</td>
<td>Legal and Ethical Issues in Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 314</td>
<td>Sport Facility and Event Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 300</td>
<td>Special Topics in Sport</td>
</tr>
<tr>
<td>BUS 312</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>BUS 376</td>
<td>Advertising &amp; Promotion Management</td>
</tr>
<tr>
<td>BUS 498</td>
<td>Sport Management Faculty-Sponsored Internship</td>
</tr>
</tbody>
</table>

Accounting Concentrations (15 credits)

The concentrations in Managerial Accounting, Accounting and Auditing, and Taxation are specifically designed to prepare business students for positions in private industry, government, education, and not-for-profit organizations. Accounting careers include auditing, internal auditing, environmental accounting, taxation, budgeting, data processing, system design and analysis, and cost control and quality. Students in these concentrations are not eligible to sit for the CPA examination in New York State. Graduates may meet the educational requirements to sit for the Certified Management Accountant (CMA) and Certified Internal Auditor (CIA) examinations and Federal and New York State Civil Service examinations provided that one of their electives is an additional accounting course. Transfer criteria are the same for the Accounting majors and the Accounting concentrations. Students who choose an Accounting concentration must substitute ACC 320 Accounting Information Systems for BUS 219 Management Information Systems as part of the core requirement. Incoming freshmen who are interested in the five-year program, but who are not accepted, can apply for admittance to the Business Administration program with an Accounting concentration. Such students can apply to the five-year program after they have completed 45 credits of undergraduate work with a good academic record and with the recommendation of their faculty advisor and one other faculty member.

Managerial Accounting Concentration Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 221</td>
<td>Intermediate Accounting 1</td>
<td>3</td>
</tr>
<tr>
<td>ACC 322</td>
<td>Intermediate Accounting 2</td>
<td>3</td>
</tr>
<tr>
<td>ACC 328</td>
<td>Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 421</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACC 496</td>
<td>Integrated Accounting Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Accounting and Auditing Concentration Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 221</td>
<td>Intermediate Accounting 1</td>
<td>3</td>
</tr>
<tr>
<td>ACC 322</td>
<td>Intermediate Accounting 2</td>
<td>3</td>
</tr>
<tr>
<td>ACC 421</td>
<td>Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 323</td>
<td>Financial Accounting Theory</td>
</tr>
<tr>
<td>ACC 328</td>
<td>Taxation</td>
</tr>
<tr>
<td>ACC 431</td>
<td>Governmental Accounting</td>
</tr>
<tr>
<td>ACC 444</td>
<td>Performance Auditing</td>
</tr>
<tr>
<td>ACC 496</td>
<td>Integrated Accounting Experience</td>
</tr>
</tbody>
</table>

Taxation Concentration Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 221</td>
<td>Intermediate Accounting 1</td>
<td>3</td>
</tr>
<tr>
<td>ACC 322</td>
<td>Intermediate Accounting 2</td>
<td>3</td>
</tr>
<tr>
<td>ACC 328</td>
<td>Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 429</td>
<td>Corporate Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 430</td>
<td>Federal Taxes and Management Decisions</td>
<td>3</td>
</tr>
</tbody>
</table>
Individualized or Interdisciplinary Concentration (15 credits)
This concentration provides a qualified student with the option of designing his or her own individualized or interdisciplinary concentration with proper advisement and documentation.

Prior to registering for the intended concentration courses, the student must present a written plan of study to his or her academic advisor; receive the advisor’s and Dean’s approval and file the approved plan of study with the Registrar. The plan of study must include the list of courses (with a minimum of five courses and 15 total credit hours in business) that constitute the concentration.

Dual Degree Program: B.S. / M.B.A.*
The combined B.S./M.B.A. option in Business Administration provides students of superior academic ability and maturity with the opportunity to accelerate their degree progress. This program allows students to fulfill the requirements of the undergraduate and masters degrees, which normally require 122 and 36 credits, respectively, for a total of 158 credits, in as few as 138 credits. Students may challenge up to 20 of the 158 credits by petitioning the Dean of the School of Business with an approved plan of study. Students typically accelerate their progress by identifying graduate courses that can be used to fulfill both graduate and undergraduate requirements. However, the plan of study, developed with the M.B.A. Program Coordinator, may incorporate advanced standing, independent study, proficiency exams, special seminars, and advanced courses to challenge and reduce the total B.S./M.B.A. credits to 138.

Continuation of the dual degree program requires the student to maintain a minimum cumulative GPA of at least 3.0. No business undergraduate course with a grade of lower than C+ will be accepted toward graduation. There is a review at the end of each semester to ensure that the minimum GPA requirements and minimum grade requirements for individual courses have been maintained. Only two undergraduate courses may be retaken to improve grades. Minimum grade requirements for all graduate courses must satisfy the Policy on Academic Standards in The College of Saint Rose Catalog of Graduate Studies. Should any conflict arise, the graduate program policies and requirements take precedence. Additional information about the College’s dual degree programs may be found in the Academic Programs and Options section of this catalog.

Requirements (138-158 credits)
Liberal Education and Physical Fitness 49
Undergraduate Business Administration core 45
Undergraduate Business Administration concentration 15
Additional credits** 13
M.B.A. core 27
M.B.A. electives 9
Subtotal 158
Less potential challenge credits (20)
Total 138

*Once accepted into the dual degree (B.S./M.B.A.) program of study, students do not obtain a degree until all course work is completed for both degrees – at which time students are awarded both the B.S. in Business Administration and the M.B.A.

**Additional credits include any courses offered or accepted by The College of Saint Rose that can be applied toward the 122 credit hour graduation requirement.

Admission Requirements for the B.S. / M.B.A. Dual Degree Program:
Incoming Freshmen:
- Average grade of A in high school course work
- Minimum SAT score of 1100

Transfer Students and Current Saint Rose Students:
- May apply after completing 45 credits at Saint Rose or another institution with a minimum GPA of 3.4
- Must have completed ACC 121 Principles of Financial Accounting and ACC 122 Principles of Managerial Accounting (or equivalent) with a minimum grade of B in each course.
Minor in Business Administration 18 credits
Students from other disciplines who wish to minor in Business Administration are required to take the following courses:

- ACC 121 Principles of Financial Accounting 3
- ACC 122 Principles of Managerial Accounting 3
- BUS 233 Business Law 1 3
- BUS 246 Organizational Behavior 3
- BUS 253 Principles of Marketing 3
- BUS 301 Financial Management 3

A course in economics is also recommended

Minor in Business Administration for Psychology Majors 27 credits

- ACC 121 Principles of Financial Accounting 3
- ACC 122 Principles of Managerial Accounting 3
- BUS 219 Management Information Systems 3
- BUS 246 Organizational Behavior 3
- BUS 253 Principles of Marketing 3
- BUS 301 Financial Management 3
- BUS 310 Management and Communication 3
- BUS 362 Human Resource Management 3
- BUS 370 Consumer Needs and Behavior 3

Study Abroad
A study abroad option is available to interested students who want to spend a semester at an approved college or university in another country. The approved courses taken will count toward the Business degree.

Economics – Bachelor of Science
(Pending Approval NYSED)

Rooted in a liberal arts foundation, the Economics curriculum provides students with the understanding of the forces that shape our economy and the tools necessary for attaining positive results of a process of analysis toward an optimum and efficient set of solutions for economic stability, growth, and progress.

The curriculum includes the fundamental economic theories which impart general knowledge of the ways in which resources are allocated in our society, and new fields in economics which provide students with an increased focus on contemporary economic, social, management, and policy issues. Courses in economics use data, deductive logic, quantitative analysis, industry studies, and theoretical analysis to increase student understanding of how our economy works, the problems we face as an economy and the great policy debates of our time.

Completion of Major and Graduation Requirements:

1. Students must complete 122 credits of The College of Saint Rose bachelor's degree minimum credit requirement and maintain a 2.0 overall grade point average to graduate.

2. The Bachelor's of Science Degree in Economics requires 44-45 credits in the Major that include:
   - 9 Required Economics Courses: 33 credits
   - 2 Economics Electives: 7-8 credits
   - Calculus I: 4 credits

3. Students must also complete the College's Liberal Education requirements, including the following Liberal Education course that are required for the Economics major:
   - ACC 121 Principles of Financial Accounting (3 cr.)
   - MAT 180 College Algebra* (3 cr.)
   - MAT 184 Introduction to Statistics OR BUS 280 Introduction to Economic Statistics (4 cr.)

*MAT180 may be waived if a student can test in at a higher level of math.
4. A grade point average (GPA) of 2.0, or C, or better must be received for all courses applied toward the Major.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 105</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 106</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Intermediate Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECO 352</td>
<td>Economics of Management/Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 380</td>
<td>Introduction to Econometrics</td>
<td>4</td>
</tr>
<tr>
<td>ECO 365</td>
<td>Money and Banking</td>
<td>4</td>
</tr>
<tr>
<td>ECO 386</td>
<td>Sustainable Economic Development</td>
<td>4</td>
</tr>
<tr>
<td>ECO 390</td>
<td>Structure of American Industry</td>
<td>4</td>
</tr>
<tr>
<td>ECO 455</td>
<td>International Trade and Finance</td>
<td>4</td>
</tr>
<tr>
<td>MAT 190</td>
<td>Calculus I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Choose two of the following electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 254</td>
<td>Social Economics</td>
<td>4</td>
</tr>
<tr>
<td>ECO 256</td>
<td>Contemporary Economic Issues</td>
<td>4</td>
</tr>
<tr>
<td>ECO 353</td>
<td>Public Finance</td>
<td>4</td>
</tr>
<tr>
<td>ECO 357</td>
<td>Environment and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECO 488</td>
<td>Readings in Economics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Economics Major: 4-Year Study Plan**

**Year 1:**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 105</td>
<td>ECO 106</td>
</tr>
<tr>
<td>MAT 180*</td>
<td>MAT 190</td>
</tr>
<tr>
<td>ACC 121</td>
<td>Lib. Edu.</td>
</tr>
</tbody>
</table>

**Year 2:**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 251</td>
<td>ECO 352</td>
</tr>
<tr>
<td>MAT 184 or BUS 280</td>
<td>Lib. Edu.</td>
</tr>
<tr>
<td>ECO Elective</td>
<td>Lib. Edu.</td>
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</table>

**Year 3:**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>ECO 365</td>
<td>ECO 386</td>
</tr>
<tr>
<td>ECO 380</td>
<td>ECO 390</td>
</tr>
<tr>
<td>ECO Electives</td>
<td>ECO Electives</td>
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</table>

**Year 4:**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 455</td>
<td>ECO Electives</td>
</tr>
</tbody>
</table>

*MAT 180 (College Algebra) may be waived if a student tests in at higher level of mathematics.

**Economics Major: Transfer Students**

The department will accept ECO 105, ECO 106, MAT 180, MAT 190, and MAT 195.

**Year 3:**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 251</td>
<td>ECO 256</td>
</tr>
<tr>
<td>ECO 254</td>
<td>ECO 352</td>
</tr>
<tr>
<td>ECO 380</td>
<td>Lib. Edu.</td>
</tr>
<tr>
<td>ECO Electives</td>
<td>ECO Electives</td>
</tr>
<tr>
<td>ECO Electives</td>
<td>ECO Electives</td>
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</table>
**Year 4:**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 365</td>
<td>ECO 386</td>
</tr>
<tr>
<td>ECO 455</td>
<td>ECO 390</td>
</tr>
<tr>
<td>ECO Electives</td>
<td>ECO Electives</td>
</tr>
</tbody>
</table>

**Minor in Economics**  
17-18 credits

The economics minor is designed for students who wish to combine a major in their fields of study, such as mathematics, political science, or business administration, among others, with additional economic theory and skill.

**Required Foundation Courses**  
6 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 105</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 106</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose three of the following electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 254</td>
<td>Social Economics</td>
<td>4</td>
</tr>
<tr>
<td>ECO 256</td>
<td>Contemporary Economic Issues</td>
<td>4</td>
</tr>
<tr>
<td>ECO 357</td>
<td>Environment and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECO 386</td>
<td>Sustainable Economic Development</td>
<td>4</td>
</tr>
<tr>
<td>ECO 455</td>
<td>International Trade and Finance</td>
<td>4</td>
</tr>
<tr>
<td>ECO 488</td>
<td>Readings in Economics</td>
<td>4</td>
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## Thelma P. Lally School of Education

### Programs of Undergraduate Study

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Degree</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>Art Education</td>
<td>BS</td>
<td>77</td>
</tr>
<tr>
<td>Biology: Adolescence Education</td>
<td>BA</td>
<td>177</td>
</tr>
<tr>
<td>Chemistry: Adolescence Education</td>
<td>BA</td>
<td>179</td>
</tr>
<tr>
<td>Childhood Education: Grades 1-6</td>
<td>BS</td>
<td>134</td>
</tr>
<tr>
<td>Childhood &amp; Special Education</td>
<td>BS</td>
<td>164</td>
</tr>
<tr>
<td>Communication Sciences &amp; Disorders</td>
<td>BS</td>
<td>144</td>
</tr>
<tr>
<td>Early Childhood Education: Birth-2</td>
<td>BS</td>
<td>148</td>
</tr>
<tr>
<td>Early Childhood &amp; Special Education Birth-2</td>
<td>BS</td>
<td>156</td>
</tr>
<tr>
<td>Earth Science: Adolescence Education</td>
<td>BA</td>
<td>186</td>
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<tr>
<td>English: Adolescence Education</td>
<td>BA</td>
<td>91</td>
</tr>
<tr>
<td>Mathematics: Adolescence Education</td>
<td>BA</td>
<td>181</td>
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<tr>
<td>Music Education</td>
<td>BS</td>
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<tr>
<td>Social Studies: Adolescence Education</td>
<td>BA</td>
<td>95</td>
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<tr>
<td>Spanish: Adolescence Education</td>
<td>BA</td>
<td>109</td>
</tr>
<tr>
<td>Special &amp; Childhood Education: Grades 1-6</td>
<td>BS</td>
<td>164</td>
</tr>
<tr>
<td>Special &amp; Early Childhood Education: Birth-2</td>
<td>BS</td>
<td>156</td>
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### Programs of Graduate Study

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Degree</th>
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<tr>
<td>Adolescence Education/Biology 7-12</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescence Education/Chemistry 7-12</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescence Education/Earth Science 7-12</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescence Education/English 7-12</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescence Education/Mathematics 7-12</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescence Education/Social Studies 7-12</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescence Education/Spanish 7-12</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescence Education</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Adolescence Education/Special Education</td>
<td>MSED</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>MSED</td>
</tr>
<tr>
<td>Childhood Education/Special Education</td>
<td>MSED</td>
</tr>
<tr>
<td>College Student Services Administration</td>
<td>MSED</td>
</tr>
<tr>
<td>Communication Sciences &amp; Disorders</td>
<td>MSED</td>
</tr>
<tr>
<td>Counseling: School</td>
<td>MSED</td>
</tr>
<tr>
<td>Counseling: School Advanced Certificate</td>
<td>MSED</td>
</tr>
<tr>
<td>Counseling: Mental Health (College)</td>
<td>MSED</td>
</tr>
<tr>
<td>Counseling: Mental Health (Community)</td>
<td>MSED</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>MSED</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>MSED</td>
</tr>
<tr>
<td>Educational Leadership and Administration:</td>
<td>MSED</td>
</tr>
<tr>
<td>Educational Leadership and Administration:</td>
<td>MSED; Advanced Certificate</td>
</tr>
<tr>
<td>School Building Leader</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>School District Leader</td>
<td>MSED; Advanced Certificate</td>
</tr>
<tr>
<td>School District Business Leader</td>
<td>MSED; Advanced Certificate</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>MSED</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Educational Technology Specialist</td>
<td>MSED</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>MSED; Advanced Certificate</td>
</tr>
<tr>
<td>Literacy Birth-Grade 6</td>
<td>MSED; Advanced Certificate</td>
</tr>
<tr>
<td>Literacy Grades 5-12</td>
<td>MSED; Advanced Certificate</td>
</tr>
<tr>
<td>School Psychology</td>
<td>MSED; Advanced Certificate</td>
</tr>
<tr>
<td>Special Education:</td>
<td>MSED</td>
</tr>
<tr>
<td>Early Childhood (Birth-Grade 2)</td>
<td>MSED</td>
</tr>
<tr>
<td>Childhood Education (Grades 1-6)</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescence (Grades 7-12)</td>
<td>MSED</td>
</tr>
<tr>
<td>Professional</td>
<td>MSED</td>
</tr>
<tr>
<td>Certification-Only</td>
<td>Advanced Certificate</td>
</tr>
</tbody>
</table>
The Thelma P. Lally School of Education is committed to developing leaders in the field of education. Our undergraduate programs are designed for students who wish to enter the teaching professions for various grade ranges, and, for aspiring speech-language pathologists. The curricular choices provide opportunities for students to select programs consistent with their professional goals. All programs designed for pre-service teacher preparation include service learning as a teaching-learning pedagogy so that our future teachers are educated themselves to engage in service learning to benefit communities, and are able to engage their P-12 pupils in service learning. The College of Saint Rose works cooperatively with public and private schools and agencies in the Capital Region to provide students with a variety of professional field experiences in education.

Applications for admission to all education programs must meet the general requirements for admission to undergraduate study. The College’s education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), have been approved by the New York State Education Department, and meet academic New York certification requirements. The Lally School puts forward a conceptual framework that establishes the philosophical underpinning of all professional education programs and establishes learning outcomes for participants in the program.

**Conceptual Framework for Education Programs**

**Statement of Philosophy and Purpose**
The College of Saint Rose School of Education is committed to providing quality and distinctive educational programs. Our philosophy evolves from our belief in the profound influence and possibilities of education to guide and promote the intellectual and human development of people in a diverse society.

The educational dynamic of our teaching and learning environments forges the insight, meaning, skills, and strategies necessary to improve continuously the quality of individual and collective life. Ethics, freedom of inquiry and expression, and the exchange of ideas inform our practice. Imperative to our educational endeavors are morality, integrity and character. Critical analysis and the development of a theoretical framework leading to effective practice characterize the scholarship and enlightenment to which we aspire. Instructional technologies, research, and policy formulation inform our teaching and learning; while partnerships in the field offer extensive experiences and provide sources for evaluating our effectiveness.

Valuing the knowledge and multicultural experiences of students in the educational process, our faculty strives to be responsive to students’ interests, and challenges them to broaden their awareness and sensitivity to diverse backgrounds, thereby becoming reflective, responsive, self-empowered advocates for their learners and communities. Leadership is at the heart of our efforts to encourage and create new initiatives through which our faculty and our students become mutually responsible agents of change. To insure the actualization of our philosophy, we model its standards and values in our daily practices and relationships. This philosophy generates educational experiences that are formative and indelible.

**Candidate Learning Outcomes**
Candidates in professional education programs at the College of Saint Rose will:

1. Acquire the knowledge and dispositions of disciplines relevant to the candidates’ projected educational or clinical roles sufficient to be able to:
   a) structure pupils’ learning of that content at levels appropriate to their development;
   b) apply the content and skill knowledge; and
   c) continue acquisition of related and new content.

2. Apply principles and theories of lifespan human development and learning in all of its diversity to educational or clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.

3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting students’ analytical skills and promoting their dispositions to be lifelong learners.
4. Ensure that evaluation is a collaborative and recursive process that aligns instructional/clinical goals, practice, assessments, and standards, and reflects the real knowledge, skills and dispositions of learners.

5. Develop and demonstrate personal and professional values that foster:
   a) the highest ethical standards of the profession;
   b) intellectual curiosity and open-mindedness;
   c) understanding and responsiveness to multiple social and global perspectives; and
   d) collegiality and collaboration among partners in the educational or clinical process that involves children, families, community members, and other professionals.

6. Promote optimal learning environments for all individuals regardless of their experiential, cultural, and/or racial/ethnic background, including, but not limited to:
   a) those for whom English is not the primary language;
   b) gifted and educationally disadvantaged students;
   c) students with disabilities;
   d) students with developmental and learning differences; and
   e) those with different interests, ambitions, and sexual orientations.

7. Demonstrate in their practice that oral and written language is a functional, as well as a social and artistic tool for communication and thought and, as such, reflects the multiple literacies of our cultures.

8. Integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness, facilitate students’ acquisition of technological skills, and their dispositions to use them.

**Policies**

Culminating courses and courses for final evaluation within degree and certificate programs must be taken at The College of Saint Rose unless a waiver is granted in advance by department faculty and the dean. Waivers will be considered only for students who sustained good academic standing and professional qualities assessment throughout their courses of study.

**Professional Qualities Assessment**

All candidates in programs in education at The College of Saint Rose are expected to demonstrate dispositions appropriate to the profession for which they are preparing. The faculty has identified the dispositions listed below as being of primary significance to effective professional performance. All candidates will be evaluated by faculty on these dispositions throughout their programs. Any candidates identified as demonstrating weakness in one or more of the areas will be asked to meet with faculty from their program area and to develop a plan to improve performance. Satisfactory professional performance is required to be in good standing and receive certification or award of a degree in education.

**Communication Skills**

- effectively communicates orally in a constructive, direct, and appropriate manner
- writes in a way that is clear, accurate, and professionally effective
- is respectful in all communications
- uses appropriate tone, tact, and pragmatics for a professional situation
- demonstrates that s/he has heard what is being said and practices reciprocal listening skills
- responds to people, work, and challenges in an emotionally mature manner
· is respectful in communicating with others
· solicits and gives feedback
· engages in collaborative interactions with others
· uses appropriate conflict resolution skills to handle differences of opinion
· participates in an open exchange of ideas.

**Professional Responsibility/Accountability**
· attends to and completes academic and professional duties in a timely fashion
· reflects on his/her own performance
· accepts, receives, and integrates feedback
· collaborates with colleagues and works as a team member
· displays an appearance that is consistent with professional expectations
· shares in the workload of the group or organization
· is accountable for his/her own work rather than deflecting responsibility elsewhere
· works within the rules and expectations of the group or organization
· demonstrates a commitment to continuing professional growth and development

**Ethics**
· values, models, and promotes respect for all individuals
· demonstrates awareness and sensitivity to diverse populations
· recognizes and works within role boundaries within the professional context
· demonstrates honesty and integrity in all situations
· gives credit where it is due
· displays professional behavior in terms of language and dress
· respects privacy and confidentiality where appropriate
· models intellectual curiosity, open-mindedness, and critical analysis
· demonstrates a commitment to providing educational services to diverse populations

**Adolescence Education (Grades 7-12): Certification Sequence**
The Teacher Education Department identifies the purposes of its education sequence for Adolescence Education students seeking initial certification at the undergraduate level as the development of education professionals who are reflective practitioners able to link content, theory, and practice, and create effective learning environments for pupils with the full range of abilities and experiential backgrounds.

The Adolescence Education program offers both theoretical and practical experience and prepares students to teach in the secondary (and, in some districts, middle) school (grades 7-12). The program has three components: an education sequence, the Liberal Education requirements and an academic major in one of the following disciplines: Biology, Chemistry, Earth Science, English, Mathematics, Social Studies, and Spanish. Students admitted into the Adolescence Education program are required to major in the subject matter they plan to teach. Course requirements for each of the majors can be found under the discipline listings. Adolescence Education majors follow the College’s 41-credit Liberal Education requirements. For this requirement, students need 3 credits of “further disciplinary study” in the liberal arts, selected in consultation with the advisor.
Good standing in the Adolescence Education program, permission to student teach and recommendation for certification are contingent upon maintaining the following academic status: a 2.5 cumulative grade point average and a 2.75 index in both the education sequence and in the academic major. A minimum grade of C must be earned in each required education course. Students are allowed to repeat only once courses in the required education sequence for which they have earned C or below. Required courses may not be taken on a pass/fail basis. A significant portion of the content major and all education requirements must be completed prior to student teaching. To ensure rigorous preparation for student teaching, students may find it desirable to complete the entire content major prior to student teaching.

In order to be eligible for initial teacher certification in New York State, students must pass required New York State Teacher Certification Examinations. The School of Education offers preparation workshops for certification exams; booklets providing information about test dates, sample questions, and scoring are available in the School of Education and online at www.nystce.nesinc.com. Fingerprinting clearance from The New York State Department of Education is required for all field experiences. Fingerprinting information is available on the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/tcert/teach. Students should note that education courses with field experiences have catalog course descriptions that include a statement on mandatory fingerprinting.

Upon fulfilling the academic requirements of the program, receiving fingerprint clearance and passing examinations required by the New York State Education Department, students qualify for grades 7-12 initial certification in New York State. Within five years, teachers with initial certification must apply for professional certification, which is contingent upon earning a relevant master’s degree and obtaining teaching experience that includes mentoring.

### Required Courses for Adolescence Education 36-39 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 243</td>
<td>Adolescent Psychology &amp; Development</td>
<td>4</td>
</tr>
<tr>
<td>EPY 350</td>
<td>Educational Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>or EPY 370</td>
<td>Educational Psychology/Instructional Technology</td>
<td>3-4</td>
</tr>
<tr>
<td>SED 225</td>
<td>Including Pupils with Disabilities in General Education Classrooms</td>
<td>(4)²</td>
</tr>
<tr>
<td>SEC 365</td>
<td>Curriculum and Instruction 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 300</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>SEC 371</td>
<td>Literacy and Literature in Middle and Secondary Schools³</td>
<td>2 or 4</td>
</tr>
<tr>
<td>EDU 102</td>
<td>Violence Prevention Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 103</td>
<td>Child Abuse and Abduction Prevention Workshop</td>
<td>0</td>
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<tr>
<td>EDU 106</td>
<td>HIV/AIDS and Communicable Diseases and Safety Education Workshop</td>
<td>0</td>
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<tr>
<td>EPY 337</td>
<td>Substance Abuse Education</td>
<td>0</td>
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<tr>
<td>SEC 470</td>
<td>Student Teaching in the Secondary School grades 7-9 and grades 10-12</td>
<td>10</td>
</tr>
<tr>
<td>SEC 498</td>
<td>Seminar for Adolescence Education Student Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

¹EPY 243 is approved and counted as a Liberal Education course/elective.

²Students who do not take CSC 204 Educational Computing (an L08 course) must take EPY 370.

³English: Adolescence Education majors may take SEC 371 for 2 credits, because the English/Language Arts 7-12 Education major sequence provides extensive coverage of the English Language Arts. All other students must take SEC 371 for 4 credits.

### Grade 5-6 Extension 7 credits

Extensions are not required as part of the Adolescence Education program at Saint Rose. The New York State Education Department offers an extension for grades 5-6 to the teaching certification for Adolescence Education grades 7-12. This extension to teach in grades 5 and 6 is designed to enable students to create developmentally appropriate classroom contexts for learning in the content areas.
of their certification (biology, chemistry, mathematics, English/language arts, or social studies). An extension will show that the certified adolescence teacher has added expertise in the area of extension. Students must obtain fingerprint clearance prior to beginning field experiences. Adolescence Education students who wish the College to recommend them to the New York State Education Department for the extension must complete all the requirements for Adolescence Education certification and the additional requirements shown below:

EDU 440 Middle Level Education 3
EDU 385 Teaching Language Arts and Social Studies 1-6
(a 15-hour field experience is required)

or

EDU 386 Teaching Science and Math 1-6
(15-hour field experience is required)

Note: English/Language Arts: Adolescence Education students and Social Studies: Adolescence Education students choose EDU 385; Biology: Adolescence Education, Chemistry: Adolescence Education, Earth Science: Adolescence Education and Mathematics: Adolescence Education students choose EDU 386. The prerequisite of EDU 245 for these courses will be satisfied by the prerequisite of SEC 365.

**Bilingual Education Extension: Spanish 12 credits**

Extensions are not required as part of the Adolescence Education major at Saint Rose. The New York State Education Department offers an extension for Bilingual Education to the initial/provisional or permanent/professional teaching certificate obtained for Adolescence Education grades 7-12. An extension will show that the certified adolescence teacher has additional expertise to teach bilingual education in middle childhood education, adolescence education, a special subject, literacy education, or career and technical education. Adolescence Education majors who wish the College to recommend them to the New York State Education Department for an extension must complete the major in the subject area they plan to teach and all the requirements for the Adolescence Education grades 7-12 program; obtain fingerprint clearance prior to beginning all field experiences; obtain passing scores on the New York State English Language Proficiency Assessment and Target Language (Spanish) Proficiency Assessment Exams (prior to BLE 455); and complete the following additional requirements:

BLE 300 Foundations of Bilingual Education 3
BLE 455 Sociolinguistics and Psycholinguistics 3
BLE 380 Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners 3
(25-hour field experience outside of class is required)

BLE 381 Methods for Teaching English Language Arts and Content Areas to Bilingual Learners 3
(25-hour field experience outside of class is required)

The New York State Teacher Certification Examination required for the Bilingual Education Extension in Spanish: Bilingual Education Assessment (BEA) in Spanish.

**Childhood (Elementary) Education (Grades 1-6) – Bachelor of Science**

The Teacher Education department identifies the purposes of its education sequence for Childhood Education students seeking initial certification at the undergraduate level as the development of education professionals who are reflective practitioners able to link content, theory, and practice and create effective learning environments for pupils with the full range of abilities and experiential backgrounds.

The undergraduate program in Childhood Education leads to a Bachelor of Science in Childhood Education and prepares students to teach grades 1-6 in elementary schools. The program has three components: an education sequence, the Liberal Education requirements, and an academic concentration in an area of liberal arts or science (see below for descriptions of academic concentrations). Childhood Education majors should refer to the catalog section on Liberal Education requirements for the specific regulations.
Students may also obtain a Certificate of Study in Urban Education. This certificate is designed to convey to employers that students who receive it are specifically qualified to teach in schools that serve urban, inner-city populations. In order to obtain this certificate, students must take specific courses and meet additional criteria as listed below in the section on the Urban Education Certificate of Study.

In order to maintain good standing through all stages of the teacher preparation program, students are required to maintain the following academic standards: 2.25 cumulative index, 2.75 index in the education sequence, 2.25 index in the academic concentration, and a minimum grade of C in each required course of the education major. Students are allowed to repeat only once courses in the major for which they have earned C or below. These requirements must be met in order to student teach and to graduate from the program. Courses in the education sequence and the academic concentration may not be taken on a pass/fail basis. Significant progress toward completion of the concentration should be made prior to student teaching. All courses in the education sequence with the exception of EDU 493 and EDU 494 must be completed prior to student teaching. Because students must maintain a 2.25 GPA and a 2.75 GPA in the education sequence in order to student teach and graduate, a significant portion of the concentration should be completed at Saint Rose.

The education sequence, normally begun in the sophomore year, requires courses in education and educational psychology that include classroom, laboratory, and course-embedded field experiences guided and facilitated by College faculty and supervisors who have had experiences in diverse classroom settings and who exemplify the reflective, scholarly, caring education professional. The education sequence culminates in student teaching at both the primary (1-3) and the intermediate (4-6) elementary grades during one semester of the senior year. All student teaching experiences must be completed through The College of Saint Rose. The Teacher Education Department recommends that, during student teaching, students register for the following courses only: Student Teaching, Portfolio in Childhood and Early Childhood Education, and Seminar for Childhood Education and Early Childhood Education Student Teachers.

Fingerprinting clearance from The New York State Department of Education is required for all field experiences. Fingerprinting information is available on the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/tcert/teach. Students should note that education courses with field experiences have catalog course descriptions that include a statement on mandatory fingerprinting.

Admission into the College does not ensure good standing in the program in Childhood Education, nor does good standing in the Childhood Education program ensure admission to student teaching. Students must apply for student teaching in accordance with program guidelines while completing education course requirements. In order to be eligible for initial teacher certification in New York State, students must pass required New York State Teacher Certification Examinations. The School of Education offers preparation workshops for these exams; booklets providing information about test dates, sample questions and scoring are available in the School of Education and online at www.nystce.nesinc.com.

Upon fulfilling the academic requirements of the program, receiving fingerprint clearance and passing examinations required by the New York State Education Department, students qualify for grades 1-6 initial certification in New York State. Within five years, teachers with initial certification must apply for professional certification, which is contingent upon earning a relevant master’s degree and obtaining teaching experience that includes mentoring.

### Major in Childhood Education: Grades 1-6

**46-47 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 300</td>
<td>Foundations of Education(^1)</td>
<td>3</td>
</tr>
<tr>
<td>EPY 244</td>
<td>Child and Adolescent Development(^2)</td>
<td>4</td>
</tr>
<tr>
<td>EPY 350</td>
<td>Educational Psychology (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>EPY 370</td>
<td>Educational Psychology/Instructional Technology (4)(^3)</td>
<td></td>
</tr>
<tr>
<td>EPY 354</td>
<td>Classroom Management</td>
<td>1</td>
</tr>
<tr>
<td>SED 225</td>
<td>Including Pupils with Disabilities in General Education Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 245</td>
<td>Curriculum and Instruction 1-6</td>
<td>4</td>
</tr>
<tr>
<td>EDU 385</td>
<td>Teaching Language Arts and Social Studies 1-6</td>
<td>4</td>
</tr>
</tbody>
</table>

\(^1\) Available online.
\(^2\) Offered in Psychology.
\(^3\) Offered in Mathematics.

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THE COLLEGE OF SAINT ROSE 2011-2013
EDU 386  Teaching Science and Math 1-6  
SEE 360  Literacy and Literature for Young Children  
(Grades 1-3)  
SEE 380  Literacy and Literature for the Intermediate Grades  
(Grades 4-6)  
EDU 102  Violence Prevention Workshop  
EDU 103  Child Abuse and Abduction Prevention  
EDU 106  HIV/AIDS and Communicable Diseases and Safety Education Workshop  
EPY 337  Substance Abuse Education  
EDU 490  Student Teaching (Grades 1-3 and 4-6)  
EDU 493  Portfolio in Childhood Education and Early Childhood Education  
EDU 494  Student Teaching Seminar for Childhood and Early Childhood Education Student Teachers  

1EDU 300, SEE 360, and SEE 380 are approved as fulfilling the writing-intensive requirement.  
2EPY 244 is approved and counted as a Liberal Education course/elective.  
3Students who do not take CSC 204 Educational Computing (an L08 course) must take EPY 370.  
4Students who transfer in a course that is equivalent to SEE 360 for 3 credits must also take SEE 362 for 1 credit.  

Urban Education Certificate of Study  
To obtain the Urban Education Certificate of Study, students must successfully complete URB 300, URB 245, and the URB-designated sections of EDU 385 and EDU 386; must complete URB assignments as specified in SEE 360, SEE 380, and EDU 493; and must demonstrate extensive reflection and experience in urban settings in EDU 494 and EDU 490. Additionally, students must follow the academic concentration requirements for the American Studies concentration with Urban Education Certificate of Study (see below) and demonstrate fluency or complete two semesters of Spanish as fulfillment of their language requirement.  

Academic Concentrations for Childhood Education Majors (Grades 1-6)  
All Childhood Education students must fulfill the College’s Liberal Education requirements and must fulfill the requirements for an academic concentration to comply with New York State teacher certification regulations. The purpose of the academic concentration in a liberal arts or sciences discipline or an interdisciplinary field is to provide a focused depth and breadth of preparation and study, beyond the broad general education requirement, that will enable the Childhood Education major to develop a degree of expertise in a chosen discipline or interdisciplinary field.  

Childhood Education majors are required to complete an academic concentration of 30-33 credits in one of the following disciplines: American Studies, Biology, Earth Science, English/Language Arts, French/Spanish, General Science, Mathematics, Social Studies or Spanish. The requirements of the academic concentrations are listed below. Note: While students must complete the total credits necessary for graduation, 6 credits in a 30-credit concentration and 9 credits in a 33-credit concentration may be shared between the Liberal Education requirements and the academic concentration.  

American Studies Concentration  
Note: The minimum number of credits (7 credits) in the range for course categories below must be met, and the maximum number of credits (12 credits) in the range should not be exceeded.  
AMS 250  Introduction to American Studies: Theory and Practice  
AMS 350  Critical Reflections in American Studies  

American Aesthetics and Cultural Practices  
in courses chosen from:  
AMS 210  Topics in American Aesthetics and Cultural Practices  
AMS 211  Topics in American Aesthetics and Cultural Practices: Film  
BIO 112  Environmental Science  

33 credits  

THE COLLEGE OF SAINT ROSE 2011-2013
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>COM 105</td>
<td>Introduction to Mass Media</td>
</tr>
<tr>
<td>COM 205</td>
<td>Contemporary Advertising</td>
</tr>
<tr>
<td>COM 207</td>
<td>Film Arts</td>
</tr>
<tr>
<td>COM 213</td>
<td>Documentary Film and TV</td>
</tr>
<tr>
<td>ENG 216</td>
<td>Topics in African-American Literature</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Topics in 20th-Century American Literature</td>
</tr>
<tr>
<td>ENG 222</td>
<td>American Drama</td>
</tr>
<tr>
<td>ENG 223</td>
<td>Topics in Early American Literature</td>
</tr>
<tr>
<td>ENG 229</td>
<td>Contemporary American Poetry</td>
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<tr>
<td>ENG 237</td>
<td>Native American Literature</td>
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<tr>
<td>ENG 238</td>
<td>Asian American Literature</td>
</tr>
<tr>
<td>ENG 271</td>
<td>Topics in 19th-Century American Literature</td>
</tr>
<tr>
<td>ESC 106</td>
<td>History of Space Exploration</td>
</tr>
<tr>
<td>MUS 253</td>
<td>Jazz: Historical Overview</td>
</tr>
<tr>
<td>MUS 254</td>
<td>History of Rock</td>
</tr>
<tr>
<td>PHI 230</td>
<td>American Philosophy</td>
</tr>
<tr>
<td>PHI 281</td>
<td>Trash Aesthetics</td>
</tr>
<tr>
<td>RLS 124</td>
<td>Joy of Sects: America's Alternative Religions</td>
</tr>
<tr>
<td>RLS 212</td>
<td>American Religious History</td>
</tr>
</tbody>
</table>

*Diversity and Social Justice courses* 7-12 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 220</td>
<td>Topics in Diversity and Social Justice</td>
</tr>
<tr>
<td>HIS 180</td>
<td>Special Topics</td>
</tr>
<tr>
<td>HIS 200/201</td>
<td>U.S. Women's History</td>
</tr>
<tr>
<td>HIS 226</td>
<td>U.S. History to 1865</td>
</tr>
<tr>
<td>HIS 227</td>
<td>U.S. History since 1865</td>
</tr>
<tr>
<td>HIS 241</td>
<td>U.S. Diplomatic History</td>
</tr>
<tr>
<td>HIS 260</td>
<td>African-Americans in the Transatlantic World</td>
</tr>
<tr>
<td>HIS 262</td>
<td>African American History since 1863</td>
</tr>
<tr>
<td>HIS 263/264</td>
<td>American Frontiers, 1500-1890</td>
</tr>
<tr>
<td>POS 202</td>
<td>Gender Politics</td>
</tr>
<tr>
<td>POS 220</td>
<td>The Politics of Education</td>
</tr>
<tr>
<td>POS 237</td>
<td>Environmental Politics</td>
</tr>
<tr>
<td>POS 264</td>
<td>Introduction to Globalization</td>
</tr>
<tr>
<td>SOC 112</td>
<td>Social Issues</td>
</tr>
<tr>
<td>SOC 223</td>
<td>Creating Social Justice</td>
</tr>
<tr>
<td>SOC 262</td>
<td>Sociology of Sexualities</td>
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</tbody>
</table>

*Critical Race Studies courses* 7-12 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AMS 230</td>
<td>Topics in Critical Race Studies</td>
</tr>
<tr>
<td>ENG 216</td>
<td>Topics in African-American Literature</td>
</tr>
<tr>
<td>ENG 237</td>
<td>Native American Literature</td>
</tr>
<tr>
<td>ENG 238</td>
<td>Asian American Literature</td>
</tr>
<tr>
<td>HIS 247</td>
<td>Introduction to Caribbean History</td>
</tr>
<tr>
<td>HIS 260</td>
<td>African-Americans in the Transatlantic World</td>
</tr>
<tr>
<td>HIS 262</td>
<td>African American History since 1863</td>
</tr>
<tr>
<td>POS 220</td>
<td>The Politics of Education</td>
</tr>
<tr>
<td>POS 264</td>
<td>Introduction to Globalization</td>
</tr>
</tbody>
</table>

Note: a minimum of 3 courses, including AMS 250 but not AMS 350, must be interdisciplinary AMS courses.

**American Studies Concentration with Urban Education Certificate** 33 credits

Note: The minimum number of credits in the ranges for course categories below must be met, and the maximum number of credits in the ranges should not be exceeded.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AMS 251</td>
<td>Urban American Studies</td>
<td>4</td>
</tr>
<tr>
<td>AMS 350</td>
<td>Critical Reflections in American Studies</td>
<td>4</td>
</tr>
</tbody>
</table>
American Aesthetics and Cultural Practices in courses chosen from:  3-8 credits
AMS 210  Topics in American Aesthetics and Cultural Practices
AMS 211  Topics in American Aesthetics and Cultural Practices: Film
BIO 112  Environmental Science
COM 105  Introduction to Mass Media
COM 205  Contemporary Advertising
COM 207  Film Arts
COM 213  Documentary Film and TV
ENG 216  Topics in African-American Literature
ENG 221  Topics in 20th-Century American Literature
ENG 222  American Drama
ENG 223  Topics in Early American Literature
ENG 229  Contemporary American Poetry
ENG 237  Native American Literature
ENG 238  Asian American Literature
ENG 271  Topics in 19th-Century American Literature
ESC 106  History of Space Exploration
MUS 253  Jazz: Historical Overview
MUS 254  History of Rock
PHI 230  American Philosophy
PHI 281  Trash Aesthetics
RLS 124  Joy of Sects: America’s Alternative Religions
RLS 212  American Religious History

Diversity and Social Justice courses  6-15 credits
AMS 220  Topics in Diversity and Social Justice
HIS 180  Special Topics
HIS 200/201  U.S. Women’s History (3 or 4 credit)
HIS 226  U.S. History to 1865
HIS 227  U.S. History since 1865
HIS 241  U.S. Diplomatic History
HIS 260  African-Americans in the Transatlantic World
HIS 262  African-American History since 1863
HIS 263/264  American Frontiers, 1500-1890 (3 or 4 credits)
POS 202  Gender Politics
POS 220  The Politics of Education
POS 237  Environmental Politics
POS 264  Introduction to Globalization
SOC 112  Social Issues
SOC 223  Creating Social Justice
SOC 262  Sociology of Sexualities

Critical Race Studies courses  6-15 credits
AMS 230  Topics in Critical Race Studies
ENG 216  Topics in African-American Literature
ENG 237  Native American Literature
ENG 238  Asian American Literature
HIS 247  Introduction to Caribbean History
HIS 260  African-Americans in the Transatlantic World
HIS 262  African-American History since 1863
POS 264  Introduction to Globalization

Note: a minimum of 3 courses, including AMS 250 but not AMS 350, must be interdisciplinary AMS courses.

Note: Students are required to demonstrate fluency or to complete two semesters of Spanish.

Biology Concentration  30 credits
CHM 190/190L  General Chemistry 1 & Lab  4
CHM 191/191L  General Chemistry 2 & Lab  4
BIO 190/190L  Principles of Biology 1 & Lab  4
BIO 191/191L Principles of Biology 2 & Lab 4
BIO 280/280L General Microbiology & Lab 4

\textbf{or}\textsuperscript{*}

BIO 210/210L Anatomy and Physiology & Lab
Two Biology Laboratory courses at the 200-level or higher 8
SCI 350 Current Issues in Science Education 2

\textbf{Computing and Logic Concentration} \textbf{33-35 credits}

Studying fundamental computer science lays the groundwork for a career of applied computational thinking applicable to \textit{any} field. Computer science emphasizes algebra and mathematical reasoning, hence strengthening the overall preparation of a future teacher. A concentration in Computing and Logic goes far beyond providing knowledge of a computer-based toolset to use in the classroom. Students in this concentration will become better equipped in conceptualization, problem-solving and abstract thinking. This concentration supports the STEM coalition efforts to improve the way our students learn science, mathematics, technology and engineering.

\textbf{Computer Science Courses} \textbf{20-22 Credits}

\textbf{Required Courses:}

CSC 202 Introduction to Programming 4
CSC 204 Educational Computing 3
CSC 230 Integrating Programming in the Classroom 3
CSC 252 Problem Solving with Java 4
CSC XXX NEW COURSE

\textit{Choose two of the following courses:} \textbf{6-8 credits}

CSC 205 Windows Programming I 3
CSC 302 Data Structures 4
CSC 321 Database Management Systems 4
CSC 344 Computer Networks 3
CSC 355 Internet Programming 3

\textbf{Mathematics Courses} \textbf{13 Credits}

\textbf{Required Courses:}

MAT 130 Introduction to Mathematical Thought 3
MAT 184 Elementary Statistics 4

\textbf{Additional Courses:}

MAT 180 College Algebra 3
MAT 185 Pre-Calculus Mathematics 3
MAT 270 Finite Mathematics 3
\textit{or}
MAT 295 Discrete Mathematical Structures 3

*Pending Approval by the NYSED

\textbf{Earth Science Concentration} \textbf{30 credits}

PHY 190/190L Fundamentals of Physics & Lab 4
CHM 105/105L Environmental Chemistry & Lab 4

\textit{or}

CHM 190/190L General Chemistry 1 & Lab
ESC 101/101L The Solar System & Lab 4
ESC 103/103L Meteorology & Lab 4
ESC 190/190L Introductory Geology & Lab 4
ESC 191/191L Historical Geology and Lab 4
ESC 210/210L Aqueous Systems and Lab 4
SCI 350 Current Issues in Science Education 2
<table>
<thead>
<tr>
<th><strong>English/Language Arts Concentration</strong></th>
<th><strong>33 credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 105 Expository Writing, Oral Communication, and Research</td>
<td>4</td>
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<tr>
<td>ENG 114 Introduction to Literary Genres and Traditions</td>
<td>4</td>
</tr>
<tr>
<td><strong>One early literature course (200 level)</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>ENG 223 Topics in Early American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 226 Women and Writing (Early Periods)</td>
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<tr>
<td>ENG 230 Topics in Early British Literature</td>
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<tr>
<td>ENG 244 Topics in Early World Literature</td>
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<tr>
<td>ENG 260 Elizabethan Shakespeare</td>
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<tr>
<td>ENG 261 Jacobean Shakespeare</td>
<td></td>
</tr>
<tr>
<td>ENG 280 History of Drama</td>
<td></td>
</tr>
<tr>
<td><strong>One later literature course (200 level)</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>ENG 216 Topics in African-American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 217 Detective Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 221 Topics in Twentieth Century American Literature</td>
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<tr>
<td>ENG 222 American Drama</td>
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<tr>
<td>ENG 227 Women and Writing (Later Periods)</td>
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<tr>
<td>ENG 228 Contemporary Fiction</td>
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<tr>
<td>ENG 229 Contemporary American Poetry</td>
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<tr>
<td>ENG 231 Topics in Post-1800 British Literature</td>
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<tr>
<td>ENG 232 Topics in Contemporary British Literature</td>
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<tr>
<td>ENG 236 Topics in Postcolonial Literatures</td>
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<td>ENG 237 Native American Literature</td>
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<td>ENG 238 Asian American Literature</td>
<td></td>
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<tr>
<td>ENG 239 Topics in Irish Literature</td>
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<td>ENG 243 Topics in Modern European Literature</td>
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<td>ENG 245 Literary Movements</td>
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<td>ENG 270 Modern World Drama</td>
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<td>ENG 271 Topics in Nineteenth Century American Literature</td>
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<tr>
<td>ENG 279 Film: Theory and Practice</td>
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<tr>
<td><strong>One diverse literatures course</strong></td>
<td><strong>4</strong></td>
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<tr>
<td>ENG 126 Diverse Voices in Literature</td>
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<tr>
<td>ENG 173 Gay/Lesbian Literature</td>
<td></td>
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<tr>
<td>ENG 216 Topics in African-American Literature</td>
<td></td>
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<tr>
<td>ENG 226 Women and Writing (Early Periods)</td>
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<tr>
<td>ENG 227 Women and Writing (Later Periods)</td>
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<tr>
<td>ENG 236 Topics in Postcolonial Literatures</td>
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<tr>
<td>ENG 237 Native American Literature</td>
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<tr>
<td>ENG 238 Asian American Literature</td>
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<tr>
<td>ENG 239 Topics in Irish Literature</td>
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</tr>
<tr>
<td>ENG 371 Studies in Women's Literature</td>
<td></td>
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<tr>
<td>ENG 372 Studies in Diverse Literatures</td>
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</tr>
<tr>
<td><strong>Writing/language course(s)</strong></td>
<td><strong>3 or 4 credits</strong></td>
</tr>
<tr>
<td>ENG 206 Creative Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 251 Topics in Prose Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 252 Writing for New Media</td>
<td>4</td>
</tr>
<tr>
<td>ENG 302 Language and Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>COM 221 Journalism I</td>
<td>3</td>
</tr>
<tr>
<td><strong>One communication course</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>COM 141 Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>COM 202 Group Process</td>
<td></td>
</tr>
<tr>
<td>COM 206 Conflict Management</td>
<td></td>
</tr>
<tr>
<td>COM 241 Gender and Communication</td>
<td></td>
</tr>
<tr>
<td>COM 242 Communication and Culture</td>
<td></td>
</tr>
</tbody>
</table>
### One performance arts course

- **ENG 180** Theatre Arts  
- **ENG 218** Oral Interpretation of Literature  
- **ENG 285** Acting: Studio Study  
- **ENG 286** Acting: Styles and Techniques  
- **ENG 287** Improvisational Acting  

*One additional literature course from those listed above*

*or*

*Two credits in teaching topics courses*

- **ENG 246** Imaginative Writing Workshop  
- **ENG 247** Prose Writing Workshop  
- **ENG 272** Literature Topics for Teachers  
- **ENG 273** Language Topics for Teachers  
- **ENG 274** Performance Topics for Teachers  
- **ENG 275** Topics for Teachers: Composition and Rhetoric  
- **ENG 276** Film/Media Topics  
- **ENG 292** Literature Short Course  
- **ENG 295** Writing Short Course  
- **ENG 296** Film/Media Short Course  

### French/Spanish Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 204</td>
<td>Intermediate French Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>FRE 216</td>
<td>French Conversation</td>
<td>3</td>
</tr>
<tr>
<td>FRE 265</td>
<td>Advanced Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>FRE 275</td>
<td>Reading for Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>FRE 309</td>
<td>Contemporary French Culture through Film</td>
<td>3</td>
</tr>
<tr>
<td>SPA 101</td>
<td>Elementary Spanish Language and Culture 1</td>
<td>3</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Elementary Spanish Language and Culture 2</td>
<td>3</td>
</tr>
<tr>
<td>SPA 203</td>
<td>Intermediate Spanish Language and Culture 1</td>
<td>3</td>
</tr>
<tr>
<td>SPA 204</td>
<td>Intermediate Spanish Language and Culture 2</td>
<td>3</td>
</tr>
<tr>
<td>SPA 309</td>
<td>Hispanic Culture in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>

### General Science Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 190/190L</td>
<td>General Chemistry 1 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 191/191L</td>
<td>General Chemistry 2 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 190/190L</td>
<td>Fundamentals of Physics 1 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 190/190L</td>
<td>Principles of Biology 1 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 191/191L</td>
<td>Principles of Biology 2 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>ESC 190/190L</td>
<td>Introductory Geology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>SCI 350</td>
<td>Current Issues in Science Education</td>
<td>2</td>
</tr>
</tbody>
</table>

### Mathematics Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 180</td>
<td>College Algebra*</td>
<td>3</td>
</tr>
<tr>
<td>MAT 184</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 185</td>
<td>Pre-Calculus Mathematics*</td>
<td>3</td>
</tr>
<tr>
<td>MAT 190</td>
<td>Calculus I*</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

*Choose one course from the following:*

- **MAT 130** Introduction to Mathematical Thought  
- **MAT 140** Excursions in Modern Mathematics  
- **MAT 150** Mathematical Perspectives  
- **MAT 160** Ideas in Modern Mathematics  

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*Academic Programs* 141

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**THE COLLEGE OF SAINT ROSE 2011-2013**
### Depth of Study: 9-11 credits

Choose **two** courses chosen from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 200</td>
<td>Mathematical Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Calculus 3</td>
<td>4</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Foundations of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 270</td>
<td>Finite Mathematics**</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 295</td>
<td>Discrete Mathematics Structures**</td>
<td>3</td>
</tr>
<tr>
<td>MAT 320</td>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MAT 370</td>
<td>Mathematics Throughout History</td>
<td>3</td>
</tr>
<tr>
<td>MAT 410</td>
<td>Geometries</td>
<td>3</td>
</tr>
<tr>
<td>MAT 480</td>
<td>Topics in Mathematics</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose **one**:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 113</td>
<td>Creative Computing Using Alice</td>
<td>3</td>
</tr>
<tr>
<td>CSC 202</td>
<td>Introduction to Programming</td>
<td>4</td>
</tr>
</tbody>
</table>

*Students who transfer in MAT 185 or MAT 190 or who score 65 or better on the CALG portion of the math placement test are not required to take MAT 180 and may substitute a higher-level MAT course with advisor approval. In these cases, the higher level MAT course satisfies the MAT 180 prerequisite for the MAT 270 or 295 course requirement. In any case, a total of 30-32 applicable credits must be earned to complete the concentration.

**Students choose either MAT 270 or MAT 295, but may not use both courses to satisfy concentration requirements.

*Pending Approval by the NYSED

### Social Studies Concentration 33 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 111</td>
<td>Introduction to United States Politics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 225</td>
<td>New York State History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 226</td>
<td>United States History until 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 227</td>
<td>United States History since 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 260</td>
<td>African-Americans in the Transatlantic World</td>
<td>4</td>
</tr>
</tbody>
</table>

One course from the following: 4 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 142</td>
<td>Political Ideologies</td>
</tr>
<tr>
<td>POS 171</td>
<td>International Relations</td>
</tr>
<tr>
<td>POS 173</td>
<td>Introduction to Comparative Politics</td>
</tr>
<tr>
<td>POS 202</td>
<td>Gender Politics</td>
</tr>
<tr>
<td>POS 220</td>
<td>The Politics of Education</td>
</tr>
<tr>
<td>POS 227</td>
<td>Critical Analysis of the Presidency</td>
</tr>
<tr>
<td>POS 250</td>
<td>Irish Politics</td>
</tr>
<tr>
<td>POS 262</td>
<td>The Legislative Process</td>
</tr>
</tbody>
</table>

Two courses, each from a different geographic area: 8 credits

**Africa:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 247</td>
<td>Introduction to Caribbean History</td>
</tr>
<tr>
<td>HIS 266</td>
<td>Modern Africa</td>
</tr>
</tbody>
</table>

**Asia:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 231</td>
<td>China and the World</td>
</tr>
<tr>
<td>HIS 239</td>
<td>Modern East Asia</td>
</tr>
</tbody>
</table>

**Europe:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 214</td>
<td>Modern Europe</td>
</tr>
<tr>
<td>HIS 217</td>
<td>Modern Britain</td>
</tr>
</tbody>
</table>

**Latin America:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 151</td>
<td>Images of Latin America in Film</td>
</tr>
</tbody>
</table>
HIS 249  Latin American Colonialism
HIS 251  Latin American Modernization

Choose one sociology course: 3 credits
SOC 111  Introduction to Sociology
SOC 112  Social Issues
SOC 253  Childhood and Society
SOC 260  Race and Minorities

Social studies concentrators may not transfer in core courses after they have matriculated at the College of Saint Rose (Core courses are: POS 111, HIS 225, HIS 226, HIS 227, and HIS 260)

Spanish Concentration 30 credits
SPA 203  Intermediate Spanish Language and Culture 1 3
SPA 204  Intermediate Spanish Language and Culture 2 3
SPA 216  Spanish Conversation 3
SPA 265  Advanced Grammar and Composition 3
SPA 275  Reading for Comprehension 3
SPA 325  Advanced Conversation 3
SPA 414  Applied Linguistics 3

One additional course chosen from: 3 credits
SPA 305  Survey of Spanish Literature 1
SPA 306  Survey of Spanish Literature 2
SPA 307  Survey of Spanish-American Literature

Two Spanish elective courses (300 - 400 level) 6 credits

Extension to Teach a Subject in Grades 7-9 5 credits
Extensions are not required as part of the Childhood Education major at Saint Rose. The New York State Education Department offers an extension for grades 7-9 to the initial teaching certificate obtained for Childhood Education (Grades 1-6). An extension will show that the certified childhood education teacher has additional expertise to teach a subject in grades 7-9. Subjects for the 7-9 Extension are: English, a language other than English, Biology, Earth Science, Mathematics, and Social Studies. Childhood Education majors who wish the College to recommend them to the New York State Education Department for an extension must complete an academic concentration of at least 30 credits in the extension area, all requirements for the Childhood Education: Grades 1-6 program, all requirements for initial teacher certification in Childhood Education, must obtain fingerprint clearance prior to beginning all field experiences, and the following additional requirements:

EDU 440  Middle Level Education 3
EPY 340  Adolescent Development Enrichment 2

The New York State Teacher Certification Examination required for a 7-9 extension to teach a subject area: Content Specialty Test (CST) in the content area of the Grade 7-9 certificate.

Bilingual Education Extension: Spanish 12 credits
Extensions are not required as part of the Childhood Education major at Saint Rose. The New York State Education Department offers an extension for bilingual education to the initial/provisional or permanent/professional teaching certificate obtained for Childhood Education (Grades 1-6). An extension will show that the certified childhood education teacher has additional expertise to teach bilingual education in childhood education. Childhood Education majors who wish the College to recommend them to the New York State Education Department for an extension must complete all requirements for the Childhood Education: Grades 1-6 program and all requirements for initial teacher certification; must obtain fingerprint clearance prior to beginning all field experiences; must obtain passing scores on the New York State English Language Proficiency Assessment and Target Language (Spanish) Proficiency Assessment Exams (prior to BLE 455); and, must complete the following additional requirements:

BLE 300  Foundations of Bilingual Education 3
BLE 380  Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners 3
(a 25-hour field experience outside of class is required)
BLE 381  Methods for Teaching English Language Arts and Content Areas to Bilingual Learners 3
(a 25-hour field experience outside of class is required)
BLE 308 or SPA 455 Sociolinguistics and Psycholinguistics 3

The New York State Teacher Certification Examination required for the Bilingual Education Extension in Spanish: Bilingual Education Assessment (BEA) in Spanish.

**Communication Sciences and Disorders – Bachelor of Science**

The undergraduate program in Communication Sciences and Disorders at The College of Saint Rose is designed to empower students with the knowledge, understanding, skills, and professional characteristics necessary to succeed in graduate studies in communication sciences and disorders and, ultimately, to effectively serve individuals with communication impairments. The following competencies reflect the primary purpose of this program.

Upon graduation with a Bachelor of Science in Education, the students will:

- be prepared for graduate studies in communication sciences and disorders and/or related disciplines
- understand basic human communication and swallowing processes
- apply this knowledge to individuals with communication disorders
- integrate liberal arts and sciences education with the program’s pre-professional, clinical education
- understand typical, disordered, delayed, and different communication systems and behaviors, within a framework of respect for cultural diversity
- demonstrate basic clinical skills that are consistent with evidence-based practice (EBP)
- assimilate classroom instruction and clinical decision-making in preparation for clinical work
- understand professional issues that face practitioners in the communication sciences and disorders
- demonstrate professional attributes consistent with the department’s clinical philosophy
- be able to use the preparation acquired in their Communication Sciences and Disorders (CSD) major as a foundation for work or further study in other disciplines.

Program requirements can be applied toward New York State Certification as a Teacher of Students with Speech and Language Disabilities once a degree has been granted by an accredited graduate program in communication sciences and disorders. They can also be applied toward New York State license and a Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) in speech-language pathology upon completion of an appropriate graduate program. Undergraduate students are required to attend program meetings and to consult regularly with their advisors to be assured that their curriculum meets ASHA requirements as well as those of the College.

Students are required to maintain the following academic status: 2.75 index in the major and a grade of C+ or better in each major course. Students are permitted to repeat an academic course only once, and a maximum of two academic courses may be repeated in the major. Courses within the major that are repeated must be completed at The College of Saint Rose. Students repeating a pre-requisite course may not take the next course in the sequence until the pre-requisite has been successfully completed. Students who earn a grade of Incomplete (I) in a clinical practicum must repeat the clinical experience and earn a grade of Pass (P). Students may not count the clinical clock hours or the academic hours for which they receive an unsatisfactory grade.
As part of the School of Education, the department takes part in the Professional Qualities Assessment (PQA) process, which is consistent with the Communication Sciences and Disorders Department’s belief that interpersonal communication and professionalism are key attributes for professional practice in communication disorders. Information about the PQA process will be provided to students during their first semester of study. In addition, the Communication Sciences and Disorders program is a competency-based program. Therefore, students will be involved in a sequence of field experiences, most of which are off campus. The sequence of required fieldwork is as follows:

**Level 1 Aide Work (CSD 101)**
Students observe and assist a speech-language pathologist in a clinical setting for 15 hours during the semester. Many students complete this requirement in their hometown over the College breaks and holidays.

**Level 2 Aide Work (CSD 201)**
Students observe and assist a Teacher of Students with Speech-Language Disabilities and a classroom teacher in a public school for two full days each. As they may do when completing Level 1, students may complete the Level 2 requirement in their hometown.

**Clinical Methods and Supervised Observation (CSD 360)**
Students observe 25 hours of therapy and diagnostic sessions with a variety of clients with communication disorders under supervision by an ASHA-certified speech-language pathologist in a classroom setting.

**Supervised Clinical Practicum (CSD 370)**
This is a clinical experience taken in either the fall or spring semester. Students may accrue clinical hours by providing direct service to clients under the supervision of an ASHA-certified speech-language pathologist. Participation in a seminar is required. Failure to accept or fulfill an obligation to an assigned clinic may be cause for dismissal from the program. Applications for placement are due at the Winkler Center according to specified deadlines.

**Major in Communication Sciences and Disorders  66-67 credits**

*Required Courses*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 100</td>
<td>Survey of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 101</td>
<td>Level 1 Aide Work</td>
<td>0</td>
</tr>
<tr>
<td>CSD 109</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>CSD 201</td>
<td>Level 2 Aide Work</td>
<td>0</td>
</tr>
<tr>
<td>CSD 204</td>
<td>Anatomy and Physiology of Speech and Swallowing</td>
<td>3</td>
</tr>
<tr>
<td>CSD 219</td>
<td>Speech Sound Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 225</td>
<td>Hearing Disorders and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CSD 230</td>
<td>Communication Acoustics</td>
<td>3</td>
</tr>
<tr>
<td>CSD 240</td>
<td>Language Development</td>
<td>3</td>
</tr>
<tr>
<td>CSD 242</td>
<td>Language and Phonology</td>
<td>2</td>
</tr>
<tr>
<td>CSD 345</td>
<td>Language Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>CSD 346</td>
<td>Cognition, Communication, and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CSD 350</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 351</td>
<td>Fluency Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 355</td>
<td>Assessment of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 360</td>
<td>Clinical Methods and Supervised Observation</td>
<td>4</td>
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<td>CSD 370</td>
<td>Supervised Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>CSD 371</td>
<td>Clinical Practice Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CSD 430</td>
<td>Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>SED 450</td>
<td>Organization of a Speech, Language, and Hearing Program in Elementary and Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>CSD 472</td>
<td>Introduction to Augmentative/Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td>CSD 497/597</td>
<td>The Nervous System and Communication</td>
<td>1</td>
</tr>
<tr>
<td>EPY 244</td>
<td>Child and Adolescent Development, or equivalent</td>
<td>3 or 4</td>
</tr>
</tbody>
</table>

THE COLLEGE OF SAINT ROSE 2011-2013
EPY 370* Educational Psychology/Instructional Technology 4
EDU 300 Foundations of Education 3
EPY 337 Substance Abuse Education or equivalent 0
EDU 102 Violence Prevention Workshop or equivalent 0
EDU 103 Child Abuse and Abduction Prevention Workshop or equivalent 0
EDU 106 HIV/AIDS and Communicable Diseases and Safety Education Workshop or equivalent 0

*Students can also take EPY 350 Educational Psychology (3 credits) and CSC204 Educational Computing (3 credits) in the Liberal Education Core to satisfy this requirement.

All Communication Sciences and Disorders majors must meet the Liberal Education Core requirements of the College, including two courses in the same non-English language (for example, two Spanish courses or two courses in sign language). These courses will satisfy the Study of Foreign Language and Further Disciplinary Studies requirements.

Dual Degree Program in Communication Sciences and Disorders (CSD)
The Department of Communication Sciences and Disorders (CSD), which is part of the Lally School of Education, currently offers both separate and combined B.S. and M.S. degrees in Communication Sciences and Disorders. Completion of the M.S. degree leads to certification as a Teacher of Students with Speech and Language Disabilities, as well as eligibility for NY State license and the certificate of clinical competence from the American Speech-Language-Hearing Association.

The department was approved in 2006 to offer a combined undergraduate/graduate dual degree program in CSD for incoming freshman as part of an ongoing effort to recruit and retain highly motivated and scholarly students who have the potential to become effective and compassionate speech-language pathologists. The program, detailed below, accelerates movement through the bachelor's degree by one semester.

Students who are accepted into the combined, dual degree program do not receive a bachelor's degree when undergraduate coursework is complete; rather, both the bachelor and master's degrees are awarded when all graduate requirements are completed. Students who are accepted into the dual degree program as undergraduates, and who meet all requirements for advancement, are guaranteed acceptance into the graduate program. Also, the financial aid package provided as freshmen is maintained throughout the program.

Students who are accepted into the dual degree program will take all of the CSD classes that are required in the traditional, separate degree programs, will meet all liberal arts core requirements, and will meet all teacher certification requirements. The total undergraduate credits equal 104; 56 are CSD credits, 48 are non-CSD credits. 60 semester hours of liberal arts and sciences are also met and include CSD 109, 204, 230 and 240. Graduate credits total 52.

The undergraduate portion of this program is completed in seven regular semesters (no summer semesters required); the graduate portion of this program is typically completed in five to six semesters (which may or may not include summer semesters). Because a full schedule of graduate course offerings is available during summer semesters, students typically include summer semesters as part of their schedule.

Students who transfer in AP credits will have additional opportunities to take non-CSD courses on the undergraduate level. Students may not accelerate through the program beyond that provided by the sequence and may not begin their clinical placement early.

Applications to the dual degree program will be reviewed by the CSD admissions committee (which also reviews graduate applications). Students should approximate the following academic profile: 1200 combined SAT score, high school average of 92 in English and Science, and a strong letter of recommendation. The program is not available to transfer students.
### Requirement for Advancement in Dual Degree

1. No CSD grade less than a B-
2. A “pass” in their clinical placement
3. Supportive letters of recommendation from Level 1 and Level 2 supervisors
4. Acceptable performance on the Professional Qualities Assessment (PQA) at the end of the sophomore year.
5. Successful completion of an interview and a spontaneous writing sample during the first semester of study.
6. Meetings with the academic advisor at least once each semester.

**Note:** Students who do not meet the stated standards of the dual degree program will be reassigned to the traditional undergraduate program.

### Dual Degree Sequence

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey (3) (or Summer 2)</td>
<td>Articulation (3)</td>
<td></td>
</tr>
<tr>
<td>Level 1 (0)</td>
<td>Language Development (3)</td>
<td></td>
</tr>
<tr>
<td>Phonetics (3)</td>
<td>Voice (3)</td>
<td>Language Disorders (3)</td>
</tr>
<tr>
<td>Anatomy (3)</td>
<td>Non-CSD Course (6)</td>
<td>Acoustics (3)</td>
</tr>
<tr>
<td>Non CSD Course (6)</td>
<td></td>
<td>Non-CSD Course (9)</td>
</tr>
<tr>
<td><strong>Total:</strong> 15</td>
<td></td>
<td><strong>Total:</strong> 15</td>
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<tr>
<td><strong>Sophomore Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language and Phonology (2)</td>
<td>Language Disorders (3)</td>
<td></td>
</tr>
<tr>
<td>Fluency (3)</td>
<td>Acoustics (3)</td>
<td></td>
</tr>
<tr>
<td>Voice (3)</td>
<td>Non-CSD Course (9)</td>
<td></td>
</tr>
<tr>
<td>Non-CSD Course (6)</td>
<td></td>
<td><strong>Total:</strong> 15</td>
</tr>
<tr>
<td><strong>Total:</strong> 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Junior Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Methods (4)</td>
<td>Audiology (3)</td>
<td>Student Practicum (2)</td>
</tr>
<tr>
<td>Assessment (3)</td>
<td>Cognition Comm. and Behavior (3)</td>
<td>Graduate Practicum Seminar (2)</td>
</tr>
<tr>
<td>Non-CSD Course (9)</td>
<td>Nervous System (1)</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 16</td>
<td></td>
<td><strong>Total:</strong> 16</td>
</tr>
<tr>
<td><strong>Senior Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Practicum (2) 4 days ea. week</td>
<td>Graduate Practicum (2)</td>
<td></td>
</tr>
<tr>
<td>Practicum Seminar (2)</td>
<td>Graduate Practicum Seminar (2)</td>
<td></td>
</tr>
<tr>
<td>Aug/Alt Commun.(3)</td>
<td>Aural Rehabilitation (3)</td>
<td>Two graduate courses (6)</td>
</tr>
<tr>
<td>Aural Rehabilitation (3)</td>
<td></td>
<td><strong>Total:</strong> 10 (grad)</td>
</tr>
<tr>
<td>Non-CSD Course (3)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*48 non-CMD credits are earned.

### Bilingual Extension: Spanish

Extensions are not required as part of the Communication Sciences and Disorders major but the New York State Education Department offers an extension in bilingual education to the initial or professional certification obtained. An extension will show that the certified individual has additional expertise to work with children who are bilingual. CSD majors who wish the College to recommend them to the New York State Education Department for an extension must:
• Complete all requirements of the CSD graduate program, including all requirements for initial teacher certification

• Obtain passing scores on the New York State Bilingual Education Assessment Exams (BEA).

• Complete BLE 300, 380, 381, and 455. BLE 380 and 381 each have a 25 hour field experience outside of class that is required.

Early Childhood Education (Birth-Grade 2) – Bachelor of Science

The Teacher Education Department identifies the purposes of its education sequence for Early Childhood Education students seeking initial certification at the undergraduate level as the development of education professionals who are reflective practitioners able to link content, theory, and practice, and create effective learning environments for pupils with the full range of abilities and experiential backgrounds. Guidelines developed by the National Association for Education of Young Children (NAEYC), the Division for Early Childhood of the Council for Exceptional Children (CEC), National Council for Accreditation of Teacher Education (NCATE) and the National Board for Professional Teaching Standards (NBPTS) were utilized in the development of this program.

The undergraduate program in Early Childhood Education leads to a Bachelor of Science in Early Childhood Education and prepares students for teaching in birth through grade 2 general education settings. The program has three components: an education sequence, the Liberal Education requirements (refer to the catalog section on Liberal Education requirements for the specific regulations) and an academic concentration in an area of liberal arts or science (see below for descriptions of academic concentrations). Early Childhood Education majors follow the College’s 41-credit Liberal Education requirements. For this requirement, students need 3 credits of “further disciplinary study” in the liberal arts, selected in consultation with the advisor.

In order to maintain good standing through all stages of the teacher preparation program, students are required to maintain the following academic standards: 2.25 cumulative index, 2.75 index in the education sequence, 2.25 index in the academic concentration, and a minimum grade of C in each required course of the education major. Students are allowed to repeat only once courses in the major for which they have earned C or below. These requirements must be met in order to student teach and to graduate from the program.

Courses in the education sequence and the academic concentration may not be taken on a pass/fail basis. Significant progress toward completion of the concentration should be made prior to student teaching. Because students must maintain an overall 2.25 GPA and a 2.75 GPA in the education sequence in order to student teach and graduate, a significant portion of the concentration should be completed at The College of Saint Rose.

The education sequence, normally begun in the sophomore year, provides pre-service teachers with integrated course content across the disciplines of childhood development, communication disorders, education, educational psychology, instructional technology, literacy and special education. The program prepares future educators to meet the academic and social-emotional needs of a diverse student population, to collaborate with colleagues, and to exhibit leadership in their professional endeavors. Courses are guided and facilitated by College faculty and supervisors who have had experiences in diverse classroom settings and who exemplify the reflective, scholarly, caring education professional. The Education sequence culminates in student teaching at the Pre-K and kindergarten levels and the primary (1-2) grades during one semester of the senior year. All student teaching experiences must be completed through The College of Saint Rose. Transfer credit for students teaching is not granted. The Teacher Education Department recommends that, during student teaching, students register for the following courses only: Student Teaching, Portfolio in Childhood and Early Childhood Education, and Seminar for Childhood Education and Early Childhood Education Student Teachers.

Fingerprinting clearance from The New York State Department of Education is required for all field experiences. Fingerprinting information is available on the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/tcert/teach. Students should note that education
courses with field experiences have catalog course descriptions that include a statement on mandatory fingerprinting.

Admission into the College does not ensure good standing in the program in Early Childhood Education, nor does good standing in the Early Childhood Education program ensure admission to student teaching. Students must apply for student teaching in accordance with program guidelines while completing all education course requirements with the exception of EDU 493 and 494. In order to be eligible for initial teacher certification in New York State, students must pass required New York State Teacher Certification Examinations. The School of Education offers preparation workshops for these exams; booklets providing information about test dates, sample questions, and scoring are available in the School of Education and online at www.nystce.nesinc.com.

Upon fulfilling the academic requirements of the program, receiving fingerprint clearance and passing examinations required by the New York State Education Department, students qualify for initial certification Birth-Grade 2 in New York State. Within five years, teachers with initial certification must apply for professional certification, which is contingent upon earning a relevant master's degree and obtaining teaching experience that includes mentoring.

**Major in Early Childhood Education (Birth-Grade 2) 48 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 245</td>
<td>Child Development and Health</td>
<td>4</td>
</tr>
<tr>
<td>ECE 106</td>
<td>Introduction to Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>ECE 230</td>
<td>Foundations of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 231</td>
<td>Infant, Toddler, and Preschool Education and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>ECE 253</td>
<td>Curriculum and Instruction: Pre-K-Grade 2</td>
<td>4</td>
</tr>
<tr>
<td>ECE 385</td>
<td>Integrated Content Methods Grades K-2</td>
<td>4</td>
</tr>
<tr>
<td>CSD 235</td>
<td>Language Development and Disorders and Implications for Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SED 146</td>
<td>Individuals with Disabilities and Exceptionalities in the School and Community</td>
<td>4</td>
</tr>
<tr>
<td>SEE 328</td>
<td>Partnerships with Families</td>
<td>3</td>
</tr>
<tr>
<td>SEE 350</td>
<td>Developmental Assessment of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>SEE 360</td>
<td>Literacy and Literature for Young Children (Grades 1-3)</td>
<td>4</td>
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<tr>
<td>EDU 102</td>
<td>Violence Prevention Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 103</td>
<td>Child Abuse and Abduction Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 106</td>
<td>HIV/AIDS and Communicable Diseases and Safety Education Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EPY 337</td>
<td>Substance Abuse Education</td>
<td>0</td>
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<tr>
<td>ECE 490</td>
<td>Student Teaching</td>
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</tr>
<tr>
<td>EDU 493</td>
<td>Portfolio in Childhood Education and Early Childhood Education</td>
<td>1</td>
</tr>
<tr>
<td>EDU 494</td>
<td>Student Teaching Seminar for Childhood and Early Childhood Education Student Teachers</td>
<td>2</td>
</tr>
</tbody>
</table>

1. Students who substitute a course for EPY 245 (i.e., PSY 250 or EPY 244), must also take ECE 241 Health Education Workshop (0 credits)
2. SEE 350 and SEE 360 are approved as fulfilling the writing-intensive requirement.
3. Students who transfer in a course that is equivalent to SEE 360 for three credits must also take SEE 362 for one credit.
Academic Concentrations for Early Childhood Education Majors (Birth-Grade 2)

All Early Childhood Education students must fulfill the College’s Liberal Education requirements and must fulfill the requirements for an academic concentration to comply with New York State teacher certification regulations. The purpose of the academic concentration in a liberal arts or sciences discipline or an interdisciplinary field is to provide a focused depth and breadth of preparation and study, beyond the broad general education requirement, that will enable the Early Childhood Education major to develop a degree of expertise in a chosen discipline or interdisciplinary field. Early Childhood Education majors are required to complete an academic concentration of 30-33 credits in one of the following disciplines: American Studies, Biology, Earth Science, English/Language Arts, French/Spanish, General Science, Mathematics, Social Studies or Spanish. The requirements of the academic concentrations are listed below. Note: While students must complete the total credits necessary for graduation, 6 credits in a 30-credit concentration and 9 credits in a 33-credit concentration may be shared between the Liberal Education requirements and the academic concentration.

American Studies Concentration  33 credits

Note: The minimum number of credits (7 credits) in the range for course categories below must be met, and the maximum number of credits (12 credits) in the range should not be exceeded.

AMS 250  Introduction to American Studies: Theory and Practice  4
AMS 350  Critical Reflections in American Studies  4

American Aesthetics and Cultural Practices in courses chosen from:  7-12 credits

AMS 210  Topics in American Aesthetics and Cultural Practices
AMS 211  Topics in American Aesthetics and Cultural Practices: Film
BIO 112  Environmental Science
COM 105  Introduction to Mass Media
COM 205  Contemporary Advertising
COM 207  Film Arts
COM 213  Documentary Film and TV
ENG 216  Topics in African-American Literature
ENG 221  Topics in 20th-Century American Literature
ENG 222  American Drama
ENG 223  Topics in Early American Literature
ENG 229  Contemporary American Poetry
ENG 237  Native American Literature
ENG 238  Asian American Literature
ENG 271  Topics in 19th-Century American Literature
ESC 106  History of Space Exploration
MUS 253  Jazz: Historical Overview
MUS 254  History of Rock
PHI 230  American Philosophy
PHI 281  Trash Aesthetics
RLS 124  Joy of Sects: America’s Alternative Religions
RLS 212  American Religious History

Diversity and Social Justice courses  7-12 credits

AMS 220  Topics in Diversity and Social Justice
HIS 180  Special Topics
HIS 200/201  U.S. Women’s History (3 or 4 credit)
HIS 226  U.S. History to 1865
HIS 227  U.S. History since 1865
HIS 241  U.S. Diplomatic History
HIS 260  African-Americans in the Transatlantic World
HIS 262  African-American History since 1863
HIS 263/264  American Frontiers, 1500-1890 (3 or 4 credit)
POS 202  Gender Politics
## Academic Programs

### THE COLLEGE OF SAINT ROSE 2011-2013

- **POS 220** The Politics of Education
- **POS 237** Environmental Politics
- **POS 264** Introduction to Globalization
- **SOC 112** Social Issues
- **SOC 223** Creating Social Justice
- **SOC 262** Sociology of Sexualities

### Critical Race Studies courses

- **AMS 230** Topics in Critical Race Studies
- **ENG 216** Topics in African-American Literature
- **ENG 237** Native American Literature
- **ENG 238** Asian American Literature
- **HIS 247** Introduction to Caribbean History
- **HIS 260** African-Americans in the Transatlantic World
- **HIS 262** African-American History since 1863
- **POS 220** The Politics of Education
- **POS 264** Introduction to Globalization

**Note:** a minimum of 3 courses, including AMS 250, must be interdisciplinary AMS courses.

### Biology Concentration

**30 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 190/190L</td>
<td>General Chemistry 1 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 191/191L</td>
<td>General Chemistry 2 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 190/190L</td>
<td>Principles of Biology 1 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 191/191L</td>
<td>Principles of Biology 2 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 280/280L</td>
<td>General Microbiology &amp; Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

or

- **BIO 210/210L** Anatomy and Physiology & Lab | 4 |

Two biology laboratory courses at the 200-level or higher: 8

- **SCI 350** Current Issues in Science Education | 2 |

### Computing and Logic Concentration*

**33-35 credits**

Studying fundamental computer science lays the groundwork for a career of applied computational thinking applicable to any field. Computer science emphasizes algebra and mathematical reasoning, hence strengthening the overall preparation of a future teacher. A concentration in Computing and Logic goes far beyond providing knowledge of a computer-based toolset to use in the classroom. Students in this concentration will become better equipped in conceptualization, problem-solving and abstract thinking. This concentration supports the STEM coalition efforts to improve the way our students learn science, mathematics, technology and engineering.

### Computer Science Courses

**20-22 Credits**

#### Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 202</td>
<td>Introduction to Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSC 204</td>
<td>Educational Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 230</td>
<td>Integrating Programming in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>CSC 252</td>
<td>Problem Solving with Java</td>
<td>4</td>
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</table>

**Choose two of the following courses:** 6-8 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 205</td>
<td>Windows Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 302</td>
<td>Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSC 321</td>
<td>Database Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>CSC 344</td>
<td>Computer Networks</td>
<td>3</td>
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<tr>
<td>CSC 355</td>
<td>Internet Programming</td>
<td>3</td>
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</tbody>
</table>

### Mathematics Courses

**13 Credits**

#### Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT 130</td>
<td>Introduction to Mathematical Thought</td>
<td>3</td>
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<tr>
<td>MAT 184</td>
<td>Elementary Statistics</td>
<td>4</td>
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</table>
**Additional Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT 180</td>
<td>College Algebra**</td>
<td>3</td>
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<tr>
<td>or</td>
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</tr>
<tr>
<td>MAT 185</td>
<td>Pre-Calculus Mathematics**</td>
<td>3</td>
</tr>
<tr>
<td>MAT 270</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 295</td>
<td>Discrete Mathematical Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

*Pending Approval by the NYSED*

** Students who transfer in MAT 815 or MAT 190 or who score 65 or better on the CALG portion of the math placement test are not required to take MAT 180 and may substitute the higher-level MAT course with advisor approval. In these cases, the higher level MAT course satisfies the MAT 180 prerequisite for the MAT 270 or 295 course requirement.

**Earth Science Concentration**  
30 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 190/190L</td>
<td>Fundamentals of Physics &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 105/105L</td>
<td>Environmental Chemistry &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 190/190L</td>
<td>General Chemistry I &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>ESC 101/101L</td>
<td>The Solar System &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>ESC 103/103L</td>
<td>Meteorology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>ESC 190/190L</td>
<td>Introductory Geology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>ESC 191/191L</td>
<td>Historical Geology and Lab</td>
<td>4</td>
</tr>
<tr>
<td>ESC 210/210L</td>
<td>Aqueous Systems and Lab</td>
<td>4</td>
</tr>
<tr>
<td>SCI 350</td>
<td>Current Issues in Science Education</td>
<td>2</td>
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</tbody>
</table>

**English/Language Arts Concentration**  
33 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 105</td>
<td>Expository Writing, Oral Communication, and Research Techniques</td>
<td>4</td>
</tr>
<tr>
<td>ENG 114</td>
<td>Introduction to Literary Genres and Traditions</td>
<td>4</td>
</tr>
<tr>
<td>One early literature course (200 level)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ENG 223</td>
<td>Topics in Early American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 226</td>
<td>Women and Writing (Early Periods)</td>
<td></td>
</tr>
<tr>
<td>ENG 230</td>
<td>Topics in Early British Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 244</td>
<td>Topics in Early World Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 260</td>
<td>Elizabethan Shakespeare</td>
<td></td>
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<tr>
<td>ENG 261</td>
<td>Jacobean Shakespeare</td>
<td></td>
</tr>
<tr>
<td>ENG 280</td>
<td>History of Drama</td>
<td></td>
</tr>
<tr>
<td>One later literature course (200 level)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ENG 216</td>
<td>Topics in African-American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 217</td>
<td>Detective Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 221</td>
<td>Topics in Twentieth Century American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 222</td>
<td>American Drama</td>
<td></td>
</tr>
<tr>
<td>ENG 227</td>
<td>Women and Writing (Later Periods)</td>
<td></td>
</tr>
<tr>
<td>ENG 228</td>
<td>Contemporary Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 229</td>
<td>Contemporary American Poetry</td>
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<tr>
<td>ENG 231</td>
<td>Topics in Post-1800 British Literature</td>
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</tr>
<tr>
<td>ENG 232</td>
<td>Topics in Contemporary British Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 236</td>
<td>Topics in Postcolonial Literatures</td>
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</tr>
<tr>
<td>ENG 237</td>
<td>Native American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 238</td>
<td>Asian American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 239</td>
<td>Topics in Irish Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 243</td>
<td>Topics in Modern European Literature</td>
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</tr>
<tr>
<td>ENG 245</td>
<td>Literary Movements</td>
<td></td>
</tr>
<tr>
<td>ENG 270</td>
<td>Modern World Drama</td>
<td></td>
</tr>
<tr>
<td>ENG 271</td>
<td>Topics in Nineteenth Century American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 279</td>
<td>Film: Theory and Practice</td>
<td></td>
</tr>
</tbody>
</table>
### One diverse literature course  
4 credits
- ENG 126 Diverse Voices in Literature
- ENG 173 Gay/Lesbian Literature
- ENG 216 Topics in African-American Literature
- ENG 226 Women and Writing (Early Periods)
- ENG 227 Women and Writing (Later Periods)
- ENG 236 Topics in Postcolonial Literatures
- ENG 237 Native American Literature
- ENG 238 Asian American Literature
- ENG 239 Topics in Irish Literature
- ENG 371 Studies in Women’s Literature
- ENG 372 Studies in Diverse Literatures

### Writing/language course(s)  
3 or 4 credits
- ENG 206 Creative Writing 4
- ENG 251 Topics in Prose Writing 4
- ENG 252 Writing for New Media 4
- ENG 302 Language and Linguistics 4
- COM 221 Journalism I 3

### One communication course  
3 credits
- COM 141 Interpersonal Communication
- COM 202 Group Process
- COM 206 Conflict Management
- COM 241 Gender and Communication
- COM 242 Communication and Culture

### One performance arts course  
4 credits
- ENG 180 Theatre Arts
- ENG 218 Oral Interpretation of Literature
- ENG 285 Acting: Studio Study
- ENG 286 Acting: Styles and Techniques
- ENG 287 Improvisational Acting

### One additional literature course from those listed above  
or  
2 or 4 credits

### Two credits in teaching topics courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 246</td>
<td>Imaginative Writing Workshop</td>
<td>2</td>
</tr>
<tr>
<td>ENG 247</td>
<td>Prose Writing Workshop</td>
<td>2</td>
</tr>
<tr>
<td>ENG 272</td>
<td>Literature Topics for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ENG 273</td>
<td>Language Topics for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ENG 274</td>
<td>Performance Topics</td>
<td>2</td>
</tr>
<tr>
<td>ENG 275</td>
<td>Topics for Teachers: Composition/Rhetoric</td>
<td>2</td>
</tr>
<tr>
<td>ENG 276</td>
<td>Film/Media Topics for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ENG 292</td>
<td>Literature Short Course</td>
<td>1</td>
</tr>
<tr>
<td>ENG 295</td>
<td>Writing Short Course</td>
<td>1</td>
</tr>
<tr>
<td>ENG 296</td>
<td>Film/Media Short Course</td>
<td>1</td>
</tr>
</tbody>
</table>

### French/Spanish Concentration  
30 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 204</td>
<td>Intermediate French Language and Culture 2</td>
<td>3</td>
</tr>
<tr>
<td>FRE 216</td>
<td>French Conversation</td>
<td>3</td>
</tr>
<tr>
<td>FRE 265</td>
<td>Advanced Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>FRE 275</td>
<td>Reading for Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>FRE 309</td>
<td>Contemporary French Culture through Film</td>
<td>3</td>
</tr>
<tr>
<td>SPA 101</td>
<td>Elementary Spanish Language and Culture 1</td>
<td>3</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Elementary Spanish Language and Culture 2</td>
<td>3</td>
</tr>
<tr>
<td>SPA 203</td>
<td>Intermediate Spanish Language and Culture 1</td>
<td>3</td>
</tr>
<tr>
<td>SPA 204</td>
<td>Intermediate Spanish Language and Culture 2</td>
<td>3</td>
</tr>
<tr>
<td>SPA 309</td>
<td>Hispanic Culture in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>
### General Science Concentration 30 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 190/190L</td>
<td>General Chemistry 1 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 191/191L</td>
<td>General Chemistry 2 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 190/190L</td>
<td>Fundamentals of Physics 1 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 190/190L</td>
<td>Principles of Biology 1 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 191/191L</td>
<td>Principles of Biology 2 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>ESC 190/190L</td>
<td>Introductory Geology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>SCI 350</td>
<td>Current Issues in Science Education</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>One laboratory science course at the 200-level or higher</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SCI 350</td>
<td>2</td>
</tr>
</tbody>
</table>

### Mathematics Concentration 30-32 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 180</td>
<td>College Algebra*</td>
<td>3</td>
</tr>
<tr>
<td>MAT 184</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 185</td>
<td>Pre-Calculus Mathematics*</td>
<td>3</td>
</tr>
<tr>
<td>MAT 190</td>
<td>Calculus I*</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Choose one course from the following:</td>
<td></td>
</tr>
<tr>
<td>MAT 130</td>
<td>Introduction to Mathematical Thought</td>
<td>3</td>
</tr>
<tr>
<td>MAT 140</td>
<td>Excursions in Modern Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 150</td>
<td>Mathematical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>MAT 160</td>
<td>Ideas in Modern Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Depth of Study: 9-11 credits

**Choose two courses chosen from the following**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 200</td>
<td>Mathematical Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Calculus 3</td>
<td>4</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Foundations of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 270</td>
<td>Finite Mathematics**</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 295</td>
<td>Discrete Mathematics Structures**</td>
<td>3</td>
</tr>
<tr>
<td>MAT 320</td>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MAT 370</td>
<td>Mathematics Throughout History</td>
<td>3</td>
</tr>
<tr>
<td>MAT 410</td>
<td>Geometries</td>
<td>3</td>
</tr>
<tr>
<td>MAT 480</td>
<td>Topics in Mathematics</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Choose one:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 113</td>
<td>Creative Computing Using Alice</td>
<td>3</td>
</tr>
<tr>
<td>CSC 202</td>
<td>Introduction to Programming</td>
<td>4</td>
</tr>
</tbody>
</table>

*Students who transfer in MAT 185 or MAT 190 or who score 65 or better on the CALG portion of the math placement test are not required to take MAT 180 and may substitute a higher-level MAT course with advisor approval. In these cases, the higher level MAT course satisfies the MAT 180 prerequisite for the MAT 270 or 295 course requirement. In any case, a total of 30-32 applicable credits must be earned to complete the concentration.

**Students choose either MAT 270 or MAT 295, but may not use both courses to satisfy concentration requirements.

### Social Studies Concentration 33 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 110</td>
<td>Invitation to Politics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POS 111</td>
<td>Introduction to United States Politics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 225</td>
<td>New York State History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 226</td>
<td>United States History until 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 227</td>
<td>United States History since 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 260</td>
<td>African-Americans in the Transatlantic World</td>
<td>4</td>
</tr>
</tbody>
</table>

**One course from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 142</td>
<td>Political Ideologies</td>
<td></td>
</tr>
<tr>
<td>POS 171</td>
<td>International Relations</td>
<td></td>
</tr>
</tbody>
</table>
POS 173 Introduction to Comparative Politics
POS 202 Gender Politics
POS 220 The Politics of Education
POS 227 Critical Analysis of the Presidency
POS 250 Irish Politics
POS 262 The Legislative Process

Two courses, each from a different geographic area: 8 credits

Africa:
HIS 247 Introduction to Caribbean History
HIS 266 Modern Africa

Asia:
HIS 231 China and the World
HIS 239 Modern East Asia

Europe:
HIS 214 Modern Europe
HIS 217 Modern Britain

Latin America:
HIS 151 Images of Latin America in Film
HIS 249 Latin American Colonialism
HIS 251 Latin American Modernization

Choose one sociology course: 3 credits
SOC 111 Introduction to Sociology
SOC 112 Social Issues
SOC 253 Childhood and Society
SOC 260 Race and Minorities

Social studies concentrators may not transfer in core courses after they have matriculated at the College of Saint Rose (Core courses are: POS 111, HIS 225, HIS 226, HIS 227, and HIS 260)

**Spanish Concentration** 30 credits

SPA 203 Intermediate Spanish Language and Culture 1 3
SPA 204 Intermediate Spanish Language and Culture 2 3
SPA 216 Spanish Conversation 3
SPA 265 Advanced Grammar and Composition 3
SPA 275 Reading for Comprehension 3
SPA 325 Advanced Conversation 3
SPA 414 Applied Linguistics 3

One additional course chosen from: 3 credits
SPA 305 Survey of Spanish Literature 1
SPA 306 Survey of Spanish Literature 2
SPA 307 Survey of Spanish-American Literature

Two Spanish elective courses (300 - 400 level)  6 credits

**Bilingual Education Extension-Spanish** 12 credits

Extensions are not required as part of the Early Childhood Education major at Saint Rose. The New York State Education Department offers an extension for bilingual education to the initial or permanent/professional teaching certificate obtained for Early Childhood Education (Birth-Grade 2). An extension will show that the certified early childhood education teacher has additional expertise to teach bilingual education in early childhood education. Early Childhood Education majors who wish the College to recommend them to the New York State Education Department for an extension must complete all requirements for the Early Childhood Education (Birth-Grade 2) program and all requirements for initial teacher certification; obtain fingerprint clearance prior to beginning all field experiences; obtain passing scores on the New York State English Language Proficiency Assessment and Target Language (Spanish) Proficiency Assessment Exams (prior to BLE 455); and, complete the following additional requirements:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLE 300</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>BLE 380</td>
<td>Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(a 25-hour field experience outside of class is required)</td>
<td></td>
</tr>
<tr>
<td>BLE 381</td>
<td>Methods for Teaching English Language Arts and Content Areas to Bilingual Learners</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(a 25-hour field experience outside of class is required)</td>
<td></td>
</tr>
<tr>
<td>BLE 308 or SPA 455</td>
<td>Sociolinguistics and Psycholinguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

The New York State Teacher Certification Examination required for the Bilingual Education Extension in Spanish: Bilingual Education Assessment (BEA) in Spanish.

**Early Childhood Education/Special Education (Birth-Grade 2) – Bachelor of Science**

The dual major in Early Childhood Education/Special Education: Birth-Grade 2 is a four-year program of study and practice that leads to a Bachelor of Science in Early Childhood Education/Special Education and prepares candidates for teaching in birth to grade 2 general education, special education, and inclusive settings that serve young children with a full range of abilities and needs. Upon the successful completion of this program, the achievement of passing grades on examinations required by the New York State Education Department and fingerprint clearance, students are eligible for New York State initial teaching certification in both early childhood (Birth-Grade 2) and early childhood special education (Birth-Grade 2).

Guidelines developed by the National Association for Education of Young Children (NAEYC), the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), National Council for Accreditation of Teacher Education (NCATE) and the National Board for Professional Teaching Standards (NBPTS) were utilized in the development of this program. The Early Childhood Education/Special Education program provides pre-service teachers with integrated course content across the disciplines of child development, special education, early childhood education, communication disorders, literacy, educational psychology, and instructional technology. The program prepares future educators to meet the cognitive, academic and social-emotional needs of a diverse population of young children, collaborate with colleagues, and exhibit leadership in their professional endeavors. The program is delivered by experienced faculty and supervisors who focus on the elements of diversity, instructional planning, individualizing instruction, reflective practice, technology, research-supported practices, and collaboration. The program requires that students have an academic concentration in the liberal arts or sciences (see below for descriptions of academic concentrations), and complete the College’s 41-credit Liberal Education requirements. For this requirement, students need 3 credits of “further disciplinary study” in the liberal arts, selected in consultation with the advisor. The majority of the major and the academic concentration must be completed at The College of Saint Rose.

Students are required to complete a total of 150 hours of field experience prior to student teaching. Field experiences require students to observe, complete course-related assignments, and teach in a variety of settings across all age levels within the certification and complete experiences in high-Needs/urban schools. Student teaching occurs at both the pre-kindergarten or kindergarten level and at the primary (1-2) grades during one semester of the senior year with one of the placements in a special education or inclusive education setting and one placement in a general education setting. All student teaching experiences must be completed through The College of Saint Rose. Field experiences ranging from 5 to 21 hours are required for the following courses:

**SED 146** Individuals with Disabilities and Exceptionalities in the School and Community;

**ECE 230** Foundations of Early Childhood Education;

**ECE 231** Infant, Toddler, and Preschool Education and Guidance;

**ECE 253** Curriculum and Instruction Pre-K-Grade 2;

**SED 260** Positive Behavior Supports for Young Children with Disabilities

**SED 340** Assessing and Teaching Young Children with Significant Disabilities;

**SEE 360** Literacy and Literature for Young Children (Grades 1-3); and

**ECE 385** Integrated Content Methods Grades K-2
Fingerprinting clearance from The New York State Department of Education is required for all field experiences. Fingerprinting information is available on the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/tcert/teach. Students should note that education courses with field experiences have catalog course descriptions that include a statement on mandatory fingerprinting.

Admission into the College does not ensure good standing in the program in Early Childhood Education/Special Education, nor does good standing in the Early Childhood Education/Special Education program ensure admission to student teaching. In order to maintain good standing through all stages of the Early Childhood Education/Special Education program, students are required to maintain the following academic standards: 2.5 cumulative index, 2.75 index in the education sequence, 2.25 index in the academic concentration and a minimum grade of C+ in each course of the major. Students are allowed to repeat courses in the major only one time. More than two repeated courses by a student will result in the student’s dismissal from the major. Students must apply for student teaching in accordance with program guidelines which includes satisfactory completion of all major courses with the exception of SEE 481, SEE 482, SEE 492, and completion of most concentration courses. No additional courses beyond SEE 481, SEE 482, and SEE 492 should be taken during the student teaching semester.

In order to be eligible for initial teacher certification in New York State, students must pass required New York State Teacher Certification Examinations. The School of Education offers preparation workshops for these exams. Information about test dates, sample questions, and scoring are available online at www.nystce.nesinc.com. The pass rate on New York State Teacher Certification Examinations for students at The College of Saint Rose was 97% for the 2008-2009 academic year. Within five years, teachers with initial certification must apply for professional certification, which is contingent upon earning a relevant master’s degree and obtaining teaching experience that includes mentoring.

### Major in Early Childhood Education/Special Education (Birth-Grade 2) 56 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE 100</td>
<td>Introduction to the Profession</td>
<td>0</td>
</tr>
<tr>
<td>EPY 245</td>
<td>Child Development and Health</td>
<td>4</td>
</tr>
<tr>
<td>SED 146</td>
<td>Individuals with Disabilities and Exceptionalities in the School and Community</td>
<td>4</td>
</tr>
<tr>
<td>SEE 106</td>
<td>Introduction to Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>CSD 235</td>
<td>Language Development and Disorders and Implications for Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SED 260</td>
<td>Positive Behavior Supports for Young Children with Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>ECE 253</td>
<td>Curriculum and Instruction Pre-K through Grade 2</td>
<td>4</td>
</tr>
<tr>
<td>ECE 230</td>
<td>Foundations of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 231</td>
<td>Infant, Toddler, and Preschool Education and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>SEE 328</td>
<td>Partnerships with Families</td>
<td>3</td>
</tr>
<tr>
<td>SED 340</td>
<td>Assessing and Teaching Young Children with Severe Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>SEE 350</td>
<td>Developmental Assessment of Young Children (Grades 1-3)</td>
<td>3</td>
</tr>
<tr>
<td>SEE 360</td>
<td>Literacy and Literature for Young Children (Grades 1-3)</td>
<td>4</td>
</tr>
<tr>
<td>ECE 385</td>
<td>Integrated Content and Methods Grades K-2</td>
<td>4</td>
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<tr>
<td>EDU 102</td>
<td>Violence Prevention Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 103</td>
<td>Child Abuse and Abduction Prevention Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 106</td>
<td>HIV/AIDS and Communicable Diseases and Safety Education Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EPY 337</td>
<td>Substance Abuse Education</td>
<td>0</td>
</tr>
<tr>
<td>SEE 481</td>
<td>Student Teaching Seminar in Early Childhood Education/Special Education</td>
<td>2</td>
</tr>
<tr>
<td>SEE 482</td>
<td>Portfolio in Early Childhood Education/Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SEE 492</td>
<td>Student Teaching in Early Childhood Education/Special Education</td>
<td>10</td>
</tr>
</tbody>
</table>
SEE 360 is approved as fulfilling the writing-intensive requirement.

Students who transfer in a course that is equivalent to SEE 360 for 3 credits must also take SEE 362 for 1 credit.

**Academic Concentrations for Early Childhood Education/Special Education Majors (Birth-Grade 2)**

All Early Childhood Education/Special Education students must fulfill the College’s Liberal Education requirements and must fulfill the requirements for an academic concentration to comply with New York State teacher certification regulations. The purpose of the academic concentration in a liberal arts or sciences discipline or an interdisciplinary field is to provide a focused depth and breadth of preparation and study, beyond the broad general education requirement, that will enable the Early Childhood Education/Special Education major to develop a degree of expertise in a chosen discipline or interdisciplinary field.

Early Childhood Education/Special Education majors are required to complete an academic concentration of 30-33 credits in one of the following disciplines: American Studies, Biology, Earth Science, English/Language Arts, French/Spanish, General Science, Mathematics, Social Studies or Spanish. The requirements of the academic concentrations are listed below. Note: While students must complete the total credits necessary for graduation, 6 credits in a 30-credit concentration and 9 credits in a 33-credit concentration may be shared between the Liberal Education requirements and the academic concentration.

### American Studies Concentration 33 credits

**Note:** The minimum number of credits (7 credits) in the range for course categories below must be met, and the maximum number of credits (12 credits) in the range should not be exceeded.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 250</td>
<td>Introduction to American Studies: Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td>AMS 350</td>
<td>Critical Reflections in American Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

### American Aesthetics and Cultural Practices (7-12 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 210</td>
<td>Topics in American Aesthetics and Cultural Practices</td>
<td></td>
</tr>
<tr>
<td>AMS 211</td>
<td>Topics in American Aesthetics and Cultural Film</td>
<td></td>
</tr>
<tr>
<td>BIO 112</td>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>COM 105</td>
<td>Introduction to Mass Media</td>
<td></td>
</tr>
<tr>
<td>COM 205</td>
<td>Contemporary Advertising</td>
<td></td>
</tr>
<tr>
<td>COM 207</td>
<td>Film Arts</td>
<td></td>
</tr>
<tr>
<td>COM 213</td>
<td>Documentary Film and TV</td>
<td></td>
</tr>
<tr>
<td>ENG 216</td>
<td>Topics in African-American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 221</td>
<td>Topics in 20th-Century American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 222</td>
<td>American Drama</td>
<td></td>
</tr>
<tr>
<td>ENG 223</td>
<td>Topics in Early American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 229</td>
<td>Contemporary American Poetry</td>
<td></td>
</tr>
<tr>
<td>ENG 237</td>
<td>Native American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 238</td>
<td>Asian American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 271</td>
<td>Topics in 19th-Century American Literature</td>
<td></td>
</tr>
<tr>
<td>ESC 106</td>
<td>History of Space Exploration</td>
<td></td>
</tr>
<tr>
<td>MUS 253</td>
<td>Jazz: Historical Overview</td>
<td></td>
</tr>
<tr>
<td>MUS 254</td>
<td>History of Rock</td>
<td></td>
</tr>
<tr>
<td>PHI 230</td>
<td>American Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHI 281</td>
<td>Trash Aesthetics</td>
<td></td>
</tr>
<tr>
<td>RLS 124</td>
<td>Joy of Sects: America’s Alternative Religions</td>
<td></td>
</tr>
<tr>
<td>RLS 212</td>
<td>American Religious History</td>
<td></td>
</tr>
</tbody>
</table>

### Diversity and Social Justice courses (7-12 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 220</td>
<td>Topics in Diversity and Social Justice</td>
<td></td>
</tr>
<tr>
<td>HIS 180</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>HIS 200/201</td>
<td>U.S. Women’s History (3 or 4 credit)</td>
<td></td>
</tr>
<tr>
<td>HIS 226</td>
<td>U.S. History to 1865</td>
<td></td>
</tr>
<tr>
<td>HIS 227</td>
<td>U.S. History since 1865</td>
<td></td>
</tr>
</tbody>
</table>
Academic Programs

HIS 241 U.S. Diplomatic History
HIS 260 African-Americans in the Transatlantic World
HIS 262 African-American History since 1863
HIS 263/264 American Frontiers, 1500-1890 (3 or 4 credit)
POS 202 Gender Politics
POS 220 The Politics of Education
POS 237 Environmental Politics
POS 264 Introduction to Globalization
SOC 112 Social Issues
SOC 223 Creating Social Justice
SOC 262 Sociology of Sexualities

Critical Race Studies courses (7-12 credits):
AMS 230 Topics in Critical Race Studies
ENG 216 Topics in African-American Literature
ENG 237 Native American Literature
ENG 238 Asian American Literature
HIS 247 Introduction to Caribbean History

Biology Concentration 30 credits
CHM 190/190L General Chemistry 1 & Lab 4
CHM 191/191L General Chemistry 2 & Lab 4
BIO 190/190L Principles of Biology 1 & Lab 4
BIO 191/191L Principles of Biology 2 & Lab 4
BIO 280/280L General Microbiology & Lab 4
or
BIO 210/210L Anatomy and Physiology & Lab 4
Two Biology Laboratory courses at the 200-level or higher 8
SCI 350 Current Issues in Science Education 2

Computing and Logic Concentration 33-35 credits
Studying fundamental computer science lays the groundwork for a career of applied computational thinking applicable to any field. Computer science emphasizes algebra and mathematical reasoning, hence strengthening the overall preparation of a future teacher. A concentration in Computing and Logic goes far beyond providing knowledge of a computer-based toolset to use in the classroom. Students in this concentration will become better equipped in conceptualization, problem-solving and abstract thinking. This concentration supports the STEM coalition efforts to improve the way our students learn science, mathematics, technology and engineering.

Computer Science Courses 20-22 Credits

Required Courses:
CSC 202 Introduction to Programming 4
CSC 204 Educational Computing 3
CSC 230 Integrating Programming in the Classroom 3
CSC 252 Problem Solving with Java 4
CSC XXX NEW COURSE

Choose two of the following courses: 6-8 credits
CSC 205 Windows Programming I 3
CSC 302 Data Structures 4
CSC 321 Database Management Systems 4
CSC 344 Computer Networks 3
CSC 355 Internet Programming 3

Mathematics Courses 13 Credits

Required Courses:
MAT 130 Introduction to Mathematical Thought 3
MAT 184 Elementary Statistics 4
### Additional Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 180</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>MAT 185 Pre-Calculus Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT 270 Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>MAT 295 Discrete Mathematical Structures</td>
<td>3</td>
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</table>

*Pending Approval by the NYSED

### Earth Science Concentration 30 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHY 190/190L</td>
<td>Fundamentals of Physics &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 105/105L</td>
<td>Environmental Chemistry &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>CHM 190/190L General Chemistry I &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ESC 101/101L The Solar System &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ESC 103/103L Meteorology &amp; Lab</td>
<td>4</td>
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<tr>
<td></td>
<td>ESC 190/190L Introductory Geology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ESC 191/191L Historical Geology and Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ESC 210/210L Aqueous Processes and Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SCI 350 Current Issues in Science Education</td>
<td>2</td>
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</table>

### English/Language Arts Concentration 33 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENG 105</td>
<td>Expository Writing, Oral Communication, and Research Techniques</td>
</tr>
<tr>
<td>ENG 114</td>
<td>Introduction to Literary Genres and Traditions</td>
</tr>
<tr>
<td>One early literature course (200 level)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 223</td>
<td>Topics in Early American Literature</td>
</tr>
<tr>
<td>ENG 226</td>
<td>Women and Writing (Early Periods)</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Topics in Early British Literature</td>
</tr>
<tr>
<td>ENG 244</td>
<td>Topics in Early World Literature</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Elizabethan Shakespeare</td>
</tr>
<tr>
<td>ENG 261</td>
<td>Jacobean Shakespeare</td>
</tr>
<tr>
<td>ENG 280</td>
<td>History of Drama</td>
</tr>
<tr>
<td>One later literature course (200 level)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 216</td>
<td>Topics in African-American Literature</td>
</tr>
<tr>
<td>ENG 217</td>
<td>Detective Fiction</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Topics in Twentieth Century American Literature</td>
</tr>
<tr>
<td>ENG 222</td>
<td>American Drama</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Women and Writing (Later Periods)</td>
</tr>
<tr>
<td>ENG 228</td>
<td>Contemporary Fiction</td>
</tr>
<tr>
<td>ENG 229</td>
<td>Contemporary American Poetry</td>
</tr>
<tr>
<td>ENG 231</td>
<td>Topics in Post-1800 British Literature</td>
</tr>
<tr>
<td>ENG 232</td>
<td>Topics in Contemporary British Literature</td>
</tr>
<tr>
<td>ENG 236</td>
<td>Topics in Postcolonial Literatures</td>
</tr>
<tr>
<td>ENG 237</td>
<td>Native American Literature</td>
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<tr>
<td>ENG 238</td>
<td>Asian American Literature</td>
</tr>
<tr>
<td>ENG 239</td>
<td>Topics in Irish Literature</td>
</tr>
<tr>
<td>ENG 243</td>
<td>Topics in Modern European Literature</td>
</tr>
<tr>
<td>ENG 245</td>
<td>Literary Movements</td>
</tr>
<tr>
<td>ENG 270</td>
<td>Modern World Drama</td>
</tr>
<tr>
<td>ENG 271</td>
<td>Topics in Nineteenth Century American Literature</td>
</tr>
<tr>
<td>ENG 279</td>
<td>Film: Theory and Practice</td>
</tr>
<tr>
<td>One diverse literature course 4 credits</td>
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<tr>
<td>ENG 126</td>
<td>Diverse Voices in Literature</td>
</tr>
<tr>
<td>ENG 173</td>
<td>Gay/Lesbian Literature</td>
</tr>
<tr>
<td>ENG 216</td>
<td>Topics in African-American Literature</td>
</tr>
<tr>
<td>ENG 226</td>
<td>Women and Writing (Early Periods)</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Women and Writing (Later Periods)</td>
</tr>
<tr>
<td>ENG 236</td>
<td>Topics in Postcolonial Literatures</td>
</tr>
<tr>
<td>ENG 237</td>
<td>Native American Literature</td>
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<tr>
<td>ENG 238</td>
<td>Asian American Literature</td>
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<tr>
<td>ENG 239</td>
<td>Topics in Irish Literature</td>
</tr>
<tr>
<td>ENG 371</td>
<td>Studies in Women's Literature</td>
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<td>ENG 372</td>
<td>Studies in Diverse Literatures</td>
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<tr>
<td>ENG 206</td>
<td>Creative Writing</td>
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<td>ENG 251</td>
<td>Topics in Prose Writing</td>
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<td>ENG 252</td>
<td>Writing for New Media</td>
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<td>ENG 302</td>
<td>Language and Linguistics</td>
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<tr>
<td>COM 221</td>
<td>Journalism I</td>
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<tr>
<td>COM 141</td>
<td>Interpersonal Communication</td>
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<td>COM 202</td>
<td>Group Process</td>
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<td>COM 206</td>
<td>Conflict Management</td>
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<tr>
<td>COM 241</td>
<td>Gender and Communication</td>
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<tr>
<td>COM 242</td>
<td>Communication and Culture</td>
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<tr>
<td>ENG 180</td>
<td>Theatre Arts</td>
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<tr>
<td>ENG 218</td>
<td>Oral Interpretation of Literature</td>
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<tr>
<td>ENG 285</td>
<td>Acting: Studio Study</td>
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<tr>
<td>ENG 286</td>
<td>Acting: Styles and Techniques</td>
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<tr>
<td>ENG 287</td>
<td>Improvisational Acting</td>
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<tr>
<td>ENG 246</td>
<td>Imaginative Writing Workshop</td>
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<tr>
<td>ENG 247</td>
<td>Prose Writing Workshop</td>
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<tr>
<td>ENG 272</td>
<td>Literature Topics for Teachers</td>
</tr>
<tr>
<td>ENG 273</td>
<td>Language Topics for Teachers</td>
</tr>
<tr>
<td>ENG 274</td>
<td>Performance Topics</td>
</tr>
<tr>
<td>ENG 275</td>
<td>Topics for Teachers; Composition/Rhetoric</td>
</tr>
<tr>
<td>ENG 276</td>
<td>Film/Media Topics for Teachers</td>
</tr>
<tr>
<td>ENG 292</td>
<td>Literature Short Course</td>
</tr>
<tr>
<td>ENG 295</td>
<td>Writing Short Course</td>
</tr>
<tr>
<td>ENG 296</td>
<td>Film/Media Short Course</td>
</tr>
<tr>
<td>FRE 204</td>
<td>Intermediate French Language and Culture 2</td>
</tr>
<tr>
<td>FRE 216</td>
<td>French Conversation</td>
</tr>
<tr>
<td>FRE 265</td>
<td>Advanced Grammar and Composition</td>
</tr>
<tr>
<td>FRE 275</td>
<td>Reading for Comprehension</td>
</tr>
<tr>
<td>FRE 309</td>
<td>Contemporary French Culture through Film</td>
</tr>
<tr>
<td>SPA 101</td>
<td>Elementary Spanish Language and Culture 1</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Elementary Spanish Language and Culture 2</td>
</tr>
<tr>
<td>SPA 203</td>
<td>Intermediate Spanish Language and Culture 1</td>
</tr>
<tr>
<td>SPA 204</td>
<td>Intermediate Spanish Language and Culture 2</td>
</tr>
<tr>
<td>SPA 309</td>
<td>Hispanic Culture in the United States</td>
</tr>
<tr>
<td>CHM 190/190L</td>
<td>General Chemistry 1 &amp; Lab</td>
</tr>
<tr>
<td>CHM 191/191L</td>
<td>General Chemistry 2 &amp; Lab</td>
</tr>
<tr>
<td>PHY 190/190L</td>
<td>Fundamentals of Physics 1 &amp; Lab</td>
</tr>
<tr>
<td>BIO 190/190L</td>
<td>Principles of Biology 1 &amp; Lab</td>
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<tr>
<td>BIO 191/191L</td>
<td>Principles of Biology 2 &amp; Lab</td>
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</table>

**French/Spanish Concentration**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>FRE 204</td>
<td>Intermediate French Language and Culture 2</td>
</tr>
<tr>
<td>FRE 216</td>
<td>French Conversation</td>
</tr>
<tr>
<td>FRE 265</td>
<td>Advanced Grammar and Composition</td>
</tr>
<tr>
<td>FRE 275</td>
<td>Reading for Comprehension</td>
</tr>
<tr>
<td>FRE 309</td>
<td>Contemporary French Culture through Film</td>
</tr>
<tr>
<td>SPA 101</td>
<td>Elementary Spanish Language and Culture 1</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Elementary Spanish Language and Culture 2</td>
</tr>
<tr>
<td>SPA 203</td>
<td>Intermediate Spanish Language and Culture 1</td>
</tr>
<tr>
<td>SPA 204</td>
<td>Intermediate Spanish Language and Culture 2</td>
</tr>
<tr>
<td>SPA 309</td>
<td>Hispanic Culture in the United States</td>
</tr>
</tbody>
</table>

**General Science Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CHM 190/190L</td>
<td>General Chemistry 1 &amp; Lab</td>
</tr>
<tr>
<td>CHM 191/191L</td>
<td>General Chemistry 2 &amp; Lab</td>
</tr>
<tr>
<td>PHY 190/190L</td>
<td>Fundamentals of Physics 1 &amp; Lab</td>
</tr>
<tr>
<td>BIO 190/190L</td>
<td>Principles of Biology 1 &amp; Lab</td>
</tr>
<tr>
<td>BIO 191/191L</td>
<td>Principles of Biology 2 &amp; Lab</td>
</tr>
</tbody>
</table>
ESC 190/190L Introductory Geology & Lab 4
One laboratory science course at the 200-level or higher 4
SCI 350 Current Issues in Science Education 2

### Mathematics Concentration 30-32 credits

MAT 180 College Algebra* 3
MAT 184 Elementary Statistics 4
MAT 185 Pre-Calculus Mathematics* 3
MAT 190 Calculus I* 4
MAT 191 Calculus II 4

Choose one course from the following:

MAT 130 Introduction to Mathematical Thought 3
MAT 140 Excursions in Modern Mathematics 3
MAT 150 Mathematical Perspectives 3
MAT 160 Ideas in Modern Mathematics 3

### Depth of Study: 9-11 credits

Choose two courses chosen from the following

MAT 200 Mathematical Inquiry 3
MAT 201 Calculus 3 4
MAT 220 Foundations of Mathematics 3
MAT 270 Finite Mathematics** 3

or

MAT 295 Discrete Mathematics Structures** 3
MAT 320 Number Theory 3
MAT 370 Mathematics Throughout History 3
MAT 410 Geometries 3
MAT 480 Topics in Mathematics 1-4

Choose one:

CSC 113 Creative Computing Using Alice 3
CSC 202 Introduction to Programming 4

*Students who transfer in MAT 185 or MAT 190 or who score 65 or better on the CALG portion of the math placement test are not required to take MAT 180 and may substitute a higher-level MAT course with advisor approval. In these cases, the higher level MAT course satisfies the MAT 180 prerequisite for the MAT 270 or 295 course requirement. In any case, a total of 30-32 applicable credits must be earned to complete the concentration.

**Students choose either MAT 270 or MAT 295, but may not use both courses to satisfy concentration requirements.

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### Social Studies Concentration 33 credits

POS 111 Introduction to United States Politics 3
HIS 225 New York State History 3
HIS 226 United States History until 1865 4
HIS 227 United States History since 1865 4
HIS 260 African-Americans in the Transatlantic World 4

One course from the following: 4 credits

POS 142 Political Ideologies
POS 171 International Relations
POS 173 Introduction to Comparative Politics
POS 202 Gender Politics
POS 220 The Politics of Education
POS 227 Critical Analysis of the Presidency
POS 250 Irish Politics
POS 262 The Legislative Process

THE COLLEGE OF SAINT ROSE 2011-2013
Two courses, each from a different geographic area: 8 credits

Africa:
HIS 247 Introduction to Caribbean History
HIS 266 Modern Africa

Asia:
HIS 231 China and the World
HIS 239 Modern East Asia

Europe:
HIS 214 Modern Europe
HIS 217 Modern Britain

Latin America:
HIS 151 Images of Latin America in Film
HIS 249 Latin American Colonialism
HIS 251 Latin American Modernization

Choose one sociology course: 3 credits
SOC 111 Introduction to Sociology
SOC 112 Social Issues
SOC 253 Childhood and Society
SOC 260 Race and Minorities

Social studies concentrators may not transfer in core courses after they have matriculated at the College of Saint Rose (Core courses are: POS 111, HIS 225, HIS 226, HIS 227, and HIS 260)

Spanish Concentration 30 credits
SPA 203 Intermediate Spanish Language and Culture 1 3
SPA 204 Intermediate Spanish Language and Culture 2 3
SPA 216 Spanish Conversation 3
SPA 265 Advanced Grammar and Composition 3
SPA 275 Reading for Comprehension 3
SPA 325 Advanced Conversation 3
SPA 414 Applied Linguistics 3

One additional course chosen from: 3 credits
SPA 305 Survey of Spanish Literature 1
SPA 306 Survey of Spanish Literature 2
SPA 307 Survey of Spanish-American Literature

Two Spanish elective courses (300 - 400 level) 6 credits

Bilingual Education Extension-Spanish 12 credits
Extensions are not required as part of the Early Childhood Education/Special Education major at Saint Rose. The New York State Education Department offers an extension for bilingual education to the initial or permanent/professional teaching certificate obtained for Early Childhood /Special Education (Birth-Grade 2). An extension will show that the certified early childhood education/special education teacher has additional expertise to teach bilingual education in early childhood education. Early Childhood Education/Special Education majors who wish the College to recommend them to the New York State Education Department for an extension must complete all requirements for the Early Childhood Education/Special Education (Birth-Grade 2) program and all requirements for initial teacher certification; obtain fingerprint clearance prior to beginning all field experiences; obtain passing scores on the New York State English Language Proficiency Assessment and Target Language (Spanish) Proficiency Assessment Exams (prior to SPA 308 BLE 455); and, complete the following additional requirements:
BLE 300 Foundations of Bilingual Education 3
BLE 308 or SPA 455 Sociolinguistics and Psycholinguistics 3
BLE 380 Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners
(a 25-hour field experience outside of class is required)
(25 embedded hours)
BLE 381  Methods for Teaching English Language Arts and Content Areas to Bilingual Learners 3  
(a 25-hour field experience outside of class is required)  
(25 embedded hours)

The New York State Teacher Certification Examination required for the Bilingual Education Extension in Spanish: Bilingual Education Assessment (BEA) in Spanish.

**Special Education/Childhood Education (Grades 1-6) – Bachelor of Science**

The dual major in Special Education and Childhood Education is a four-year program of study and practice that leads to a Bachelor of Science in Special Education/Childhood Education and prepares students for teaching in special education settings, general education settings, and inclusive settings that serve children with a range of abilities and needs. Upon the successful completion of this program, the achievement of passing grades on examinations required by the New York State Education Department and fingerprint clearance, students are eligible for New York State initial teaching certification in both childhood (Grades 1-6) and childhood special education (Grades 1-6).

Guidelines developed by the Council for Exceptional Children (CEC), Association of Childhood Education International (ACEI), National Council for Accreditation of Teacher Education (NCATE) and the National Board for Professional Teaching Standards (NBPTS) were utilized in the development of this program. The Special Education/Childhood Education program provides pre-service teachers with integrated course content across the disciplines of special education, childhood education, child development, communication disorders, literacy, educational psychology and instructional technology. The program prepares future educators to meet the academic and social-emotional needs of a diverse student population, collaborate with colleagues, and exhibit leadership in their professional endeavors. The program is delivered by experienced faculty and supervisors who focus on the elements of diversity, instructional planning, differentiation of instruction, reflective practice, technology, research-supported practices, and collaboration. The program requires that students have an academic concentration in the liberal arts or sciences (see below for descriptions of academic concentrations), and complete the College-wide Liberal Education program with specific expanded course work to meet certification requirements. See the catalog description on Liberal Education requirements for additional details. The majority of the major and the academic concentration must be completed at The College of Saint Rose.

Students are required to complete a total of 162 hours of field experience prior to student teaching. Field experiences require students to observe, complete course-related assignments, and teach in a variety of settings including but not limited to high-needs/urban schools and inclusive classrooms. Field experiences ranging from 10 to 21 hours are required for the following courses:

SED 146  Individuals with Disabilities and Exceptionalities in the School and Community;  
SEE 245  Curriculum and Instruction Grades 1-6;  
SEE 249  Principles and Procedures for Promoting Effective Classroom Management and Individualized Behavior Support;  
SED 347  Curriculum and Instruction for Pupils with Significant Disabilities;  
SEE 360  Literacy and Literature for Young Children (Grades 1-3); and  
SEE 380  Literacy and Literature for the Intermediate Grades (Grades 4-6).

A special feature of the Special Education/Childhood Education program is the integrated methods block of coursework. This includes a 70-hour field experience when students spend two full days per week working in schools. Students enroll in SEE 385 Social Studies and English Language Arts Instruction: Teaching in Inclusive Elementary Settings and SEE 386 Mathematics, Science and Technology: Teaching in Inclusive Elementary Settings the semester prior to student teaching. Student teaching occurs at both the primary (1-3) and the intermediate (4-6) elementary levels with one of the placements in a special education or inclusive education setting and one placement in a general education setting.

Fingerprinting clearance from The New York State Department of Education is required for all field experiences. Fingerprinting information is available on the New York State Department of Education.
“TEACH” website http://www.highered.nysed.gov/tcert/teach. Students should note that education courses with field experiences have catalog course descriptions that include a statement on mandatory fingerprinting.

Students in the Special Education/Childhood Education program may also obtain a Certificate of Study in Urban Education. This certificate is designed to convey to employers that students who receive it are specifically qualified to teach in schools that serve urban, inner-city populations. In order to obtain this certificate, students must take specific courses and meet additional criteria as listed below in the section on the Urban Education Certificate of Study.

Admission into the College does not ensure good standing in the program in Special Education/Childhood Education, nor does good standing in the Special Education/Childhood Education program ensure admission to student teaching. In order to maintain good standing through all stages of the Special Education/Childhood Education program, students are required to maintain the following academic standards: 2.5 cumulative index, 2.75 index in the education sequence, 2.25 index in the academic concentration and a minimum grade of C+ in each course of the major. Students are allowed to repeat courses in the major only one time. More than two repeated courses by a student will result in the student’s dismissal from the major. Students must apply for student teaching in accordance with program guidelines. This includes satisfactory completion of all major courses with the exception of SEE 485, SEE 486, SEE 495, and completion of most concentration courses. No additional courses beyond SEE 485, SEE 486, and SEE 495 should be taken during the student teaching semester.

In order to be eligible for initial teacher certification in New York State, students must pass required New York State Teacher Certification Examinations and obtain fingerprint clearance. The School of Education offers preparation workshops for these exams. Information about test dates, sample questions, and scoring are available at www.nystce.nesinc.com. The pass rate on New York State Teacher Certification Examinations for students at The College of Saint Rose was 97% for the 2008-2009 academic year. Within five years, teachers with initial certification must apply for professional certification, which is contingent upon earning a relevant master’s degree and obtaining teaching experience that includes mentoring.

**Major in Special Education/Childhood Education Grades 1-6**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SEE 100</td>
<td>Introduction to the Profession</td>
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</tr>
<tr>
<td>SEE 106</td>
<td>Introduction to Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>SED 146</td>
<td>Individuals with Disabilities and Exceptionalities in the School and Community</td>
<td>4</td>
</tr>
<tr>
<td>SEE 245</td>
<td>Curriculum and Instruction Grades 1-6</td>
<td>4</td>
</tr>
<tr>
<td>SEE 249</td>
<td>Principles and Procedures for Promoting Effective Classroom Management and Individualized Behavior Support</td>
<td>4</td>
</tr>
<tr>
<td>CSD 235</td>
<td>Language Development and Disorders and Implications for Literacy</td>
<td>3</td>
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<tr>
<td>EPY 244</td>
<td>Child and Adolescent Development</td>
<td>4</td>
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<tr>
<td>EPY 350</td>
<td>Educational Psychology (3)</td>
<td>3-4</td>
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<tr>
<td>EPY 370</td>
<td>Educational Psychology/Instructional Technology</td>
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<tr>
<td>EDU 300</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td>SED 347</td>
<td>Curriculum and Instruction for Pupils with Severe Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>SEE 360</td>
<td>Literacy and Literature for Young Children (Grades 1-3)</td>
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<tr>
<td>SEE 380</td>
<td>Literacy and Literature for the Intermediate Grades (Grades 4-6)</td>
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<tr>
<td>SEE 385</td>
<td>Social Studies and English Language Arts Instruction: Teaching in Inclusive Elementary Settings</td>
<td>4</td>
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<tr>
<td>SEE 386</td>
<td>Mathematics, Science, and Technology Instruction: Teaching in Inclusive Elementary Settings</td>
<td>4</td>
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<tr>
<td>EDU 102</td>
<td>Violence Prevention Workshop</td>
<td>0</td>
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<tr>
<td>EDU 103</td>
<td>Child Abuse and Abduction Prevention Workshop</td>
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</tbody>
</table>
EDU 106 HIV/AIDS and Communicable Diseases and Safety Education Workshop 0
EPY 337 Substance Abuse Education 0
SEE 485 Student Teaching Seminar in Special Education/Childhood Education 2
SEE 486 Portfolio in Special Education/Childhood Education 1
SEE 495 Student Teaching in Childhood Education/Special Education 9

1Students who do not take CSC204 Educational Computing must take EPY 370.
2SEE 360 is approved as fulfilling the writing-intensive requirement.
3Students who transfer in a course that is equivalent to SEE 360 for 3 credits must also take SEE 362 for 1 credit.

**Urban Education Certificate of Study**
To obtain the Urban Education Certificate of Study, students must successfully complete URB 300, URB 245, and they must complete URB assignments as specified in SEE 360, SEE 380, SEE 385, and SEE 386. SEE 486; and must demonstrate extensive reflection and experience in urban settings in SEE 485 and SEE 495. Additionally, students must follow the academic concentration requirements for the American Studies concentration with Urban Education Certificate of Study (see below) and demonstrate fluency or complete two semesters of Spanish as fulfillment of their language requirement.

**Academic Concentrations for Special Education/Childhood Education (Grades 1-6) Majors**
All Special Education/Childhood Education candidates must fulfill the College's Liberal Education requirements and must take additional liberal arts course work in an academic concentration to comply with New York State teacher certification regulations. The purpose of the academic concentration in a liberal arts or sciences discipline or an interdisciplinary field is to provide a focused depth and breadth of preparation and study beyond the broad general education requirement, that will enable the Special Education/Childhood Education major to develop a degree of expertise in a chosen discipline or interdisciplinary field.

Special Education/Childhood Education majors are required to complete an academic concentration of 30-33 credits in one of the following disciplines: American Studies, Biology, Earth Science, English, French/Spanish, General Science, Mathematics, Social Studies or Spanish. The requirements of the academic concentrations are listed below. Note: While students must complete the total credits necessary for graduation, 6 credits in a 30-credit concentration and 9 credits in a 33-credit concentration may be shared between the Liberal Education requirements and the academic concentration.

**American Studies Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 250</td>
<td>Introduction to American Studies: Theory and Practice</td>
<td>4</td>
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<tr>
<td>AMS 350</td>
<td>Critical Reflections in American Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Urban Studies Certificate students must take AMS 251 instead of AMS 250.

**American Aesthetics and Cultural Practices (7-12 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 210</td>
<td>Topics in American Aesthetics and Cultural Practices</td>
</tr>
<tr>
<td>AMS 211</td>
<td>Topics in American Aesthetics and Cultural Practices: Film</td>
</tr>
<tr>
<td>BIO 112</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>COM 105</td>
<td>Introduction to Mass Media</td>
</tr>
<tr>
<td>COM 205</td>
<td>Contemporary Advertising</td>
</tr>
<tr>
<td>COM 207</td>
<td>Film Arts</td>
</tr>
<tr>
<td>COM 213</td>
<td>Documentary Film and TV</td>
</tr>
<tr>
<td>ENG 216</td>
<td>Topics in African-American Literature</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Topics in 20th-Century American Literature</td>
</tr>
</tbody>
</table>
Academic Programs

ENG 222 American Drama
ENG 223 Topics in Early American Literature
ENG 229 Contemporary American Poetry
ENG 237 Native American Literature
ENG 238 Asian American Literature
ENG 271 Topics in 19th-Century American Literature
ESC 106 History of Space Exploration
MUS 253 Jazz: Historical Overview
MUS 254 History of Rock
PHI 230 American Philosophy
PHI 281 Trash Aesthetics
RLS 124 Joy of Sects: America’s Alternative Religions
RLS 212 American Religious History

Diversity and Social Justice courses (7-12 credits):
AMS 220 Topics in Diversity and Social Justice
HIS 180 Special Topics
HIS 200/201 U.S. Women’s History (3 or 4 credit)
HIS 226 U.S. History to 1865
HIS 227 U.S. History since 1865
HIS 241 U.S. Diplomatic History
HIS 260 African-Americans in the Transatlantic World
HIS 262 African-American History since 1863
HIS 200/264 American Frontiers, 1500-1890 (3 or 4 credit)
POS 202 Gender Politics
POS 220 The Politics of Education
POS 237 Environmental Politics
POS 264 Introduction to Globalization
SOC 112 Social Issues
SOC 223 Creating Social Justice
SOC 262 Sociology of Sexualities

Critical Race Studies courses (7-12 credits):
AMS 230 Topics in Critical Race Studies
ENG 216 Topics in African-American Literature
ENG 237 Native American Literature
ENG 238 Asian American Literature
HIS 247 Introduction to Caribbean History
HIS 260 African-Americans in the Transatlantic World
HIS 262 African American History since 1863
POS 220 The Politics of Education
POS 264 Introduction to Globalization

Note: A minimum of 3 courses, including AMS 250 but not including AMS 350, must be interdisciplinary AMS courses.

Biology Concentration 30 credits
CHM 190/190L General Chemistry 1 & Lab 4
CHM 191/191L General Chemistry 2 & Lab 4
BIO 190/190L Principles of Biology 1 & Lab 4
BIO 191/191L Principles of Biology 2 & Lab 4
BIO 280/280L General Microbiology & Lab 4
or BIO 210/210L Anatomy and Physiology & Lab 4
Two Biology Laboratory courses at the 200-level or higher 8
SCI 350 Current Issues in Science Education 2

Computing and Logic Concentration 33-35 credits
Studying fundamental computer science lays the groundwork for a career of applied computational thinking applicable to any field. Computer science emphasizes algebra and mathematical reasoning, hence strengthening the overall preparation of a future teacher. A concentration in
Computing and Logic goes far beyond providing knowledge of a computer-based toolset to use in the classroom. Students in this concentration will become better equipped in conceptualization, problem-solving and abstract thinking. This concentration supports the STEM coalition efforts to improve the way our students learn science, mathematics, technology and engineering.

**Computer Science Courses**  
**20-22 Credits**

**Required Courses:**
- CSC 202 Introduction to Programming 4
- CSC 204 Educational Computing 3
- CSC 230 Integrating Programming in the Classroom 3
- CSC 252 Problem Solving with Java 4
- CSC XXX NEW COURSE

*Choose two of the following courses:*  
**6-8 credits**
- CSC 205 Windows Programming I 3
- CSC 302 Data Structures 4
- CSC 321 Database Management Systems 4
- CSC 344 Computer Networks 3
- CSC 355 Internet Programming 3

**Mathematics Courses**  
**13 Credits**

**Required Courses:**
- MAT 130 Introduction to Mathematical Thought 3
- MAT 184 Elementary Statistics 4

**Additional Courses:**
- MAT 180 College Algebra 3
- MAT 185 Pre-Calculus Mathematics 3
- MAT 270 Finite Mathematics 3

**or**
- MAT 295 Discrete Mathematical Structures 3

*Pending Approval by the NYSED*

**Earth Science Concentration**  
**30 credits**

- PHY 190/190L Fundamentals of Physics & Lab 4
- CHM 105/105L Environmental Chemistry & Lab 4
- CHM 190/190L General Chemistry & Lab 4
- ESC 101/101L The Solar System & Lab 4
- ESC 103/103L Meteorology & Lab 4
- ESC 190/191L Introductory Geology & Lab 4
- ESC 191/191L Historical Geology and Lab 4
- ESC 210/210L Aqueous Processes and Lab 4
- SCI 350 Current Issues in Science Education 2

**English/Language Arts Concentration**  
**33 credits**

- ENG 105 Expository Writing, Oral Communication, and Research Techniques 4
- ENG 114 Introduction to Literary Genres and Traditions 4

*One early literature course (200 level)*
- ENG 223 Topics in Early American Literature
- ENG 226 Women and Writing (Early Periods)
- ENG 230 Topics in Early British Literature
- ENG 244 Topics in Early World Literature
- ENG 260 Elizabethan Shakespeare
- ENG 261 Jacobean Shakespeare
- ENG 280 History of Drama
### One later literature course (200 level)  
4 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 216</td>
<td>Topics in African-American Literature</td>
</tr>
<tr>
<td>ENG 217</td>
<td>Detective Fiction</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Topics in Twentieth Century American Literature</td>
</tr>
<tr>
<td>ENG 222</td>
<td>American Drama</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Women and Writing (Later Periods)</td>
</tr>
<tr>
<td>ENG 228</td>
<td>Contemporary Fiction</td>
</tr>
<tr>
<td>ENG 229</td>
<td>Contemporary American Poetry</td>
</tr>
<tr>
<td>ENG 231</td>
<td>Topics in Post-1800 British Literature</td>
</tr>
<tr>
<td>ENG 232</td>
<td>Topics in Contemporary British Literature</td>
</tr>
<tr>
<td>ENG 236</td>
<td>Topics in Postcolonial Literatures</td>
</tr>
<tr>
<td>ENG 237</td>
<td>Native American Literature</td>
</tr>
<tr>
<td>ENG 238</td>
<td>Asian American Literature</td>
</tr>
<tr>
<td>ENG 239</td>
<td>Topics in Irish Literature</td>
</tr>
<tr>
<td>ENG 243</td>
<td>Topics in Modern European Literature</td>
</tr>
<tr>
<td>ENG 245</td>
<td>Literary Movements</td>
</tr>
<tr>
<td>ENG 270</td>
<td>Modern World Drama</td>
</tr>
<tr>
<td>ENG 271</td>
<td>Topics in Nineteenth Century American Literature</td>
</tr>
<tr>
<td>ENG 279</td>
<td>Film: Theory and Practice</td>
</tr>
</tbody>
</table>

### One diverse literature course  
4 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 126</td>
<td>Diverse Voices in Literature</td>
</tr>
<tr>
<td>ENG 173</td>
<td>Gay/Lesbian Literature</td>
</tr>
<tr>
<td>ENG 216</td>
<td>Topics in African-American Literature</td>
</tr>
<tr>
<td>ENG 226</td>
<td>Women and Writing (Early Periods)</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Women and Writing (Later Periods)</td>
</tr>
<tr>
<td>ENG 236</td>
<td>Topics in Postcolonial Literatures</td>
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<tr>
<td>ENG 237</td>
<td>Native American Literature</td>
</tr>
<tr>
<td>ENG 238</td>
<td>Asian American Literature</td>
</tr>
<tr>
<td>ENG 239</td>
<td>Topics in Irish Literature</td>
</tr>
<tr>
<td>ENG 271</td>
<td>Topics in Modern European Literature</td>
</tr>
<tr>
<td>ENG 371</td>
<td>Studies in Women's Literature</td>
</tr>
<tr>
<td>ENG 372</td>
<td>Studies in Diverse Literatures</td>
</tr>
</tbody>
</table>

### Writing/language course(s)  
3 or 4 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENG 206</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>ENG 251</td>
<td>Topics in Prose Writing</td>
</tr>
<tr>
<td>ENG 252</td>
<td>Writing for New Media</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Language and Linguistics</td>
</tr>
<tr>
<td>COM 221</td>
<td>Journalism</td>
</tr>
</tbody>
</table>

### One communication course  
3 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>COM 141</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>COM 202</td>
<td>Group Process</td>
</tr>
<tr>
<td>COM 206</td>
<td>Conflict Management</td>
</tr>
<tr>
<td>COM 241</td>
<td>Gender and Communication</td>
</tr>
<tr>
<td>COM 242</td>
<td>Communication and Culture</td>
</tr>
</tbody>
</table>

### One performance arts course  
4 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 180</td>
<td>Theatre Arts</td>
</tr>
<tr>
<td>ENG 218</td>
<td>Oral Interpretation of Literature</td>
</tr>
<tr>
<td>ENG 285</td>
<td>Acting: Studio Study</td>
</tr>
<tr>
<td>ENG 286</td>
<td>Acting: Styles and Techniques</td>
</tr>
<tr>
<td>ENG 287</td>
<td>Improvisational Acting</td>
</tr>
</tbody>
</table>

### One additional literature course from those listed above  
2 or 4 credits

#### Two credits in teaching topics courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 246</td>
<td>Imaginative Writing Workshop</td>
</tr>
<tr>
<td>ENG 247</td>
<td>Prose Writing Workshop</td>
</tr>
<tr>
<td>ENG 272</td>
<td>Literature Topics for Teachers</td>
</tr>
<tr>
<td>Code</td>
<td>Course Description</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>ENG 273</td>
<td>Language Topics for Teachers</td>
</tr>
<tr>
<td>ENG 274</td>
<td>Performance Topics</td>
</tr>
<tr>
<td>ENG 275</td>
<td>Topics for Teachers: Composition/Rhetoric</td>
</tr>
<tr>
<td>ENG 276</td>
<td>Film/Media Topics for Teachers</td>
</tr>
<tr>
<td>ENG 292</td>
<td>Literature Short Course</td>
</tr>
<tr>
<td>ENG 295</td>
<td>Writing Short Course</td>
</tr>
<tr>
<td>ENG 296</td>
<td>Film/Media Short Course</td>
</tr>
</tbody>
</table>

**French/Spanish Concentration**  **30 credits**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 204</td>
<td>Intermediate French Language and Culture</td>
<td>2</td>
</tr>
<tr>
<td>FRE 216</td>
<td>Intermediate French Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>FRE 265</td>
<td>Advanced Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>FRE 275</td>
<td>Reading for Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>FRE 309</td>
<td>Contemporary French Culture through Film</td>
<td>3</td>
</tr>
<tr>
<td>SPA 101</td>
<td>Elementary Spanish Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Elementary Spanish Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPA 203</td>
<td>Intermediate Spanish Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPA 204</td>
<td>Intermediate Spanish Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPA 309</td>
<td>Hispanic Culture in the United States</td>
<td>3</td>
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</tbody>
</table>

**General Science Concentration**  **30 credits**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 190/190L</td>
<td>General Chemistry 1 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 191/191L</td>
<td>General Chemistry 2 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 190/190L</td>
<td>Fundamentals of Physics 1 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 190/190L</td>
<td>Principles of Biology 1 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 191/191L</td>
<td>Principles of Biology 2 &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>ESC 190/190L</td>
<td>Introductory Geology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>SCI 350</td>
<td>Current Issues in Science Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**Mathematics Concentration**  **30-32 credits**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 180</td>
<td>College Algebra*</td>
<td>3</td>
</tr>
<tr>
<td>MAT 184</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 185</td>
<td>Pre-Calculus Mathematics*</td>
<td>3</td>
</tr>
<tr>
<td>MAT 190</td>
<td>Calculus I*</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus II</td>
<td>4</td>
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</tbody>
</table>

**Choose one course from the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 130</td>
<td>Introduction to Mathematical Thought</td>
<td>3</td>
</tr>
<tr>
<td>MAT 140</td>
<td>Excursions in Modern Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 150</td>
<td>Mathematical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>MAT 160</td>
<td>Ideas in Modern Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Depth of Study:**  **9-11 credits**

**Choose two courses chosen from the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 200</td>
<td>Mathematical Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Calculus 3</td>
<td>4</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Foundations of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 270</td>
<td>Finite Mathematics**</td>
<td>3</td>
</tr>
</tbody>
</table>

**or**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 295</td>
<td>Discrete Mathematics Structures**</td>
<td>3</td>
</tr>
<tr>
<td>MAT 320</td>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MAT 370</td>
<td>Mathematics Throughout History</td>
<td>3</td>
</tr>
<tr>
<td>MAT 410</td>
<td>Geometries</td>
<td>3</td>
</tr>
<tr>
<td>MAT 480</td>
<td>Topics in Mathematics</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Choose one:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 113</td>
<td>Creative Computing Using Alice</td>
<td>3</td>
</tr>
<tr>
<td>CSC 202</td>
<td>Introduction to Programming</td>
<td>4</td>
</tr>
</tbody>
</table>
*Students who transfer in MAT 185 or MAT 190 or who score 65 or better on the CALG portion of the math placement test are not required to take MAT 180 and may substitute a higher-level MAT course with advisor approval. In these cases, the higher level MAT course satisfies the MAT 180 prerequisite for the MAT 270 or 295 course requirement. In any case, a total of 30-32 applicable credits must be earned to complete the concentration.

**Students choose either MAT 270 or MAT 295, but may not use both courses to satisfy concentration requirements.

*Pending Approval by the NYSED

### Social Studies Concentration 33 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 111</td>
<td>Introduction to United States Politics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 225</td>
<td>New York State History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 226</td>
<td>United States History until 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 227</td>
<td>United States History since 1865</td>
<td>4</td>
</tr>
<tr>
<td>HIS 260</td>
<td>African-Americans in the Transatlantic World</td>
<td>4</td>
</tr>
</tbody>
</table>

One course from the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 142</td>
<td>Political Ideologies</td>
<td></td>
</tr>
<tr>
<td>POS 171</td>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td>POS 173</td>
<td>Introduction to Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>POS 202</td>
<td>Gender Politics</td>
<td></td>
</tr>
<tr>
<td>POS 220</td>
<td>The Politics of Education</td>
<td></td>
</tr>
<tr>
<td>POS 227</td>
<td>Critical Analysis of the Presidency</td>
<td></td>
</tr>
<tr>
<td>POS 250</td>
<td>Irish Politics</td>
<td></td>
</tr>
<tr>
<td>POS 262</td>
<td>The Legislative Process</td>
<td></td>
</tr>
</tbody>
</table>

Two courses, each from a different geographic area: 8 credits

Africa:
- HIS 247: Introduction to Caribbean History  
- HIS 266: Modern Africa

Asia:
- HIS 231: China and the World  
- HIS 239: Modern East Asia

Europe:
- HIS 214: Modern Europe  
- HIS 217: Modern Britain

Latin America:
- HIS 151: Images of Latin America in Film  
- HIS 249: Latin American Colonialism  
- HIS 251: Latin American Modernization

Choose one sociology course: 3 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 111</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>SOC 112</td>
<td>Social Issues</td>
<td></td>
</tr>
<tr>
<td>SOC 253</td>
<td>Childhood and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 260</td>
<td>Race and Minorities</td>
<td></td>
</tr>
</tbody>
</table>

Social studies concentrators may not transfer in core courses after they have matriculated at the College of Saint Rose (Core courses are: POS 111, HIS 225, HIS 226, HIS 227, and HIS 260)

### Spanish Concentration 30 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 203</td>
<td>Intermediate Spanish Language and Culture</td>
<td></td>
</tr>
<tr>
<td>SPA 204</td>
<td>Intermediate Spanish Language and Culture</td>
<td></td>
</tr>
<tr>
<td>SPA 216</td>
<td>Spanish Conversation</td>
<td></td>
</tr>
<tr>
<td>SPA 265</td>
<td>Advanced Grammar and Composition</td>
<td></td>
</tr>
<tr>
<td>SPA 275</td>
<td>Reading for Comprehension</td>
<td></td>
</tr>
<tr>
<td>SPA 325</td>
<td>Advanced Conversation</td>
<td></td>
</tr>
</tbody>
</table>
SPA 414  Applied Linguistics  3

One additional course chosen from:  3 credits
SPA 305  Survey of Spanish Literature 1
SPA 306  Survey of Spanish Literature 2
SPA 307  Survey of Spanish-American Literature

Two Spanish elective courses (300 - 400 level)  6 credits

Bilingual Education Extension-Spanish  12 credits
Extensions are not required as part of the Special Education/Childhood Education major at Saint Rose. The New York State Education Department offers an extension for bilingual education to the initial or permanent/professional teaching certificate obtained for Special Education/Childhood Education (Grade 1-6). An extension will show that the certified special education/childhood education teacher has additional expertise to teach bilingual education in early childhood education. Special Education/Childhood Education majors who wish the College to recommend them to the New York State Education Department for an extension must complete all requirements for the Special Education/Childhood Education (Grade 1-6) program and all requirements for initial teacher certification; obtain fingerprint clearance prior to beginning all field experiences; obtain passing scores on the New York State English Language Proficiency Assessment and Target Language (Spanish) Proficiency Assessment Exams (prior to SPA 308 BLE 455); and, complete the following additional requirements:

BLE 300  Foundations of Bilingual Education  3
BLE 308 or SPA 455  Sociolinguistics and Psycholinguistics  3
BLE 380  Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners  3
(a 25-hour field experience outside of class is required)
(25 embedded hours)

BLE 381  Methods for Teaching English Language Arts and Content Areas to Bilingual Learners  3
(a 25-hour field experience outside of class is required)
(25 embedded hours)

The New York State Teacher Certification Examination required for the Bilingual Education Extension in Spanish: Bilingual Education Assessment (BEA) in Spanish.
## School of Mathematics and Sciences

### Programs of Undergraduate Study

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry</td>
<td>BS</td>
<td>176</td>
</tr>
<tr>
<td>Bioinformatics</td>
<td>BS</td>
<td>181</td>
</tr>
<tr>
<td>Biology</td>
<td>BA</td>
<td>177</td>
</tr>
<tr>
<td>Biology: Adolescence Education</td>
<td>BA</td>
<td>177</td>
</tr>
<tr>
<td>Biology-Cytotechnology</td>
<td>BA</td>
<td>179</td>
</tr>
<tr>
<td>Chemistry</td>
<td>BA</td>
<td>179</td>
</tr>
<tr>
<td>Chemistry: Adolescence Education</td>
<td>BA</td>
<td>179</td>
</tr>
<tr>
<td>Computer Science</td>
<td>BS</td>
<td>181</td>
</tr>
<tr>
<td>Criminal Justice, Behavior &amp; Law</td>
<td>BS</td>
<td>185</td>
</tr>
<tr>
<td>Cyber Forensics <em>(Pending Approval NYSED)</em></td>
<td>Certificate</td>
<td>181</td>
</tr>
<tr>
<td>Earth Science: Adolescence Education</td>
<td>BA</td>
<td>186</td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>BS</td>
<td>188</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>BS</td>
<td>189</td>
</tr>
<tr>
<td>Game Design <em>(Pending Approval NYSED)</em></td>
<td>Certificate</td>
<td>181</td>
</tr>
<tr>
<td>Geology</td>
<td>BS</td>
<td>190</td>
</tr>
<tr>
<td>Information Technology</td>
<td>BS</td>
<td>181</td>
</tr>
<tr>
<td>Information Technology Certificate</td>
<td>Certificate</td>
<td>181</td>
</tr>
<tr>
<td>Internet Programming</td>
<td>Certificate</td>
<td>181</td>
</tr>
<tr>
<td>Mathematics</td>
<td>BA</td>
<td>191</td>
</tr>
<tr>
<td>Mathematics: Adolescence Education</td>
<td>BA</td>
<td>191</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>BS</td>
<td>192</td>
</tr>
<tr>
<td>Psychology</td>
<td>BA</td>
<td>193</td>
</tr>
<tr>
<td>Social Work</td>
<td>BS</td>
<td>198</td>
</tr>
<tr>
<td>Sociology</td>
<td>BA</td>
<td>200</td>
</tr>
</tbody>
</table>

### Programs of Graduate Study

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Systems</td>
<td>MS; Advanced Certificate</td>
</tr>
<tr>
<td>Information Technology (BS)/</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems (MS)</td>
<td>BS/MS</td>
</tr>
<tr>
<td>Internet Programming</td>
<td>Advanced Certificate</td>
</tr>
</tbody>
</table>

The School of Mathematics & Sciences spans a wide range in disciplines, from the lab-based physical sciences, to mathematics and computer science, to the social sciences. The School's twenty academic programs offer students a great deal of opportunities for study, research, and field-based practice. Included in these programs are majors designed to prepare graduates to teach high school level biology, chemistry, and earth science. Our location in the Capital District offers abundant opportunities for internships in laboratory science, computer science, and technology, along with such social service areas as mental health counseling, social work, and criminal justice/forensics. Opportunities also exist throughout the School's programs for independent research, often carried out alongside faculty mentors. This combination of classroom, lab, and field-based education prepares our students quite well for further graduate study, medical, dental, or veterinary school, or for careers in their chosen professions.
School of Mathematics & Sciences Research Honors Concentration

In order to promote undergraduate research within The College of Saint Rose, the School of Mathematics & Sciences has created a research honors concentration program.

The School recognizes that what constitutes research may vary considerably across disciplines. The descriptions listed below represent the accepted definitions of research within the School of Mathematics & Sciences for individual departments currently offering research honors:

1. Empirical examination of one or more hypotheses using research protocols and experimental designs appropriate to the student's discipline. (Criminal Justice, Behavior and Law, Physical and Biological Sciences, Psychology, Social Work, Sociology)

2. Robust exploratory examination of an advanced Computer Science topic (e.g. programming, design, analysis, simulation) following a traditional research trajectory and/or requiring implementation of a large-scale programming project. (Computer Science)

3. In depth critical or theoretical examination of the literature on an unresolved issue in the field. (Criminal Justice, Behavior and Law, Social Work, Sociology)

4. Qualitative examination using research protocols and designs appropriate to the student's discipline. (Criminal Justice, Behavior and Law, Social Work, Sociology)

5. Qualitative or deconstructive research that challenges a discipline's orthodoxy or grand narrative. (Social Work)

Procedural Details:

1. Students interested in pursuing research honors and who have achieved at least a B average at Saint Rose, must file an "Intent to Pursue Research Honors Concentration" document with the Dean of Mathematics & Sciences, accompanied by a letter of support from a faculty member within the major, and sign up for Research Honors Concentration Candidacy in Mathematics & Sciences for their major at the academic advising office. This concentration will appear on their academic progress report and academic transcript as “Research Honors in Mathematics and Sciences – Department of __________.”

2. Students must select a primary research advisor within their major who agrees to oversee the student's progress toward Research Honors.

3. Students must complete the research requirements for honors established for their major as indicated in the course catalog, and maintain an average of B or higher in these traditionally graded courses.

4. At the time of graduation, students must have a minimum overall average of B and must meet or exceed the minimum GPA for research honors within their major as established by their department.

5. At the conclusion of the research honors requirements, students will submit a thesis in a format appropriate for a scholarly journal within their discipline. Copies of the final thesis will be kept on file in the School of Mathematics & Sciences and in the Neil Hellman Library.

Department-Specific Requirements

The following programs are currently participating in the Research Honors Concentration program:

Computer Science

In addition to the general requirements for research honors described above, students pursuing research honors in the Department of Computer Science must meet the following criteria:

1. Entry to the research honors concentration is limited to students who have achieved at least a 3.5 GPA in the major and a 3.0 GPA overall after completion of their junior year.

2. Entry into the program is granted upon submission of an acceptable project proposal. A student must submit his or her proposal to a faculty member of the Computer Science
Department; the proposal must describe the intended project and be approved by the faculty member (who becomes the faculty advisor for the project). The proposed project must be a robust exploratory study of a topic not covered in any major course or a deeper examination of a topic covered in a student's coursework. Programming, design, analysis, or simulation are possible areas of focus.

3. In addition to the faculty advisor, at least two other faculty members within the department serve on the student's committee.

4. Once approved, the student embarks on the project, registering for a 3-credit independent study in the first semester of his or her senior year. Note that such projects may span a student's entire senior year.

5. Students must earn at least a B in the independent study.

6. Students must present their research project to their committee; the committee determines if the project work is acceptable or requires further investigation or revision.

7. Students must publish their work in a peer-reviewed journal or conference proceedings. Examples include the Journal of Undergraduate Research here at The College of Saint Rose, poster sessions at a computing conference, etc.

**Criminal Justice, Behavior and Law**
In addition to the general requirements for the research honors concentration described above, students pursuing research honors in Criminal Justice, Behavior and Law must have: a grade of B or higher in CJS 230, CJS 231, SOC 288, SOC 351; a 3.5 GPA in the major and 3.2 overall GPA for entry into the program. Once admitted, the student must maintain a 3.2 overall GPA.

**Physical & Biological Sciences**
In addition to the general requirements for the research honors concentration described above, students pursuing research honors in the Department of Physical & Biological Sciences must also meet the criteria described below:

1. Research may be conducted by completing at least 6 credits of undergraduate research (BIO 400, CHM 400, ESC 490, PHY 400) or at least 6 credits of internship (BIO 494, CHM 494, ESC 494) or at least 8 weeks of Department-approved, full-time, supervised summer research. Credit-bearing courses listed here for honors research cannot be taken pass/fail.

2. As a component of the “Intent to Pursue Research Honors” document for the Department of Physical and Biological Sciences, the student must write an approved research proposal and obtain a letter of support from the supervising faculty.

3. In addition to achieving at least a B average at the College, students intending to pursue research honors in the Department of Physical and Biological Sciences must have earned at least a B average in their major requirements at the time of completing the “Intent” document.

4. The research honors option is not available to freshmen in the Department of Physical and Biological Sciences.

**Psychology**
In addition to the general requirements for the research honors concentration described above, students pursuing research honors in the Department of Psychology must also meet the criteria described below.

1. Students must have a minimum GPA of 3.2 in Psychology at the time of graduation.

2. Students must earn a grade of B or higher in each of the required courses for research honors listed below:
   - PSY 295 Research Methods and Statistics I
   - PSY 299 Research Methods and Statistics II
   - PSY 493 Independent Research I
   - PSY 494 Independent Research II
PSY 495 Directed Research (minimum of 3 credits)
PSY 498 Senior Seminar in Psychology: Research

Students interested in pursuing research honors should consult the Research Honors and Independent Research Guide which may be found online at the Department of Psychology web site. This manual contains a detailed list of the requirements for research honors as well as important documents and sample timelines for PSY 493 and PSY 494.

**Social Work**
In addition to the general requirements for the research honors concentration described above, students pursuing research honors in the Department of Social Work must meet the criteria stated below:

1. Completion of SWK 451 with a grade of B or higher
2. Completion of six credit hours of advanced research
3. Submission of a manuscript to a peer reviewed journal

**Sociology**
In addition to the general requirements for the research honors concentration described above, students pursuing research honors in the Department of Sociology must have a grade of B or higher in both SOC 288 and SOC 351 for entry into the program.

**Biochemistry – Bachelor of Science**
The Biochemistry major provides the opportunity for students to concentrate on an increasingly important academic discipline within the context of their liberal arts and science education. The Biochemistry major is an excellent choice for pre-medical, pre-dental, and pre-veterinary students; for graduate study in biochemistry, biology, or chemistry; and for students who are interested in careers ranging from allied health professions, biochemical research in government and industrial laboratories to careers in forensics or the chemical or pharmaceutical industries. Once a student has matriculated, all major requirements must be taken at Saint Rose unless formal written permission to do otherwise is given by the advisor and the Dean of the School of Mathematics and Sciences with consultation of the instructor.

<table>
<thead>
<tr>
<th>Major in Biochemistry</th>
<th>76 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 190,191</td>
<td>Principles of Biology 1 and 2</td>
</tr>
<tr>
<td>BIO 280</td>
<td>General Microbiology</td>
</tr>
<tr>
<td>BIO 351</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIO 354</td>
<td>Immunology</td>
</tr>
<tr>
<td>BIO 358</td>
<td>Genetics</td>
</tr>
<tr>
<td>CHM 190,191</td>
<td>General Chemistry 1 and 2</td>
</tr>
<tr>
<td>CHM 201,202</td>
<td>Organic Chemistry 1 and 2</td>
</tr>
<tr>
<td>CHM 203</td>
<td>Quantitative Analysis</td>
</tr>
<tr>
<td>CHM 401,402</td>
<td>Physical Chemistry 1 and 2</td>
</tr>
<tr>
<td>MAT 190,191</td>
<td>Calculus 1 and 2</td>
</tr>
<tr>
<td>PHY 190,191</td>
<td>Fundamentals of Physics 1 and 2</td>
</tr>
<tr>
<td>CHM/BIO 307</td>
<td>Biochemistry 1</td>
</tr>
<tr>
<td>BIO 409</td>
<td>Biochemistry 2</td>
</tr>
<tr>
<td>SCI 399</td>
<td>Natural Science Colloquia</td>
</tr>
</tbody>
</table>

All 4-credit science courses have a required laboratory component.

The Department of Physical and Biological Sciences highly recommends that all students majoring in the sciences take CSC202 in fulfillment of their L08 Liberal Education requirement.

For those interested in pre-professional programs such as pre-medical or pre-veterinary studies, refer to the Academic Programs and Options section of this catalog (page 33).

For those interested in honors-level undergraduate research, please refer to the Research Honors section of this catalog (page 174).
Biology – Bachelor of Arts

Biology: Adolescence Education – Bachelor of Arts

The programs in Biology provide excellent preparation for laboratory work, research, teaching, medical school, veterinary school, allied health professions (such as physical therapy or physician’s assistant), or graduate study. The curriculum provides a thorough grounding in modern biology from the molecular to the organism level. After completing their introductory courses, students will choose one of two tracks. The first is a Cell and Molecular Biology track that prepares students for careers or graduate study in medically-related fields, biochemistry, molecular and cell biology, microbiology, genetics, animal biology, and other areas. The second, Ecology and Evolutionary Biology, is offered to students who wish to pursue a more field-oriented degree that emphasizes how organisms interact with their environment. Biology/Adolescence Education qualifies students for initial certification by New York State to teach biology in grades 7 through 12. Refer to the Adolescence Education catalog section for the education sequence program requirements and policies.

Once a student has matriculated, all major requirements must be taken at The College of Saint Rose unless formal written permission to do otherwise is given by the advisor and Dean of the School of Mathematics and Sciences with consultation of the instructor.

Students may opt to combine a science major with minors from disciplines such as political science, psychology, art and business. These combinations acquaint the student with important knowledge of a world increasingly influenced by science. Saint Rose graduates have had career opportunities in varied fields such as forensic science, law, medical illustration and genetic counseling.

Major in Biology 64 credits

All Biology majors will take the following CORE courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 190,191</td>
<td>Principles of Biology 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>BIO 358</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>SCI 399</td>
<td>Natural Science Colloquia</td>
<td>(required every semester) 0</td>
</tr>
<tr>
<td>CHM 190,191</td>
<td>General Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>CHM 201,202</td>
<td>Organic Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>MAT 190,191</td>
<td>Calculus 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>PHY 190,191</td>
<td>Fundamentals of Physics 1 and 2</td>
<td>8</td>
</tr>
</tbody>
</table>

Those students opting for the Cell and Molecular Biology Track will also take the following courses in addition to the CORE courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201</td>
<td>Invertebrate Zoology</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIO 234</td>
<td>Comparative Vertebrate Biology</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIO 210</td>
<td>Anatomy and Physiology</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIO 240</td>
<td>Aquatic Ecology</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIO 241</td>
<td>Marine Ecology</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIO 242</td>
<td>Terrestrial Ecology</td>
</tr>
<tr>
<td>BIO 280</td>
<td>General Microbiology</td>
</tr>
<tr>
<td>BIO 307</td>
<td>Biochemistry 1</td>
</tr>
<tr>
<td>BIO 351</td>
<td>Cell Biology</td>
</tr>
</tbody>
</table>

Those students opting for the Ecology and Evolutionary Biology Track will also take the following courses in addition to the CORE courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Animal Biology course: BIO 201 or BIO 234</td>
<td>4</td>
</tr>
<tr>
<td>One Ecology course: BIO 240, BIO 241, or BIO 242</td>
<td>4</td>
</tr>
<tr>
<td>One additional Animal Biology or Ecology course from those listed: BIO 201, 234, 240, 241, or 242</td>
<td>4</td>
</tr>
<tr>
<td>BIO 280</td>
<td>General Microbiology</td>
</tr>
</tbody>
</table>
Students must complete all of the CORE courses and the requirements for one of these tracks. The tracks may not be combined.

All 4-credit science courses have a required laboratory component.

A student who has taken BIO 100 or equivalent and changes to a Biology major may test out of BIO 190 and substitute one biology elective or may take BIO 190, 191. Testing out satisfies prerequisites.

The Department of Physical and Biological Sciences highly recommends that all students majoring in the sciences take CSC 202 in fulfillment of their L08 Liberal Education requirement.

For those interested in pre-professional programs such as pre-medical or pre-veterinary studies, refer to the Academic Programs and Options section of this catalog (page 33).

For those interested in honors-level undergraduate research, please refer to the Research Honors section of this catalog (page 174).

**Major in Biology: Adolescence Education**  
93-94 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 190, 191</td>
<td>Principles of Biology 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>BIO 280</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 351</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 307</td>
<td>Biochemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>BIO 358</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>SCI 399</td>
<td>Natural Science Colloquia (required every semester)</td>
<td>0</td>
</tr>
<tr>
<td>One organism-level biology course 200-level or greater</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>(Organism-level courses are designated in the course listing.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 190, 191</td>
<td>General Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>CHM 201, 202</td>
<td>Organic Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>MAT 190, 191</td>
<td>Calculus 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>PHY 190, 191</td>
<td>Fundamentals of Physics 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>ENV 490</td>
<td>Environmental Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Adolescence Education course requirements 36-37

All 4-credit science courses have a required laboratory component.

The Department of Physical and Biological Sciences highly recommends that all students majoring in the sciences take CSC 202 in fulfillment of their L08 Liberal Education requirement.

For those interested in honors-level undergraduate research, please refer to the Research Honors section of this catalog (page 174).

**Minor in Biology**  
20 credits

A Biology minor may be earned by completing five major-level biology courses with a grade of C or better in each course.

**Minor in Environmental Affairs**  
22 credits

Environmental affairs is a multi-disciplinary field which encompasses all the sciences plus other topics such as public policy and communication. Students interested in this field may minor in Environmental Affairs with the following courses.

One year of introductory biology or chemistry (BIO 190 and 191 or CHM 190 and 191)

One Ecology course (BIO 240, 241, or 242)

One Math course (MAT 190, 195; PSY 295 or SOC 288)

One Public Policy course (POS 236 or ENV 433 or ENV 357)

One Business or Communications course (ACC 121; ECO 105; ENG 315; SOC 222; COM 202, 206, 324, 328)
Biology/Cytotechnology – Bachelor of Arts & Masters of Science

This 3 + 2 program is offered in conjunction with the Albany College of Pharmacy and Health Sciences, Cytotechnology Program. This program consists of three years of course work at The College of Saint Rose followed by two years at the Albany College of Pharmacy and Health Sciences. In the case of transfer students, the first year at Albany College of Pharmacy and Health Sciences is counted within the minimum two-year residency at The College of Saint Rose. Admission into the Biology/Cytotechnology program does not guarantee placement into the graduate/clinical phase. The academic components of the program must be successfully completed before students are eligible to progress to the graduate/clinical phase during the senior year. Preference will be given to students who maintain a minimum cumulative index of 2.5 in science courses and 2.0 overall. Eligibility for the clinical phase of the Cytotechnology program will be determined by application and evaluation by the Albany College of Pharmacy and Health Sciences Department of Health Sciences Cytotechnology Program and The College of Saint Rose.

Successful completion of this degree entitles the student to a B.A. degree in Biology/Cytotechnology from Saint Rose (awarded at the end of their fourth year), a M.S. in Biotechnology-Cytotechnology from Albany College of Pharmacy and Health Sciences (awarded at the end of the fifth year), and eligibility for the national registry examination to become board-certified as a cytotechnologist. This program will also meet the requirements for licensure as a cytotechnologist in the State of New York (Education Law Article 165, Clinical Laboratory Technology Practice Act 2006).

**Major in Biology/Cytotechnology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 190</td>
<td>Principles of Biology 1</td>
<td>4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 280</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 351</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 354</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 358</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>SCI 399</td>
<td>Natural Science Colloquia</td>
<td>0</td>
</tr>
<tr>
<td>CHM 190,191</td>
<td>General Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>CHM 201,202</td>
<td>Organic Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>MDT 104</td>
<td>Introduction to Clinical Laboratory Sciences</td>
<td>1</td>
</tr>
<tr>
<td>MAT</td>
<td>Two courses</td>
<td>6-8</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Clinical Course Work in Cytotechnology</td>
<td>15</td>
</tr>
<tr>
<td>BIO 491</td>
<td>Clinical Course Work in Cytotechnology</td>
<td>15</td>
</tr>
</tbody>
</table>

**All 4-credit science courses have a required laboratory component.**

The Department of Physical and Biological Sciences highly recommends that all students majoring in the sciences take CSC 202 in fulfillment of their L08 Liberal Education requirement.

For those interested in pre-professional programs such as pre-medical or pre-veterinary studies, refer to the Academic Programs and Options section of this catalog (page 33).

Chemistry – Bachelor of Arts

**Chemistry: Adolescence Education – Bachelor of Arts**

The program in Chemistry is an excellent preparation for laboratory work, research, teaching, medical school, graduate studies and a variety of other science-related opportunities. Chemistry: Adolescence Education qualifies students for initial certification by New York State to teach chemistry in grades 7 through 12. Refer to the Adolescence Education catalog section for the education sequence program requirements and policies. With careful course selection, a dual major in Chemistry and Biology can be earned. Students may instead opt to combine a science major with minors from disciplines such as Political Science, Art, Business or English. These combinations can...
lead to alternate career opportunities, such as law and technical writing. Once a student has matriculated, all major requirements must be taken at The College of Saint Rose unless formal written permission to do otherwise is given by the advisor and the Dean of the School of Mathematics and Sciences with consultation of the instructor.

Major in Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 190,191</td>
<td>General Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>CHM 201,202</td>
<td>Organic Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>CHM 203</td>
<td>Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHM 301</td>
<td>Instrumental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHM 305</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 306</td>
<td>Synthesis and Characterization</td>
<td>2</td>
</tr>
<tr>
<td>CHM 401,402</td>
<td>Physical Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>SCI 399</td>
<td>Natural Science Colloquia</td>
<td>0</td>
</tr>
<tr>
<td>CHM</td>
<td>Elective course at the 300-level or greater</td>
<td>3</td>
</tr>
<tr>
<td>MAT 190,191</td>
<td>Calculus 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>PHY 190,191</td>
<td>Fundamentals of Physics 1 and 2</td>
<td>8</td>
</tr>
</tbody>
</table>

All 4-credit science courses have a required laboratory component.

The Department of Physical and Biological Sciences highly recommends that all students majoring in the sciences take CSC 202 in fulfillment of their L08 Liberal Education requirement.

For those interested in pre-professional programs such as pre-medical or pre-veterinary studies, refer to the Academic Programs and Options section of this catalog (page 33).

For those interested in honors-level undergraduate research, please refer to the Research Honors section of this catalog (page 174).

Major in Chemistry: Adolescence Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 190,191</td>
<td>General Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>CHM 201,202</td>
<td>Organic Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>CHM 203</td>
<td>Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHM 401</td>
<td>Physical Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>CHM 305</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>SCI 399</td>
<td>Natural Science Colloquia</td>
<td>0</td>
</tr>
<tr>
<td>BIO 190,191</td>
<td>Principles of Biology 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>or ESC 101</td>
<td>The Solar System</td>
<td></td>
</tr>
<tr>
<td>and ESC 190</td>
<td>Introductory Geology</td>
<td></td>
</tr>
<tr>
<td>MAT 190,191</td>
<td>Calculus 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>PHY 190,191</td>
<td>Fundamentals of Physics 1 and 2</td>
<td>8</td>
</tr>
</tbody>
</table>

Adolescence Education requirements

All 4-credit science courses have a required laboratory component.

The Department of Physical and Biological Sciences highly recommends that all students majoring in the sciences take CSC 202 in fulfillment of their L08 Liberal Education requirement.

For those interested in pre-professional programs such as pre-medical or pre-veterinary studies, refer to the Academic Programs and Options section of this catalog (page 33).

For those interested in honors-level undergraduate research, please refer to the Research Honors section of this catalog (page 174).

Minor in Chemistry

A Chemistry minor may be earned by completing six major-level chemistry courses with a grade of C or better in each course.
Computer Science Programs:

Computer Science – Bachelor of Science

Information Technology – Bachelor of Science

Bioinformatics – Bachelor of Science

BS/MS Options

Computer Science – Minor

Cyber Forensics – Certificate*

Game Design – Certificate*

Internet Programming – Certificate* *Pending NYSED Approval

The College's Computer Science and Information Technology programs are designed to prepare students with the skills to excel in the high-tech industry. Majors will acquire the knowledge to advance into positions such as computer programming, systems analysis, systems design, Internet programming and information systems management. Students will also be prepared to attend graduate programs in several related fields.

The Bioinformatics major is an interdisciplinary program that requires credits in computer science, mathematics, and the sciences. Bioinformatics is the application of computer science to biological problems that involve large quantities of complex data. Graduates of this program will be prepared to be employed in this growing field, and will also be prepared to enter graduate programs.

The College offers the major in Information Technology during the day and evening sessions. The College offers the majors in Computer Science and Bioinformatics during the day session.

In today's job market, employers often favor candidates with expertise and/or experience in computing. Regardless of a student's major at Saint Rose, a minor in Computer Science would be an attractive addition to their resume. Students pursuing a minor have great flexibility to design a minor to suit their particular interests.

Computer Science, Information Technology, Bioinformatics majors, and minors are required to maintain a minimum academic index of 2.25 in the major, 2.00 in each course in the major/minor (and all mathematics courses required by the major), and a 2.25 cumulative GPA. Students seeking a certificate must earn a minimum of a 2.00 in each course.

An honors research concentration for the Computer Science, Information Technology and Bioinformatics majors is outlined under the main section for "The School of Math and Science".

<table>
<thead>
<tr>
<th>Major in Computer Science</th>
<th>61 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 202</td>
<td>Introduction to Programming</td>
</tr>
<tr>
<td>CSC 205</td>
<td>Windows Programming 1*</td>
</tr>
<tr>
<td>CSC 252</td>
<td>Problem Solving with Java</td>
</tr>
<tr>
<td>CSC 302</td>
<td>Data Structures</td>
</tr>
<tr>
<td>CSC 321</td>
<td>Database Management Systems</td>
</tr>
<tr>
<td>CSC 332</td>
<td>Microcomputer Architecture and Programming</td>
</tr>
<tr>
<td>CSC 431</td>
<td>Algorithms</td>
</tr>
<tr>
<td>CSC 432</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>CSC 433</td>
<td>Programming Languages</td>
</tr>
</tbody>
</table>
### Academic Programs

**CSC 434**  
Software Engineering  
3

**MAT 190**  
Calculus 1  
4

**MAT 191**  
Calculus 2  
4

**MAT 184**  
Elementary Statistics  
4

**or**

**MAT 372**  
Introduction to Probability Theory  
3

**MAT 220**  
Foundations of Mathematics  
3

**or**

**MAT 295**  
Discrete Mathematical Structures  
3

**CSC electives from the following**:  
12

- CSC 311 Computer Graphics
- CSC 317 Forensic Computing
- CSC 342 Artificial Intelligence
- CSC 344 Computer Networks
- CSC 355 Internet Programming 1
- CSC 404 Animation and Rendering
- CSC 405 Game Algorithms and Design
- CSC 414 Bioinformatics 1
- CSC 415 Bioinformatics 2
- CSC 444 Advanced Networking
- CSC 451 Embedded Systems 1
- CSC 452 Embedded Systems 2
- CSC 453 Programming Mobile Devices
- CSC 455 Internet Programming 2
- CSC 460 Search and Information Retrieval
- CSC 494 Internship

*CSC 305 may substitute for CSC 205.

**Dual Math/Computer Science majors may substitute a 200-level or above MAT course for a CSC elective.**

### Major in Information Technology  
**61 credits**

**CSC 202**  
Introduction to Programming  
4

**CSC 205**  
Windows Programming 1  
4

**CSC 252**  
Problem Solving with Java  
4

**CSC 302**  
Data Structures  
4

**CSC 305**  
Windows Programming 2  
4

**CSC 321**  
Database Management Systems  
4

**CSC 344**  
Computer Networks  
3

**CSC 355**  
Internet Programming 1  
3

**CSC 423**  
Systems Analysis and Design  
3

**CSC 424**  
Systems Design and Implementation  
3

**CSC 455**  
Internet Programming 2  
3

**MAT 184**  
Elementary Statistics  
4

**CSC electives from the following**:  
12

- CSC 311 Computer Graphics
- CSC 317 Forensic Computing
- CSC 332 Microcomputer Architecture and Programming
- CSC 342 Artificial Intelligence
- CSC 404 Animation and Rendering
- CSC 405 Game Algorithms and Design
- CSC 414 Bioinformatics 1
- CSC 415 Bioinformatics 2
- CSC 431 Algorithms
- CSC 432 Operating Systems
- CSC 433 Programming Languages
- CSC 444 Advanced Networking
- CSC 451 Embedded Systems 1
CSC 452  Embedded Systems 2
CSC 453  Programming Mobile Devices
CSC 460  Search and Information Retrieval
CSC 494  Internship

MAT courses at MAT 180 level or above 6

The Computer Science Department requires that students who transfer credit for CSC 424 submit a capstone portfolio for approval by the Computer Science Department faculty.

Major in Bioinformatics  83 credits

CSC 202  Introduction to Programming  4
CSC 302  Data Structures  4
CSC 321  Database Management Systems  4
CSC 342  Artificial Intelligence  3
CSC 431  Algorithms  3
CSC 434  Software Engineering  3
CSC 414  Bioinformatics 1  3
CSC 415  Bioinformatics 2  3
CSC 416  Bioinformatics Project  3
MAT 190  Calculus 1  4
MAT 191  Calculus 2  4
MAT 184  Elementary Statistics  4
MAT 220  Foundations of Mathematics  3
BIO 190  Principles of Biology 1  4
BIO 191  Principles of Biology 2  4
BIO 307  Biochemistry 1  4
BIO 358  Genetics  4
CHM 190  General Chemistry 1  4
CHM 191  General Chemistry 2  4
CHM 201  Organic Chemistry 1  4
CHM 202  Organic Chemistry 2  4

2 CSC electives from courses at the 300 level or higher  6

B.S. /M.S. Options

The Computer Science Department offers two B.S. /M.S. options. Exceptional students of superior academic ability have the opportunity to accelerate their degree progress. Students can earn their B.S. in either Information Technology or Computer Science, and also earn their M.S. in Computer Information Systems.

Either combined B.S. /M.S. option allows students to fulfill the requirements of the undergraduate and master's degrees, which require 122 and 33 credits, respectively, for a total of 155 credits. Students must write a plan of study for the department's curriculum committee to challenge 3-15 credits of this total. The plan of study may incorporate advanced standing, independent study, and advanced courses which, when approved, can reduce the total B.S. /M.S. credits to 140 credits. Required undergraduate CSC and Mathematics courses, liberal arts requirements, and M.S. requirements may not be challenged.

Requirements for the B.S. Information Technology/
M.S. Computer Information Systems Option  140-152 credits

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Education requirements</td>
<td>41</td>
</tr>
<tr>
<td>Undergraduate Computer Information Technology major</td>
<td>61</td>
</tr>
<tr>
<td>M.S. requirements</td>
<td>33</td>
</tr>
<tr>
<td>Free electives</td>
<td>20</td>
</tr>
<tr>
<td>Subtotal</td>
<td>155</td>
</tr>
<tr>
<td>Less potential challenge credits</td>
<td>(3-15)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>140-152</td>
</tr>
</tbody>
</table>
Requirements for the B.S. Computer Science/  
M.S. Computer Information Systems Option  140-152 credits

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Liberal Education requirements</td>
<td>41</td>
</tr>
<tr>
<td>Undergraduate Computer Science major</td>
<td>61</td>
</tr>
<tr>
<td>M.S. requirements</td>
<td>33</td>
</tr>
<tr>
<td>Free electives</td>
<td>20</td>
</tr>
<tr>
<td>Subtotal</td>
<td>155</td>
</tr>
<tr>
<td>Less potential challenge credits</td>
<td>(3-15)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>140-152</strong></td>
</tr>
</tbody>
</table>

Once accepted for this program, students do not obtain a degree until all course work is completed; then they are awarded two degrees – the B.S. in either Information Technology or Computer Science, and the M.S. in Computer Information Systems. After admission to the program, the student must maintain a minimum cumulative GPA of at least 2.8 and a cumulative GPA of 3.0 for all CSC and CIS (graduate) courses completed. No CSC course with a grade of lower than C+ will be accepted for graduation. No grade less than B in CSC 202, CSC 302, and CSC 321 will be accepted for graduation. All other graduate curriculum requirements apply.

**Minor in Computer Science**  18-21 credits

A minor in Computer Science can be a valuable addition to any major at Saint Rose. Any CSC course can be included in the minor, but it would be impossible to do a minor without including CSC 202. Only one of the following may count towards the minor: CSC 111, CSC 113, CSC 114, CSC 204.

*Students must take six CSC courses to qualify for a minor.*

**Certificate in Cyber Forensics**  24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 202</td>
<td>Introduction to Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSC 252</td>
<td>Problem Solving in Java</td>
<td>4</td>
</tr>
<tr>
<td>CSC 317</td>
<td>Forensic Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 321</td>
<td>Database Management</td>
<td>4</td>
</tr>
<tr>
<td>CSC 344</td>
<td>Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CSC 432</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 444</td>
<td>Advanced Networking</td>
<td>3</td>
</tr>
</tbody>
</table>

*Pending approval from the NYSED*

**Certificate in Game Design**  24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 202</td>
<td>Introduction to Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSC 205</td>
<td>Windows Programming 1</td>
<td>4</td>
</tr>
<tr>
<td>CSC 305</td>
<td>Windows Programming 2</td>
<td>4</td>
</tr>
<tr>
<td>CSC 342</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSC 404</td>
<td>Animation and Rendering</td>
<td>3</td>
</tr>
<tr>
<td>CSC 405</td>
<td>Game Algorithms and Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 453</td>
<td>Programming Mobile Devices</td>
<td>3</td>
</tr>
</tbody>
</table>

*Pending approval from the NYSED*

**Certificate in Information Technology**  26 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 202</td>
<td>Introduction to Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSC 252</td>
<td>Problem Solving in Java</td>
<td>4</td>
</tr>
<tr>
<td>CSC 205</td>
<td>Windows Programming 1</td>
<td>4</td>
</tr>
<tr>
<td>CSC 305</td>
<td>Windows Programming 2</td>
<td>4</td>
</tr>
<tr>
<td>CSC 321</td>
<td>Database Management</td>
<td>4</td>
</tr>
<tr>
<td>CSC 423</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 424</td>
<td>Systems Implementation</td>
<td>3</td>
</tr>
</tbody>
</table>

*Pending approval from the NYSED*
Certificate in Internet Programming  22 credits

CSC 202  Introduction to Programming  4
CSC 252  Problem Solving in Java  4
CSC 302  Data Structures  4
CSC 321  Database Management  4
CSC 355  Internet Programming 1  3
CSC 455  Internet Programming 2  3

Students can transfer one course from another college into a certificate program.

Course substitutions are allowed only with the permission of the Computer Science Department.

Students may receive more than one certificate, but they must take at least two unique courses for each certificate that they receive.

Criminal Justice, Behavior and Law – Bachelor of Science

The major in Criminal Justice, Behavior and Law at The College of Saint Rose focuses on the scientific study of the criminal justice system, crime, criminal behavior and criminal law. It is guided by the principles of mastery of information, the application of that knowledge to both employment and/or continued education and the appreciation of social values and ethics. A fundamental understanding that informs the major is that the criminal justice system is a part of the larger society and, as such, it must be examined within a socio-economic context. This program offers a strong background in theory and research that will provide students with essential thinking and technical skills regardless of their plans after college. Graduates of this program will be prepared to enter a variety of career opportunities in the field of criminal justice or pursue graduate or professional education.

In keeping with the College's balanced approach to education, all majors are required to complete two seminar courses that will assist them in addressing ethical and value issues that will impact their lives, and integrate both the knowledge and skills acquired through the major. The major is grounded in a liberal arts approach to the study of criminal justice, behavior and law, but will give attention to the practical realities of how the criminal justice system actually operates and how students can best apply their knowledge and skills in pursuit of their individual interests. Course work will focus on the social context in which the criminal justice system operates the nature of crime and criminality, law and the organizational components of the criminal justice structure.

Field experiences and internships, both in the public and private sector, are available and encouraged. Students must earn a C or better in all courses used to satisfy requirements for the major. Further, it is encouraged for the student to declare the criminal justice, behavior, and law major early in order to pursue internship opportunities. Once a student has declared a major in Criminal Justice, Behavior and Law, all courses required for the major must be completed at The College of Saint Rose.

Major in Criminal Justice, Behavior, and Law  57 Credits

Core Courses  26 credits

CJS 230  Introduction to Criminal Justice System
CJS 231  Criminal Behavior
CJS 233  The Court System
SOC 288  Social Statistics
SOC 351  Social Research
SOC 360  Class, Race, and Gender
CJS 497  Senior Seminar (4 credits)
CJS 495  Ethics

Sociological Focus  9 credits

Choose 3 SOC Courses
(Excluding SOC 111 and SOC/CJS 231, 9 credits, 3 credits must be at the 300 level)

Note: SOC 111 is a prerequisite for all 300-level Sociology courses.

Criminal Justice, Behavior and Law electives  18 credits
Choose 6 Courses (18 credits, 9 credits must be at the 300/400 level):
CJS 101 Introduction to Forensic Science
CJS 232 Police Organization
CJS 234 Institutional Corrections
CJS 235 Community Corrections
CJS 238 Substantive Criminal Law
CJS 239 Juvenile Justice
CJS 260 Drugs, Crime, and Criminal Justice
CJS 262 Forensic Behavioral Science
CJS 250 The Law and Theory of Criminal Investigation
CJS 252 Criminal Evidence
CJS 280 Special Topics in Criminal Justice
CJS 320 Criminal Typologies
CJS 324 Serial Crime
CJS 330 Comparative Criminal Justice
CJS 336 Public Policy, Crime, and Criminal Justice
CJS 337 White Collar Crime
CJS 339 Criminal Procedure
CJS 340 Sex Crimes and Paraphilia
CJS 341 Criminal Profiling
CJS 380 Special Topics in Criminal Justice
CJS 420 International Criminal Law
CJS 422 Mapping and Analyzing Crime (4 credits)
CJS 494 Criminal Justice Internship (1 – 12 credits)

Choose one Advanced Theory 4 credits
CJS 428 Life Course Criminology
CJS 429 Nature and Theory of Crime
CJS 430 Punishment

Minor in Criminal Justice 18 credits
CJS 230 Introduction to the Criminal Justice System 3
CJS 231 Criminal Behavior 3
Additional credits in CJS courses 12

For those interested in honors-level undergraduate research, please refer to the Research Honors section of this catalog (page 174).

Earth Science: Adolescence Education – Bachelor of Arts

This major, designed for full-time day students, provides the necessary background so that graduates of the program are able to competently teach earth science at the secondary education level. It leads to a New York State Initial Certificate for teaching earth science in grades 7-12. Refer to the Adolescence Education catalog section for the education sequence program requirements and policies. The program includes a cadre of lower-division earth science courses and a cadre of upper-division earth science courses. The upper-division earth science courses could be more properly considered “geology” courses.

Once a student has matriculated, all major requirements must be taken at The College of Saint Rose unless formal written permission to do otherwise is given by the advisor and the Dean of the School of Mathematics and Sciences with consultation of the instructor.

Major in Earth Science: Adolescence Education 93 credits
ESC 101/101L Solar System 4
ESC 103/103L Meteorology 4
ESC 190 Introductory Geology 4
ESC 191 Historical Geology 4
ESC 210 Aqueous Systems 4
ESC 220 Mineralogy and Petrology I 4
Academic Programs

ESC 310  Sedimentology and Stratigraphy  4
ESC 320  Structural Geology and Tectonics  4
MAT 190/191  Calculus 1 and 2  8
CHM 190/191  General Chemistry 1 and 2  8
PHY 190/191  Fundamentals of Physics 1 and 2  8
SCI 399  Natural Science Colloquia (required every semester)  0

Adolescence Education requirements  36-37 credits

All 4-credit science courses have a required laboratory component.
The Department of Physical and Biological Sciences highly recommends that all students majoring in the sciences take CSC 202 in fulfillment of their L08 Liberal Education requirement.

For those interested in honors-level undergraduate research, please refer to the Research Honors section of this catalog (page 174).

Environmental Affairs Minor

Environmental science is a multi-disciplinary field which encompasses all the sciences plus other topics such as public policy and communication. Students interested in this field may minor in Environmental Affairs with the following courses.

Minor in Environmental Affairs  22 credits

One year of introductory biology or chemistry (BIO 190 and 191 or CHM 190 and 191)
One Ecology course (BIO 240, 241, or 242)
One Math course (MAT 190, 195; PSY 295 or SOC 288)
One Public Policy course (POS 236 or ENV 433 or ENV 357)
One Business or Communications course (ACC 121; ECO 105; ENG 315; SOC 222; COM 202, 206, 324, 328)

Family Studies Minor

As an interdisciplinary minor, Family Studies draws on courses in psychology, sociology and social work to offer students a theoretical and practical understanding of the family as a social institution and a vital social system. Students will study the individual’s development within the family, the inter-relationships among family members, themselves, and the reciprocal influence of the family and society at large. The Family Studies minor seeks to prepare students for entry-level careers or graduate study in a variety of fields such as public policy, human services, counseling, law and research.

Minor in Family Studies  27 credits

PSY 110  Foundations of Psychology I  3

or

PSY 111  Foundations of Psychology II
SOC 111  Introduction to Sociology  3
SWK 114  Self-Awareness and Social Relations  3
PSY 150  Parenting: Psychological Theory and Research  3
PSY 200  Human Sexuality  3

or

PSY 290  Thanatology
SOC 252  Family  3
SOC 253  Childhood and Society  3

or

SOC 256  Aging and Society
SWK 254  Child Abuse and Maltreatment  3

or

SWK 255  Family Violence
SWK 452*  Family Dynamics  3
The Family Studies minor is open to all students. Students may elect to do an internship through their major at a setting approved by the Family Studies Committee.

*See catalog course description for prerequisites.

**Strongly recommended courses for students in the Family Studies minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 250</td>
<td>Developmental Psychology: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSY 252</td>
<td>Developmental Psychology: Adolescence and Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>PSY 260</td>
<td>Psychology of Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC 262</td>
<td>Sexuality and Gender</td>
<td>3</td>
</tr>
<tr>
<td>SWK 213</td>
<td>Social Change and Social Services</td>
<td>3</td>
</tr>
<tr>
<td>SWK 375</td>
<td>Diversity Workshop</td>
<td>2</td>
</tr>
<tr>
<td>BIO 116</td>
<td>Drugs and the Body</td>
<td>3</td>
</tr>
<tr>
<td>BIO 127/127L</td>
<td>Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>COM 141</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM/PSY 241</td>
<td>Gender and Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Forensic Psychology – Bachelor of Science**

Forensic Psychologists apply psychology to criminal justice. Already an interdisciplinary field, the forensic psychology major will bring together primarily two programs at Saint Rose: Psychology and Criminal Justice. The field of forensic psychology is immense, ranging from assessment, diagnosis, and treatment of criminal forensic populations, courtroom process, and organization analysis to policy studies. If the student is appropriately prepared, s/he can skillfully work among those in psychotherapeutic management and advocacy communities. Specifically, forensic psychologists are invested in crime and justice. They examine issues, controversies, social problems, psychological states, and other complex phenomenon within the adult, juvenile, civil, and family domains of practice.

Field experiences and internships, both in the public and private sector, are available and encouraged. Students must earn a C or better in all courses used to satisfy requirements for the major. Further, it is encouraged for the student to declare the forensic psychology major early in order to pursue internship opportunities. Once a student has declared a major in Criminal Justice, all courses required for the major must be completed at The College of Saint Rose.

**Major in Forensic Psychology**  
**71-73 Credits**

**Core Courses:**  
41-42 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 110</td>
<td>Foundations of Psychology I</td>
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</tr>
<tr>
<td>PSY 111</td>
<td>Foundations of Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>CJS 230</td>
<td>Introduction to Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>CJS 231</td>
<td>Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CJS 233</td>
<td>The Court System</td>
<td>3</td>
</tr>
<tr>
<td>CJS/PSY 262</td>
<td>Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 295</td>
<td>Research Methods and Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 299</td>
<td>Research Methods and Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Physiological Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Psychometrics</td>
<td>3</td>
</tr>
<tr>
<td>CJS 495</td>
<td>Ethics in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJS 497</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 498</td>
<td>Senior Seminar in Psychology: Research in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose **five courses from** the following:  
15-16 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSJ 232</td>
<td>Police Organization</td>
<td>3</td>
</tr>
<tr>
<td>CJS 234</td>
<td>Institutional Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CJS 239</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
</tbody>
</table>
### Forensic Science – Bachelor of Science

Forensic science is a blend of the interdisciplinary nature of chemistry, biology, physics, and geology to criminal justice and case law. The forensic scientist's task is to assist the courts in deciding whether physical and/or genetic evidence can be tied to a given individual or phenomenon. Evidence may also help exonerate an innocent person. Focusing on criminal laws, the forensic major will prepare the student with the scientific method peculiar to assess criminal evidence.

#### Forensic Science

**Science Courses:** 68 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 190</td>
<td>General Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>CHM 191</td>
<td>General Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>CHM 201</td>
<td>Organic Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>CHM 212</td>
<td>Organic Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>CHM 203</td>
<td>Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHM 301</td>
<td>Instrumental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHM 401</td>
<td>Physical Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>ESC 190</td>
<td>Introductory Geology</td>
<td>4</td>
</tr>
<tr>
<td>PHY 190</td>
<td>Fundamentals of Physics 1</td>
<td>4</td>
</tr>
<tr>
<td>PHY 191</td>
<td>Fundamentals of Physics 2</td>
<td>4</td>
</tr>
<tr>
<td>MAT 190</td>
<td>Calculus 1</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>BIO 190</td>
<td>Principles of Biology 1</td>
<td>4</td>
</tr>
<tr>
<td>BIO 191</td>
<td>Principles of Biology 2</td>
<td>4</td>
</tr>
<tr>
<td>BIO 358</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 351</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 307</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

**Criminal Justice Courses:** 23 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 233</td>
<td>Courts</td>
<td>3</td>
</tr>
<tr>
<td>CJS 250</td>
<td>Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>CJS 252</td>
<td>Criminal Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJS 101</td>
<td>Introduction to Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>CJS 240</td>
<td>Forensic Assays*</td>
<td>4</td>
</tr>
<tr>
<td>CJS 180</td>
<td>Contemporary and Descriptive Topics in Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>SOC 288</td>
<td>Social Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

(Pre-req for this course: SOC 111)
Forensic Science Minor  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 101</td>
<td>Introduction to Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>CJS 240</td>
<td>Forensic Assays, Lab. Prerequisite: CHEM 190/191*</td>
<td>4</td>
</tr>
<tr>
<td>CJS 180</td>
<td>Contemporary and Descriptive Topics in Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>CJS 250</td>
<td>The Law and Theory of Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>CJS 252</td>
<td>Criminal Evidence</td>
<td>2</td>
</tr>
<tr>
<td>SOC 288</td>
<td>Social Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

*Prerequisites for CJS 240 are mandatory and can only be waived by the science department chair.

Geology – Bachelor of Science

The Geology major prepares a student who is interested in Earth’s systems for a position in industry, government, or education (positions not requiring NYS certification), and for graduate studies requiring a background in earth sciences. The world is increasingly dependent upon scientists and policy-makers who understand the complexities of earth resources (e.g., energy sources, water, building materials), the global climate, natural hazards, and the environment. This program provides the essential theoretical and practical aspects of earth processes (rock and mineral origins, earth surface and subsurface processes, aqueous systems) for a graduate to qualify for entry-level positions with oil and mining companies, environmental consulting firms, state and national parks, state and federal geological surveys, and private educational institutions. Practical hands-on field and laboratory work is emphasized, and the curriculum is focused on real-world issues and needs. The required geology courses are supplemented with essential math, chemistry, and physics courses needed for a basic understanding of the quantitative nature of the principles of geological processes. This program is for full-time day students. A minor in geology can be useful for students majoring in disciplines that deal with earth processes in a scientific sense (e.g., chemistry, biology) or from a policy standpoint (e.g., business, economics, and political science).

Major in Geology  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 190</td>
<td>Introductory Geology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 191</td>
<td>Historical Geology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 210</td>
<td>Aqueous Systems</td>
<td>4</td>
</tr>
<tr>
<td>ESC 220</td>
<td>Mineralogy and Petrology I</td>
<td>4</td>
</tr>
<tr>
<td>ESC 310</td>
<td>Sedimentology and Stratigraphy</td>
<td>4</td>
</tr>
<tr>
<td>ESC 320</td>
<td>Structural Geology and Tectonics</td>
<td>4</td>
</tr>
<tr>
<td>ESC 410</td>
<td>Mineralogy and Petrology II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 190, 191</td>
<td>Calculus 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>CHM 190, 191</td>
<td>General Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>PHY 190, 191</td>
<td>Fundamentals of Physics 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>SCI 399</td>
<td>Natural Science Colloquium</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(required every semester)</td>
<td></td>
</tr>
</tbody>
</table>

Plus 12 credits from the following ESC courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 330</td>
<td>Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 340</td>
<td>Glaciers and Climate Change</td>
<td>4</td>
</tr>
<tr>
<td>ESC 370</td>
<td>Topics in Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>ESC 400</td>
<td>Field Geology (not taught at St. Rose)</td>
<td>4</td>
</tr>
<tr>
<td>ESC 415</td>
<td>Petroleum Geology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 420</td>
<td>Hydrogeology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 430</td>
<td>Economic Geology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 440</td>
<td>Geochemistry</td>
<td>4</td>
</tr>
<tr>
<td>ESC 450</td>
<td>Introduction to Applied Geophysics</td>
<td>4</td>
</tr>
<tr>
<td>ESC 490</td>
<td>Research</td>
<td>1-4</td>
</tr>
</tbody>
</table>

All 4-credit science courses have a required laboratory component.

The Department of Physical and Biological Sciences highly recommends that all students majoring in the sciences take CSC 202 in fulfillment of their L08 Liberal Education requirement.

For those interested in honors-level undergraduate research, please refer to the Research Honors section of this catalog (page 174).
Minor in Geology

A Geology minor may be earned by completing six of the ESC courses required for the B.S. Geology program with a grade of C or better in each course.

Mathematics – Bachelor of Arts

Mathematics: Adolescence Education – Bachelor of Arts

The Mathematics programs provide the conceptual and technical education that students need to compete in our highly technological society. Our programs prepare students for opportunities in industry, government work, teaching, or for graduate studies. Mathematics: Adolescence Education qualifies students for initial certification by New York State to teach mathematics in grades 7 through 12. Refer to the Adolescence Education catalog section for the education sequence program requirements and policies. The College of Saint Rose boasts a better than 96% pass rate among its students on the New York State Teacher Certification Examinations.

Enrollment is by placement examination only. Students who score below the minimum required score on the placement exam are encouraged to seek remediation immediately upon acceptance at the College. Remediation is available at the Academic Support Center. For further information regarding these exams, contact the Academic Advising office.

Students must earn a grade of C or better in every required MAT course for their major. A grade below a C means that the student must repeat the course at Saint Rose until a grade of C or better results.

Students do not have to repeat an elective MAT course, provided that their cumulative index in mathematics courses is 2.0 or better before graduation.

At least two Upper Division elective courses (MAT 302, 319, 320, 330, 340, 370, 373, 420, and 480) are offered each semester according to faculty availability and student needs.

<table>
<thead>
<tr>
<th>Major in Mathematics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 190</td>
<td>Calculus 1</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus 2</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Calculus 3</td>
</tr>
<tr>
<td>MAT 210</td>
<td>Maple</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Foundations of Mathematics</td>
</tr>
<tr>
<td>MAT 240</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MAT 350</td>
<td>Introduction to Abstract Algebra</td>
</tr>
<tr>
<td>MAT 372</td>
<td>Introduction to Probability Theory</td>
</tr>
<tr>
<td>MAT 401</td>
<td>Basic Analysis</td>
</tr>
<tr>
<td>MAT 410</td>
<td>Geometries</td>
</tr>
<tr>
<td>MAT</td>
<td>Electives at 300 level or above</td>
</tr>
<tr>
<td>CSC 202</td>
<td>Introduction to Programming</td>
</tr>
<tr>
<td>PHY 190, 190L</td>
<td>Fundamentals of Physics 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major in Mathematics: Adolescence Education</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 190</td>
<td>Calculus 1</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus 2</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Calculus 3</td>
</tr>
<tr>
<td>MAT 210</td>
<td>Maple</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Foundations of Mathematics</td>
</tr>
<tr>
<td>MAT 240</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MAT 310</td>
<td>Mathematical Modeling with Discrete Mathematics and Statistics</td>
</tr>
<tr>
<td>MAT 350</td>
<td>Introduction to Abstract Algebra</td>
</tr>
<tr>
<td>MAT 372</td>
<td>Introduction to Probability Theory</td>
</tr>
<tr>
<td>MAT 401</td>
<td>Basic Analysis</td>
</tr>
<tr>
<td>MAT 410</td>
<td>Geometries</td>
</tr>
</tbody>
</table>
Academic Programs

THE COLLEGE OF SAINT ROSE 2011-2013

MAT Electives at 300 level or above 3
CSC 202 Introduction to Programming 4
PHY 190, 190L Fundamentals of Physics 1 4

Above courses 47 credits

Adolescence Education requirements 36-37 credits

Students in Mathematics: Adolescence Education students must maintain a cumulative average of 2.75 for all courses which are part of the Mathematics major (see Adolescence Education). Failure to maintain this standard will mean that the student cannot be admitted to student teaching (SEC 470) and cannot fulfill the requirements for certification.

Minor in Mathematics 18 credits

MAT 190 Calculus 1 4
MAT 191 Calculus 2 4
MAT 201 Calculus 3 4
MAT Electives numbered above 200 6

Medical Technology – Bachelor of Science

The 3 + 1 program in Medical Technology combines a three-year academic component at Saint Rose with a one-year internship and specialization at the Rochester General Hospital (RGH) School of Medical Technologies. In the case of transfer students, the one-year clinical internship is counted within the two-year minimum residency at Saint Rose. Once a student has matriculated, all major requirements must be taken at Saint Rose unless formal written permission to do otherwise is given by the advisor and the Dean of the School of Mathematics and Sciences with consultation of the instructor.

Admission into the Medical Technology program is highly competitive and does not guarantee placement into the clinical phase. Students are evaluated by the Schools of Medical Technology and The College of Saint Rose. Academic components of the program must be successfully completed before students are eligible to progress to the clinical phase during the senior year. Students must maintain a minimum cumulative index of 2.5 in science courses and 2.0 overall in order to be eligible for the clinical phase of the program. Preference will be given to those students who have a 3.0 GPA in their science courses.

Upon the completion of the program, students will be eligible for ASCP and NCA examinations to become certified medical technologists, as well as the New York State licensing exam.

Major in Medical Technology 87 credits

MDT 104 Introduction to Clinical Laboratory Science 1
BIO 190 Principles of Biology 1 4
BIO 210 Anatomy and Physiology 4
BIO 280 General Microbiology 4
BIO 307 Biochemistry 1 4
BIO 320 Pathogenic Microbiology 4
or
CHM 301 Instrumental Analysis 4
BIO 354 Immunology 4
BIO 358 Genetics 4
SCI 399 Natural Sciences Colloquia (required every semester) 0
CHM 190,191 General Chemistry 1 and 2 8
CHM 201,202 Organic Chemistry 1 and 2 8
CHM 203 Quantitative Analysis 4
MAT 184 Elementary Statistics 4

Minor in Physics

Physics is the most fundamental of the Natural Sciences. A strong background in physics will strengthen a student's understanding and appreciation of mathematics and the other Natural Sciences. The physics minor will provide students with a strong background in classical and mod-
ern physics at both the macro and micro-scale. The physics minor seeks to provide students with the physics background that would enable them to blend their current major with physics at the graduate level, or pursue a physics graduate degree with minimal additional course work.

### Minor in Physics 21 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY190 and PHY190L</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY191 and PHY191L</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHY250*</td>
<td>Waves</td>
<td>3</td>
</tr>
<tr>
<td>PHY302</td>
<td>Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>CHM401 and CHM401L</td>
<td>Physical Chemistry I (Thermodynamics)</td>
<td>4</td>
</tr>
</tbody>
</table>

* These courses are not currently offered at The College of Saint Rose and an equivalent course must be taken at another college.

### Physical Education

The Physical Education program is directed to the twin goals of lifetime fitness and wellness through lifetime physical activity. A wide range of lifetime physical activity courses are available to enhance the wellbeing of the learner. Students can develop and implement their own personal wellness/fitness program with regard to exercise, stress management, nutrition and other wellness principles. A total of four credit hours in physical education may be applied to the total number of credit hours required for graduation.

### Psychology – Bachelor of Arts

The study of psychology at The College of Saint Rose offers students the opportunity to develop a fundamental knowledge of the discipline of psychology as a science including its modes of inquiry and major schools of thought. As an integral part of a liberal arts education, emphasis is on the holistic appreciation of the human being through an understanding of the interactions among cognitive, social, emotional, and biological factors. In its eclectic emphasis, the Psychology program prepares students to pursue graduate study in a variety of fields such as psychology, business, counseling, social work, or women's and gender studies. The major also prepares students to enter careers in human services, business and industry.

### Major in Psychology 52 credits

#### Core Courses 21 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 110</td>
<td>Foundations of Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111</td>
<td>Foundations of Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 295</td>
<td>Research Methods and Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 299</td>
<td>Research Methods and Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Physiological Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 497</td>
<td>Senior Seminar: History and Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 498</td>
<td>Senior Seminar: Research in Psychology</td>
<td></td>
</tr>
</tbody>
</table>

#### Psychology as an empirical science 7 credits

(one must be a 4-credit lab course*)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 335</td>
<td>Behavioral/Cognitive Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Neuropsychology*</td>
<td>4</td>
</tr>
<tr>
<td>PSY 391</td>
<td>Learning*</td>
<td>4</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Psychometrics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 420</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
Psychology as a social-developmental science  

choose from:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 200</td>
<td>Human Sexuality 3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Developmental Psychology: Childhood 3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 252</td>
<td>Developmental Psychology: Adolescence and Adulthood 3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 260</td>
<td>Psychology of Gender 3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Social Psychology 3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Personality 3</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology as an applied-clinical science  

Choose from the following three courses:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 255</td>
<td>Parenting: Psychological Theory and Research 3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 280</td>
<td>Psychology of Love 3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 290</td>
<td>Thanatology 3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Health Psychology 3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology 3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 365</td>
<td>Introduction to Psychotherapy 3</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Cross Cultural Psychology 3</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology electives - any additional 12 credits in PSY.

Students in the Psychology major may wish to explore and emphasize particular areas of interest.

Students must earn a minimum grade of C in every course required for the major. Except in special cases where a student receives written approval from the department chairperson based on a decision made by the members of the full-time psychology department faculty, no student may repeat a course offered by the psychology department more than once. Two failures of a core course will result in dismissal from the major. Majors may not take courses required for the major (except internships) on a pass/fail basis. Once having declared the Psychology major, students must satisfy all remaining core, distribution and other courses applicable to the major at The College of Saint Rose. The department does not allow students to replace courses offered by the department with Independent Studies.

Students wishing to complete internships must have junior or senior standing, a minimum cumulative Psychology GPA of 3.0 and a minimum overall cumulative GPA of 3.0. In addition, students must obtain the consent of the Psychology department prior to registration for the internship.

The Department of Psychology is pleased to offer research honors to students who demonstrate excellence in academic and research activities. For the requirements of this program, please refer to the Research Honors section of this catalog (page 174).

**Minor in Psychology**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 110</td>
<td>Foundations of Psychology I 3</td>
<td></td>
</tr>
<tr>
<td>PSY 260</td>
<td>Psychology of Gender 3</td>
<td></td>
</tr>
<tr>
<td><strong>or</strong></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Social Psychology 3</td>
<td></td>
</tr>
<tr>
<td>PSY 200</td>
<td>Human Sexuality 3</td>
<td>3</td>
</tr>
<tr>
<td><strong>or</strong></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>PSY 290</td>
<td>Thanatology 3</td>
<td></td>
</tr>
<tr>
<td>PSY 250</td>
<td>Developmental Psychology: Childhood 3</td>
<td>3</td>
</tr>
<tr>
<td><strong>or</strong></td>
<td></td>
<td>6</td>
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<tr>
<td>PSY 252</td>
<td>Developmental Psychology: Adolescence and Adulthood 4</td>
<td></td>
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<tr>
<td>PSY 320</td>
<td>Physiological Psychology 4</td>
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<tr>
<td><strong>or</strong></td>
<td></td>
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<tr>
<td>PSY 330</td>
<td>Neuropsychology 3</td>
<td></td>
</tr>
<tr>
<td><strong>or</strong></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>PSY 391</td>
<td>Learning 3</td>
<td></td>
</tr>
<tr>
<td>PSY 292</td>
<td>Motivation 3</td>
<td>3</td>
</tr>
<tr>
<td><strong>or</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
PSY 420  Cognitive Psychology  
PSY 400  Personality 3  
or  
PSY 363  Abnormal Psychology

**Minor in Business Administration**  
**for Psychology Majors**  
**27 credits**

- ACC 121  Principles of Financial Accounting 3  
- ACC 122  Principles of Managerial Accounting 3  
- BUS 210  Organization Communication 3  
- BUS 219  Management Information Systems 3  
- BUS 246  Organizational Behavior 3  
- BUS 253  Principles of Marketing 3  
- BUS 301  Financial Management 3  
- BUS 362  Human Resource Management 3  
- BUS 370  Consumer Needs and Behaviors 3

**Concentrations Offered Within the Psychology Major**

The Psychology Department offers concentrations in Health Psychology, Behavioral Neuroscience, Industrial/Organizational Psychology, Clinical/Counseling Psychology, and Human Development. The concentrations are designed to allow Psychology majors to pursue specialized interests while completing foundational courses in the major. The concentrations allow students to focus on specific topics and may help to prepare students for entry-level careers or for graduate study in specific areas within psychology or related disciplines.

**Health Psychology Concentration**  
**26 credits**

The Health Psychology concentration is designed to provide students with an understanding of psychological factors involved in health. Most students who desire to pursue a career in health psychology will need to pursue a graduate degree. Thus, the following courses are designed to prepare students for further study in health psychology.

As an applied area of psychology, an understanding of health psychology draws upon many of the basic areas within psychology. The required courses below are designed to provide students with exposure to many of these basic areas. Additionally, students are encouraged to take many of the courses from the strongly recommended list as they also relate to health psychology.

- PSY 200  Human Sexuality 3  
- PSY 290  Thanatology 3  
- PSY 310  Social Psychology 3  
- PSY 320  Physiological Psychology 4  
- PSY 330  Neuropsychology 4  
- PSY 352  Health Psychology 3  
- PSY 490  Internship in Health Psychology 3  
or  
- PSY 495  Directed Research in Health Psychology

*Choose one of the following:*  
PED 173  Multicultural Wellness  
PED 175  Wellness  
PED 176  Career Wellness  
PED 177  Wellness for Women  
PED 178  Wellness for the Maturing Adult

*Strongly recommended courses for Health Psychology concentrators:*

- PSY 292  Motivation 3  
- PSY 350  Forgetting and Amnesia 3  
- PSY 391  Learning 4  
- BIO 116  Drugs and the Human Body 3  
- BIO 118/118L  Biology of AIDS 4  
- PED 179  Stress Management 1  
- SWK 364  Substance Abuse, Dependency and Treatment 3
Behavioral Neuroscience Concentration  33 credits
The Behavioral Neuroscience concentration is a multidisciplinary focus on the relationships between brain and behavior. Students will be required to successfully complete courses from the Psychology, Biology, and Chemistry departments. These courses will help students to develop a firm understanding of the neurobiology of the nervous system and its relationship to a wide variety of normal and abnormal behaviors. Successful completion of this concentration will prepare students for graduate study in psychology, neuroscience, or related disciplines.

CHM 190, 190L General Chemistry I 4
CHM 191, 191L General Chemistry II 4
BIO 210, 210L Anatomy and Physiology 4
PSY 320 Physiological Psychology 4
PSY 335 Behavioral/Cognitive Neuroscience 4
PSY 345 Introduction to Psychopharmacology 3
PSY 391 Learning 4
PSY 350 Forgetting and Amnesia 3
or
PSY 360 Social Neuroscience
PSY 490 Internship in Behavioral Neuroscience 3
or
PSY 495 Directed Research in Behavioral Neuroscience

Industrial/Organizational Psychology Concentration  24 credits
The Industrial/Organizational Psychology concentration is an interdisciplinary concentration that combines courses from psychology and business in order to prepare students for careers or graduate study in these areas. Students will be required to successfully complete a set of courses that focuses on understanding human behavior as it is applicable to individual and group environments. Both theoretical and practical understandings of these issues will be required, and students will develop an understanding of employer, employee, and consumer dynamics and how to empirically examine issues of relevance in these core groups. Successful completion of this concentration will prepare students for entry-level careers in business and human resources, and for graduate school in industrial and organizational psychology.

PSY 292 Motivation 3
PSY 310 Social Psychology 3
PSY 400 Personality 3
PSY 410 Psychometrics 3
PSY 495 Directed Research in I/O 3
BUS 246 Organizational Behavior 3
BUS 362 Human Resources Management 3
BUS 370 Consumer Behavior 3

Strongly recommended courses for Industrial/Organizational concentrators:
PSY 490 Psychology Internship in I/O 3
BUS 494 Business Internship in I/O 3

Clinical/Counseling Concentration  31 credits
The Clinical/Counseling concentration focuses on courses that relate to mental health. Therapeutic approaches and perspectives are emphasized. Successful completion of this concentration will prepare students for entry-level careers in human services and the helping professions, as well as graduate study in clinical or counseling psychology.

PSY 200 Human Sexuality 3
PSY 290 Thanatology 3
PSY 330 Neuropsychology 4
PSY 345 Introduction to Psychopharmacology 3
PSY 352 Health Psychology 3
PSY 363 Abnormal Psychology 3
PSY 365 Introduction to Psychotherapy 3
PSY 400 Personality 3
PSY 410 Psychometrics 3
PSY 415 Seminar in Clinical Psychology 3
Strongly recommended for Clinical/Counseling concentrators:
PSY 490 Internship (in a clinical setting) 3

Human Development Concentration 21 credits
The Human Development concentration focuses on courses that relate to the life cycle. Multiple approaches to life-span development are emphasized. The concentration prepares students to pursue graduate study in developmental psychology and related fields, as well as enter careers in the helping professions and human services.
PSY 200 Human Sexuality 3
PSY 250 Developmental Psychology: Childhood 3
PSY 252 Developmental Psychology: Adolescence and Adulthood 3
PSY 255 Parenting: Psychological Theory and Research 3
PSY 260 Psychology of Gender 3
PSY 280 Psychology of Love 3
PSY 400 Personality 3

Public Health – Minor

Public Health is an interdisciplinary minor in which students develop a greater understanding of the various factors affecting community health in local, regional, and global perspectives. The three foundational core courses provide a common language, methodology, and the core public health concepts. The electives provide exposure to a variety of issues that affect public health including: the investigation of epidemics, ethical and social justice issues of public health (e.g., disparities in health care among populations), the political environment, the medical environment, and a variety of human behaviors that affect the public health of society.

A major goal of the minor is to provide hands-on service learning experience in community health through service learning projects. This experiential learning allows the student to actually work on a public health issue with a community partner. This will allow a practical way to solidify the knowledge gained in coursework and provide a service to the community. This will take place in the Introduction to Public Health course and other courses within the program.

Though open to all majors, the Public Health minor may be particularly suitable for students majoring in Biology, Sociology, Social Work, or History/Political Science.

Minor in Public Health 22 credits

Public Health Core (10 Credits)
SOC 270 Intro to Public Health 3
SOC 288 Social Statistics 3
SOC 312 Epidemiology 4

Public Health Electives (12 Credits)

Chosen from the courses below:
AMS 251 Urban American Studies 4
BIO 118 Biology of AIDS 3
BIO 105 Human Heredity 4
BIO 320 Pathogenic Microbiology 4
CJS 260 Drugs, Crime, and Criminal Justice 3
PED 173 Multicultural Wellness 3
PED 175 Wellness 3
PED 176 Career Wellness 3
PED 177 Wellness for Women 3
PED 178 Wellness for the Maturing Adult 3

Note: Only One PED class can count toward the minor
PHI 303 Environmental Ethics 3
PHI 382 Post 9/11: Ethical Issues in Disaster Planning and Response 3
PHI 383  Global Healthcare: Ethical Challenges  3
POS 364  Politics of AIDS  4
PSY 352  Health Psychology  3
SOC 223  Creating Social Justice  3
SOC 256  Aging and Society  3
SOC 272  Medical Sociology  3
SOC 280  Special Topics – If the topic is in Public Health  3
SOC 499  Independent Study – If the topic is in Public Health  3
SWK 489  Understanding and Influencing Policy  3
SWK 254  Child Abuse  3
SWK 255  Family Violence  3
SWK 364  Substance Abuse  3

Social Work – Bachelor of Science

The Social Work major prepares students for beginning generalist social work practice. Through academic study and agency field work, students become social workers qualified for entry-level professional positions. Graduates accept positions which serve people of all ages in settings such as schools, hospitals, residential treatment centers, drug and alcohol clinics, probation offices, nursing homes and daycare centers. Students gain skills in interviewing, assessing, problem-solving, researching, organizing, and many other facets of this helping profession. Clients include individuals, families, groups, organizations, and communities.

Since the preparation for the social work profession demands a study in various academic fields such as political science, sociology, and biology, as well as a strong background in liberal arts, Social Work majors are well prepared to pursue graduate study degrees in Social Work or related fields such as personnel, counseling, community psychology or law. Upon acceptance to the College, students must apply for admission to the Social Work major. Applications may be made any time after the first semester of the freshman year, but no later than the semester prior to taking SWK 378. Acceptance requires that the student must have a cumulative average of 2.3 at either the college or the community college from which the applicant has transferred; likewise, in order to be accepted into SWK 378 (pre-field), a student must have achieved a cumulative average of 2.3 overall and 2.3 in the major with a grade of “C” or higher in every course with an SOC or SWK prefix required of the major. Students may review “Admissions Policies for the Major in Social Work” for procedures.

Although the minor does not prepare students for social work practice, this course of study is useful to students in majors dealing with interpersonal interaction such as education, psychology, sociology, criminal justice, or other social sciences as well as Medical Technology, Communication Sciences and Disorders, Business and the humanities. It includes academic work geared toward understanding and helping people and provides a sound background for graduate study in the helping professions.

In its policies and practices, the Social Work program shall not discriminate against persons on the basis of their age, race, gender, creed, religion, ethnicity, social class, political beliefs, handicap, or sexual orientation.

The Social Work program has been accredited by the Council on Social Work Education.

**Major in Social Work**  64-65 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 127/127L</td>
<td>Human Biology and Lab</td>
<td>4</td>
</tr>
<tr>
<td>POS 111</td>
<td>Introduction to U.S. Politics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 111</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 358</td>
<td>Social Theory</td>
<td>4</td>
</tr>
<tr>
<td>SOC 360</td>
<td>Wealth, Power and Prestige in Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>SWK 114</td>
<td>Introduction to Social Work: Self-Awareness and Social Relations</td>
<td>3</td>
</tr>
<tr>
<td>SWK 213</td>
<td>Social Change and Social Services</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 212</td>
<td>Societies and Social Welfare</td>
<td>2</td>
</tr>
<tr>
<td>SWK 215</td>
<td>Human Behavior in the Social Environment I</td>
<td>3</td>
</tr>
</tbody>
</table>
SWK 315  Human Behavior in the Social Environment II  3
SWK 322  Social Work Practice with Organizations and Communities  3
SWK 375  Diversity Workshop  3
SWK 378  Pre-Field Experience  3
SWK 379  Social Work Practice with Individuals, Groups, and Families  3
SWK 451  Research Methods in Social Work  3
SWK 480  Field Practicum  4
SWK 481  Social Work Practice with Individuals and Families  4
SWK 482  Field Practicum Continued  4
SWK 483  Social Work Practice with Groups  3
SWK 489  Understanding and Influencing Policy  3
Social Work Elective  3

**Other Requirements and Recommendations**

Students must attend all sessions of the orientation to pre-field during the fall semester prior to entering SWK 378 the following spring. Students who earn a grade below C or its equivalent in SWK 378, 480, and 482 may retake any of these field placements only upon permission of the Social Work faculty. Social Work majors may apply BIO 127 and POS 111 to their Liberal Education requirements. Social Work majors may wish to pursue proficiency in Spanish. Seniors must pass integrative exams in SWK 481 and 483.

**Minor in Social Work  33-34 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 127/127L</td>
<td>Human Biology and Lab</td>
<td>4</td>
</tr>
<tr>
<td>POS 111</td>
<td>Introduction to U.S. Politics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 111</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SWK 114</td>
<td>Introduction to Social Work: Self-Awareness and Social Relations</td>
<td>3</td>
</tr>
<tr>
<td>SWK 113</td>
<td>The State of Welfare Services</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 212</td>
<td>Societies and Social Welfare</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 213</td>
<td>Social Change and Social Services</td>
<td>3</td>
</tr>
<tr>
<td>SWK 215</td>
<td>Human Behavior in the Social Environment I</td>
<td>3</td>
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<tr>
<td>SWK 315</td>
<td>Human Behavior in the Social Environment II</td>
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<tr>
<td>SWK 322</td>
<td>Social Work Practice with Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SWK 375</td>
<td>Diversity Workshop</td>
<td>3</td>
</tr>
<tr>
<td>SWK 378</td>
<td>Pre-Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>SWK 379</td>
<td>Social Work Practice with Individuals, Groups, and Families</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must complete SWK 213, SWK 114 and SWK 215 before enrolling in SWK 378 and SWK 379, which must be taken together.

**Research Honors Concentration**

For those interested in honors-level undergraduate research, please refer to the Research Honors Concentration section of this catalog (page 174).
Sociology – Bachelor of Arts

Sociology is the study of societies and social groups. It seeks accurate information through social research, deeper understanding through sociological theory, and betterment of social life through policy evaluation and social justice action. Our Sociology program provides students with a solid grounding in research, theory and social justice.

Graduates of our Sociology program are well prepared for a wide variety of career opportunities and for success in today’s ever-changing job market. Community organizing, social justice activism, human services, health care delivery, criminal justice, communications, market research, policy research, public administration, as well as law school and graduate work in Sociology and many other fields, are just a handful of the career paths that our Sociology graduates have followed. Students unclear about their career plans will find our Sociology program useful for providing a wide variety of skills that are applicable to a large number of careers. Students with particular career interests can acquire on-the-job experience in their junior or senior years through our Sociology internships, which are available in government, business, public and private agencies.

Students specifically interested in creating a more just community, nation or world might consider our Social Justice minor; those interested in health care issues, our Public Health minor; and those interested in family issues, our interdisciplinary minor in Family Studies.

Students must earn a grade of C or better in every Sociology course required for the major. Students who earn less than a grade of C must repeat the course at Saint Rose until a grade of C or better is earned. Once a student declares Sociology as a major, the student must complete all requirements for the major at Saint Rose. Anthropology courses may be counted toward the required number of Sociology electives.

**Major in Sociology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC 111 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 112 Social Issues</td>
<td>3</td>
</tr>
<tr>
<td>SOC 288 Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 351 Social Research</td>
<td>4</td>
</tr>
<tr>
<td>SOC 358 Social Theory</td>
<td>4</td>
</tr>
<tr>
<td>SOC 360 Class, Race and Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC Elective at the 300-level</td>
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<tr>
<td>SOC 498 Senior Seminar</td>
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**SOC/ANT Electives**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>SOC Electives</td>
<td>9 credits</td>
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**Minor in Sociology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 111 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 112 Social Issues</td>
<td>3</td>
</tr>
<tr>
<td>SOC 358 Social Theory</td>
<td>4</td>
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</tbody>
</table>

**SOC Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC Electives</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

**Minor in Social Justice (Sociology majors only)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 223 Creating Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 260 Race and Minorities</td>
<td>3</td>
</tr>
<tr>
<td>SOC 262 Sex and Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC 361 Political Sociology</td>
<td>4</td>
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</tbody>
</table>

**SOC Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC Electives</td>
<td>8</td>
</tr>
</tbody>
</table>

Students with a Social Justice minor are encouraged to elect an Internship in a social justice setting.
Minor in Social Justice (Non-Sociology majors only)  18 credits
SOC 111  Introduction to Sociology  3
SOC 112  Social Issues  3
SOC 223  Creating Social Justice  3
SOC 260  Race and Minorities  3
or
SOC 262  Sexuality and Gender

Two courses chosen from:  6-8
SOC 358  Social Theory
SOC 360  Class, Race and Gender
SOC 361  Political Sociology
SOC 494  Internship in Sociology*

*Requires a social justice setting to count toward minor.

Interdepartmental Studies – Bachelor of Arts

By definition, a major in Interdepartmental Studies combines course work in two or more disciplines. This major provides a flexible framework that allows for the design of a variety of nontraditional programs. Under the umbrella of Interdepartmental Studies, the College has developed several specified options and several less-defined options as described below. The degree in all cases is Bachelor of Arts in Interdepartmental Studies.

Business/Mathematics Option  61 credits
MAT 190  Calculus 1  4
MAT 191  Calculus 2  4
MAT 201  Calculus 3  4
MAT 270  Finite Mathematics  3
MAT 372  Introduction to Probability Theory  3
MAT  Electives numbered above 300  9
ACC 121  Principles of Financial Accounting  3
ACC 122  Principles of Managerial Accounting  3
BUS 219  Management Information Systems  3
BUS 233  Business Law 1  3
BUS 253  Principles of Marketing  3
BUS 301  Financial Management  3
BUS 334  Business Law 2  3
BUS  Electives from BUS 221, 322, 346, 352, ECO 105, 352  6
CSC 202  Introduction to C++  4
CSC  Electives from CSC 205, 302, 321  3

Computer Science/Mathematics Option  59 credits
CSC 202  Introduction to C++  4
CSC 302  Data Structures in C++  4
CSC 321  Database Management  4
CSC 332  Microcomputer Architecture and Programming  3
MAT 190  Calculus 1  4
MAT 191  Calculus 2  4
MAT 201  Calculus 3  4
MAT 240  Linear Algebra  3
MAT 295  Discrete Mathematical Structures  3
MAT 319  Numerical Analysis  3
PHY 190, 191  Fundamentals of Physics 1 and 2  8

Elective courses from the following:  15
CSC 311, 342, 344, 413, 431, 432, 433, 434, MAT 330, 340, 350, 372, 373
Physical Science/Mathematics Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MAT 190</td>
<td>Calculus 1</td>
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</tr>
<tr>
<td>MAT 191</td>
<td>Calculus 2</td>
<td>4</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Calculus 3</td>
<td>4</td>
</tr>
<tr>
<td>MAT 302</td>
<td>Differential Equations</td>
<td>3</td>
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<tr>
<td>MAT</td>
<td>Electives numbered 300 or above</td>
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<tr>
<td>CHM 190</td>
<td>General Chemistry 1</td>
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</tr>
<tr>
<td>CHM 191</td>
<td>General Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>CHM 401</td>
<td>Physical Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>CHM 402</td>
<td>Physical Chemistry 2</td>
<td>4</td>
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<tr>
<td>PHY 190</td>
<td>Fundamentals of Physics 1</td>
<td>4</td>
</tr>
<tr>
<td>PHY 191</td>
<td>Fundamentals of Physics 2</td>
<td>4</td>
</tr>
<tr>
<td>PHY 302</td>
<td>Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>CHM/PHY</td>
<td>Electives in Chemistry or Physics</td>
<td>8</td>
</tr>
</tbody>
</table>

Pre-Engineering Option

The 3 + 2 program in Engineering allows a student to earn two degrees over a period of five years (depending on course loads): the B.A. in Interdepartmental Studies from The College of Saint Rose and a B.S. in Engineering from an affiliated college. Under this affiliation, each college accepts course work from the other college, leading to the awarding of two degrees. Students in this program complete a three-year program at Saint Rose including liberal arts courses and prerequisite courses in the sciences and mathematics, including CHM 190, CHM 191, CSC 202, CSC 302; MAT 190, 191, 201, 240, 302; PHY 190, PHY 191. Also recommended are CHM 203, 402, 403, and MAT 373, 373.

Presuming satisfactory course work and a satisfactory minimum cumulative index, students proceed to a participating school of engineering. After successful completion of 30 credits in engineering, students are awarded the B.A. in Interdepartmental Studies from Saint Rose. Following additional course work in engineering, students receive a B.S. in Engineering from the participating school of engineering according to the policies of that college. Students interested in this program should consult the Office of Undergraduate Admissions or the School of Mathematics and Sciences.

Special Studies Option

The Special Studies option retains the flexible dimension of the Interdepartmental Studies major. Under this option, students are able to design their own major by combining two clusters of at least 18-24 credits each or three clusters of at least 12-18 credits each. All students interested in participating in the Interdepartmental Studies Program must complete an application form prior to formally enrolling in this major. Application/program requirements include:

- Students write a narrative demonstrating how the Interdepartmental Studies program, specifically the combination of the two or three disciplines specific to their Interdepartmental Studies program, will contribute to their career and life goals.

- Students develop a formal plan of study, in conjunction with the Academic Advising Office, that includes:
  - A list of courses, including advanced-level courses, that comprise the core of the student’s plan
  - An explanation of how and why these courses constitute a focused academic program

Note: Some academic departments have specific requirements that Interdepartmental Studies students must fulfill in order to incorporate the discipline into their major. For example, the History Department requires that students take at least one course from each of the following geographic areas: Africa, Asia/Middle East, Europe, Latin America, and the United States.

- The Plan of Study must include progression from 100 to 400 level courses.
- Students must successfully complete the College-wide Liberal Education Requirements.
- A capstone is required for completion of the program.
Once the application narrative and Plan of Study are prepared, students are responsible for meeting with the departments chairs representing the disciplines included in their Interdepartmental Studies program, as well as the appropriate school deans, in order to review and gain approval for their Program of Study.

Final approval for admission into the Interdepartmental Studies Program rests solely with the specific departments. Once approved, department chairs and deans sign the student's Plan of Study, and the student brings the completed form to the Director of Academic Advising, who files a copy and sends a copy to the Registrar's Office for official documentation of Interdepartmental Studies as the student's major.
course descriptions
COURSE DESCRIPTIONS

Certain courses carry a designation of the semester in which they are projected to be available. The designations are subject to change. The course credit hour value is indicated numerically following the title of the course. In general, the level of the courses is indicated as follows:

- 100-299 General and lower-division courses
- 300-498 Upper-division courses; generally open only to juniors and seniors
- 499 Independent Study
- Courses which fulfill designated areas of the Liberal Education requirement are identified as L01 to L12.

Accounting Courses

**ACC 121 Principles of Financial Accounting** 3
This course is an introduction to the terminology, application and integration of financial knowledge, understanding and reasoning among individuals, groups and societies. The course will concentrate on the theory and application of financial communication systems and information flow as a determinant in resource allocation. Coverage will include: nature of assets, liabilities and equity; the recording and reporting cycle; internal controls; and, international financial reporting standards (IFRS). Students will be exposed to computer applications, cooperative learning, and ethical issues and will develop communication skills. (L10)

**ACC 122 Principles of Managerial Accounting** 3
This course is an introduction to the basic principles and conceptual framework of the managerial information needs for collective decision processes of individual firms and societies at large. Students will study managerial applications related to resource allocation involving planning and controlling business operations, analyzing and interpreting cost behavior and assessing performance. Students will also be introduced to time value of money concepts and use software for basic decision applications. Students will study the use of managerial information to review and enhance organizational behaviors within an ethical decision framework. (L10)

**ACC 221 Intermediate Accounting 1** 3
This course provides an in-depth and critical examination of accounting theory, concepts and regulation. Generally accepted accounting principles (GAAP) will be examined as they relate to financial statement preparation, asset valuation and related income determination. Emphasis will be on applicable accounting pronouncements and convergence with international financial reporting standards (IFRS). The course will involve a designated research component using the FARS database, ethical considerations, cooperative learning, case analysis, and oral and written communication skills. Computer literacy is assumed. Prerequisites: ACC 121 and ACC 122.

**ACC 320 Accounting Information Systems** 3
This course addresses the concepts, processes, and security aspects of information and communication systems that relate to the accounting function. The emphasis is on accounting, users, business processes, risk and internal controls. The course will involve system use and analysis, research into new technologies, case studies, ethical considerations, and oral and written communication skills. Computer literacy assumed. Prerequisites: ACC 121 and ACC 122.

**ACC 322 Intermediate Accounting 2** 3
This course continues the in-depth and critical examination of accounting theory, concepts and regulation. Generally accepted accounting principles (GAAP) will be examined as they relate to financial statement preparation, fixed assets, intangibles, liabilities, owner equity, earnings per share and investments. Emphasis will be on applicable accounting pronouncements and convergence with international financial reporting standards (IFRS). The course will involve a designated research component using the FARS database, ethical considerations, cooperative learning, case analysis, and oral and written communication skills. Computer literacy is assumed. Prerequisite: ACC 221.

**ACC 323 Financial Accounting Theory and Advanced Applications** 3
This course concludes the in-depth and critical examination of accounting theory, concepts and regulation. Generally accepted accounting principles (GAAP), will be examined as they relate to financial statement...
preparation and disclosure, revenue recognition, long-term construction contracts, deferred taxes, pensions, leases, accounting changes, derivatives, and financial analysis. Emphasis will be on applicable accounting pronouncements and convergence with international financial reporting standards (IFRS). The course will involve a designated research component using the FARS database, ethical considerations, cooperative learning, case analysis, and oral and written communication skills. Computer literacy is assumed. Prerequisite: ACC 322.

ACC 327 Cost Accounting 3
The second course in the managerial/cost sequence provides an in-depth and critical examination of the power and limitations of cost systems and their role in a strategic organization. Traditional budgeting and cost topics are extended to activity-based and enterprise system models. Microcomputer-based modeling and analysis techniques are extensively employed. Prerequisite: ACC 122.

ACC 328 Taxation 3
This course includes a study of the concepts of U.S. income tax laws and their impact on decision-making, individual behavior, business activity, and society in general. The topics developed include: an understanding of the evolution of taxation concepts and the system employed in the United States, as well as the role of taxation as a source of revenue and a device to meet other governmental goals or objectives; an understanding of the concept of taxable income; and, an introduction to tax research. Basic provisions as they relate to gross income, deductions, credits and classification are discussed. Includes a designated accounting research component. (L10)

ACC 380 Topics in Accounting 1-4
A corporate tax seminar for students enrolled in the MS in Accounting program that have an undergraduate degree in hand or 21 credit hours of Accounting and a related degree. The seminar will build on a required undergraduate introduction to corporate tax and provide the entering MS student with the knowledge necessary to take MBA 572 Advanced Tax. Not open to Saint Rose students who have or will take ACC 429 Corporate Tax.

ACC 418 Advanced Accounting 3
This course addresses contemporary theory and practice covering topics important to the advanced accounting complexities of business and financial reporting. Topics include business combinations with application of the principles of measurement and realization in consolidations, intercompany transactions, takeovers, and pooling of interest. Foreign currency transactions, estates and trusts, debt restructuring, corporate reorganizations, and liquidations will be analyzed. Emphasis is on evaluation and presentation. Co-requisite: ACC 323. Prerequisite: ACC 320.

ACC 421 Auditing 3
This course emphasizes the philosophy, ethics and environment of the auditing profession and the attest function. An analytical framework for auditing is presented which includes auditing standards, professional conduct, legal liability and audit risk. The auditor's decision process in evaluating internal controls, materiality, audit sampling and accumulating evidence for the audit is presented. Other attestation and assurance services are covered. Includes a designated accounting research component. Fulfills writing-intensive requirement. Prerequisite: ACC 322.

ACC 429 Corporate Taxation 3
This course studies the application of a broad range of tax concepts and types of taxpayers, including issues in the taxation of corporations by federal and state governments and the taxation of tax-exempt organizations. An emphasis on the role of taxation in the business decision-making process is discussed. Students will be provided with the skills to conduct basic tax research and tax planning, as well as the preparation of Form 1120, U.S. Corporation Income Tax Return. An exposure to professional standards and ethics will be discussed, and students will be provided with knowledge of the interrelationships and differences between financial accounting and tax accounting. Includes a designated accounting research component. Prerequisite: ACC 328.

ACC 430 Federal Taxes and Management Decisions 3
This course provides students with awareness of tax issues and shows the relationship between financial and tax accounting concepts. Recognition of tax issues inherent in the financial decision-making process, as well as basic tax research and planning, are discussed. Prerequisite: ACC 328.
ACC 431  Governmental Accounting  3
This course addresses the accounting principles and practices of governmental organizations. The course considers fund accounting principles and the unique financial reporting attributes relevant to entities operating within the state and local governmental units. The course also addresses the accounting principles of a not for profit organization and analyzes their differences to those of a governmental unit. Prerequisite: ACC 322.

ACC 444  Performance Accounting  3
This course explores the principles and procedures of the internal auditor in conducting a performance audit. The duties and responsibilities of the internal auditor within the management team and organization are explored in detail. Topics covered include: the organization of the internal audit department; staff qualifications and development; long- and short-range audit plans; and the elements of internal auditing (e.g., preliminary survey audit programs, field work activities, and report and management review). Applications and research will consider both the private and governmental sector. Prerequisite: ACC 421 or permission of the instructor.

ACC 447  Fraud  3
Fraud has a significant impact on businesses and on the economy. The course will study data relating to the prevalence of fraud, its impact on organizations, and its impact on individuals. The ethical framework and models pertaining to fraud will also be studied. We will also address the responsibilities of auditors in identifying and reporting fraud. Through studies and case analyses, students will learn how frauds have been perpetrated, how they were detected, and how they could have been prevented.

ACC 496  Integrated Accounting Experience  3
A capstone experience for accounting majors, this course views the controllership function from budgeting and cost analysis to financial statement preparation and dissemination, including XBRL. Emphasis is on best practices and value chain integration concerning cash flows and capital asset acquisitions, procurements, financial analysis, performance measurements and rewards. Relationships with the Treasurer, internal auditors, regulators, the audit committee, and external auditors are explored. Prerequisites: ACC 320 and ACC 421.

ACC 498  Faculty Sponsored Internship  2-12
This course provides students with an opportunity to work with a faculty member on a discipline-related project through a field experience in a business organization. Prerequisite: permission of faculty member.

ACC 499  Independent Study  1-4

Art History Courses

AHI 001  Art History Elective  1-10

AHI 101  Introduction to Art History Non-Art Major  4
This one-semester survey introduces students with no prior background in art to the major movements, monuments and artists of Western art from the prehistoric era through the 21st century. Students will learn how to analyze artistic styles with regard to cultural contexts. No prerequisite.

AHI 208  Introduction to Art History  4
This course will introduce students to the major monuments of painting, sculpture, and architecture from ancient times through the early 19th century. Emphasis will be placed on the Western European tradition. Prerequisite: ENG 105. (L05)

AHI 210  Art of Ancient Rome  4
This course will examine painting, sculpture, architecture, and mosaics produced in Rome and throughout the Roman Empire from the 8th century BCE to the 4th century CE. Emphasis will be placed on understanding the cultural context in which each work was produced and the function and meaning of the work in its intended context. Some topics we will address include: art as political propaganda, the use of imperial architecture as a means of social control, and the role of art in religious ritual. Prerequisite: AHI 208. Spring (L05)

AHI 211  Latin American Art Pre-Columbian  4
A survey of art, architecture and visual culture made in Latin America during Pre-Columbian times and under European colonial rule. Visual practices from Mexico and Central America, South America, and the Caribbean are all examined in relation to their respective cultures. Postcolonial theories are introduced as a way to frame discussions of the art made during the colonial period. No Prerequisites. (L05)
AHI 238  History of Art and Dance  4
This course explores the intertwined histories of dance and art in the Western tradition. Concurrent developments in ballet and modern dance and the visual arts are studied with respect to their cultural contexts. Topics covered include the employment of art and dance in Baroque court spectacle, and 20th century collaborations between Modern artists and choreographers. No prior knowledge of dance or art history is required for this course. (Course fee covers bus ticket for trip to the Metropolitan Museum of Art.) Prerequisites: ENG 105. (L05)

AHI 247  History of Modern Art  4
An exploration of American and European modernism in painting, sculpture, architecture, photography and design. The course considers c. 1850 to c. 1950, from Realism to Abstract Expressionism. The class will address: (1) major stylistic and aesthetic movements, and (2) diverse interpretations of Modern Art including those defined by class, race, and gender. Intermittently, ART 247 will be offered as an interdisciplinary course, combining the study of the visual arts with examination of parallel or related concepts in other fields. These may include literature, history, women’s studies, religion, philosophy or sociology. Prerequisites: AHI 208, one of: (AHI 285, 295), or permission of the instructor. Fall (L05)

AHI 285  Italian Renaissance Art  4
An examination of painting, sculpture, and architecture of the Italian peninsula circa 1300-1560. Special attention will be given to art patronage and to the influence of humanism on Renaissance art.

AHI 295  Medieval Art  4
A survey of the art and architecture of Western Europe ca.300-1300. Topics of special interest include the cult of saints and medieval attitudes toward religious imagery. Prerequisite: AHI 208 or permission of the instructor.

AHI 298  Baroque Art  4
A survey of art and architecture in Western Europe ca.1600-1750. The primary focus of this course will be 17th Century Italian art. Other areas of interest include the Catholic Counter-Reformation and the persistence of the classical tradition. Course Prerequisite: AHI 208 or permission of the instructor.

AHI 344  History of Art since 1945  4
An exploration of major trends in art from the end of World War II to the present, with a special emphasis on developments during the last two decades. Painting, sculpture, architecture, photography, video, graphic design, and conceptual and performance art may be considered. Fulfills writing-intensive requirement. Prerequisites: AHI 208, one of: (AHI 285, 295), or permission of the instructor. (L05)

AHI 347  Exploring Modernism  4
This course examines concepts in Modern Art in conjunction with literature. Emphasis is on the first decades of the 20th Century. Topics covered include: Pablo Picasso and Gertrude Stein, Robert Frank and Jack Kerouac, Charles Demuth and William Carlos Williams.

AHI 366  History of Photography  4
A course starting with the 19th century and emphasizing developments in the 20th century. This course presents a chronological as well as thematic framework for understanding the medium. Fulfills writing-intensive requirement. Prerequisites: AHI 208, AHI 247, one of: (AHI 285, 295), or permission of the instructor. (L05)

AHI 376  Latin American Art since Independence  4
A study of 19th, 20th, and 21st century Latin American art in relation to changing social and political climates. Particular focus is given to Mexico and the northern half of South America (Bolivia, Columbia, Ecuador, Peru, and Venezuela) in order to develop awareness of the complex differences between and within countries of Latin America. Post-colonial themes, such as the rise of nationalism, the struggle for indigenous rights, and the effects of globalization, are discussed in relation to style, iconography, and social function of various media including public monuments and murals. Fulfills writing intensive requirement. Prerequisites: ENG 105, AHI 208. (L05)

AHI 388  Art Now  4
A weekend course focused on exposure to the immediate contemporary art scene in New York City. Intensive guided viewing of exhibitions mainly in Chelsea and Soho. Students must have seven Saturdays available and maintain a detailed journal of current art criticism and personal responses to work. For Art majors, this course may be a substitute for AHI 344 or AHI 366. Permission of the instructor.
AHI 390  Women in Art   4
A special topic course that focuses on women in art. The course may be a survey course, for example, examining women in art from antiquity to the present, or it may be more tightly defined, for example, by feminist theory as it relates to the history of art. There will be an emphasis on cultural and historical knowledge. Fulfills writing intensive requirement.

AHI 399  Topics in Italian Renaissance Art   4

AHI 498  Art History Seminar   4
An in-depth study of a major artist, genre, movement, or concept involving readings and extensive critical research. This particular seminar may explore (1) how public versus private spaces are constructed, as well as how they are controlled, and (2) how concepts of public versus private are appropriated to establish spheres of influence. How are these spaces defined? How do these spatial constructions affect each one of us? How do they affect the visual artist? Emphasis on class discussion, oral and/or written presentation. Open to Art majors and by permission of instructor. Prerequisites: AHI 208, one of: (AHI 285, 295), or permission of the instructor. Spring

American Studies Courses

AMS 210  Topics in American Aesthetics and Cultural Practices   3 or 4
Inquiry-based course that focuses on various topics, depending on instructor and semester offered. Topics will explore the multiple forms that American identity takes in artistic and cultural production. Students will be encouraged to consider how societal products, in their many manifestations, function as conduits for American expression. Students may also be asked to consider the origins, processes, psychic investments, and cultural effects of artistic and cultural forms on the nation and on specific communities. May be repeated for credit. Fulfills interdisciplinary requirement.

AMS 211  Topics in American Aesthetics and Cultural Film   3 or 4
Focusing on film as an artistic and cultural production, this inquiry-based course explores the multiple forms that American identity takes, as represented in Hollywood movies, as well as in non-mainstream and international films. While learning the basics of film language and applying it to their reading of movies, students will be encouraged to think critically about how films respond to cultural processes, and how their aesthetics may reproduce or challenge past and current representations of specific communities, the nation, and its place in the world scene.

AMS 220  Topics in Diversity and Social Justice   3 or 4
Inquiry-based course that focuses on various topics, depending on instructor and semester offered. Topics explore questions surrounding multiculturalism and the possibility for cultural empowerment and/or disenfranchisement of minority groups, or raise questions about social justice and human rights. Students may be encouraged to consider how constructions of race, class, and gender operate among various groups of people and how these constructions alter access to mainstream structures of power. Topics stretch from domestic cultural contexts to global concerns, allowing students to deeply and broadly consider the idea of social justice as it shifts across the landscape of diversity in the U.S. and the world. May be repeated for credit. Fulfills diversity and interdisciplinary requirements.

AMS 230  Topics in Critical Race Studies   3 or 4
Inquiry-based course that focuses on various topics, depending on instructor and semester offered. Topics highlight the ways in which cultural institutions, discourses, and products work to assemble race as a category; in addition, they address the lived realities imposed by societal constructions of race. Students may be encouraged to analyze the vehicles of racial formation, the structures that encourage its maintenance and the benefits of and drawbacks to acknowledging racial identity. May be repeated for credit. Fulfills diversity and interdisciplinary requirements.

AMS 250  Introduction to American Studies: Theory and Practice   4
Critical examination of American experiences, institutions, structures, practices, and norms, while emphasizing the multicultural, interdisciplinary, and justice-oriented nature of this inquiry. Course focuses on a wide range of texts that may include popular culture, film, art, music, material culture, historical documentation, literature, and landscape. Fulfills interdisciplinary requirement.
AMS 251 Urban American Studies 4
Critical examination of various meanings of urban experience in the United States, including an examination of the fundamental roles of race and class in urban experience and U.S. society in general. Course focuses on a wide range of texts that may include popular culture, film, art, music, material culture, historical documentation, literature, and cityscape, as well as direct contact with urban institutions. Fulfills diversity and interdisciplinary requirements.

AMS 350 Critical Reflections in American Studies 4
Intended to serve as the capstone course for Childhood Education, Early Childhood Education, Early Childhood Education/Special Education, and Special Education/Childhood Education majors with an American Studies concentration. Course employs seminar-style discussion, new technologies, and/or fieldwork in the community to model the integration of a variety of disciplinary approaches and to encourage the development of American Studies research and praxis methodologies. Students in the American Studies concentration must have taken 24 credits in the concentration, including AMS 250, prior to enrolling in the capstone course.

AMS 490 Directed Readings and Research in American Studies 4
Formal proposal and prior consent of faculty required. Fulfills writing-intensive requirement. Prerequisite: AMS 250 or AMS 251.

AMS 494 Field Experience Seminar 4
Intended to provide students in American Studies with an opportunity to explore and discuss career alternatives, activism, and social change. Students engage in the work of cultural understanding as it intersects with social change. Placements include arts agencies, historical societies, government and policy institutes, and social service and cultural organizations. Prerequisites: AMS 250 or AMS 251 and senior standing.

AMS 498 Senior Seminar 4
In-depth study of a contemporary problem in U.S. society or a specific topic in American culture. Extensive reading and research and a substantial student project required. Fulfills writing-intensive requirement. Prerequisite: AMS 250 or AMS 251.

AMS 499 Independent Study 1-4
Permission required; form available in Registrar's office.

Anthropology Courses

ANT 110 General Anthropology 3
This course is an introduction to anthropology as an academic discipline. While the course adopts the traditional four-field approach to the subject matter, it attempts to integrate biological anthropology, archaeology, linguistics, and cultural anthropology by attending to current trends in applying anthropological knowledge to human problems. Spring (L11)

ANT 111 Introduction to Cultural Anthropology 3
Cultural Anthropology looks at the similarities and differences among cultures. This course is a survey of anthropological theory, methods, and goals, with an emphasis on the nature of culture and the varied forms in which it is expressed among peoples of the world. It uses film and ethnographic writing to examine culture, and it introduces students to cultural systems such as religion, kinship, and economic and political organization. Fall (L11)

ANT 112 Archeology 3
Archeology scientifically examines both human remains and material culture. This course provides a broad survey of ancient cultures, while concentrating on the methodology an archeologist uses to uncover the complete life of the past. Field and lab experiences relating to local historical sites will be offered. Fall, Spring (L11)

ANT 280 Special Topics 3
An in-depth study of a topic of current interest in Anthropology or Archeology. Offered as needed.

Arabic Courses

ARA 101 Elementary Arabic Language and Culture 1
A proficiency-based approach to the alphabet, elementary structures, expressions and vocabulary of the Arabic language, with a significant focus on cultural aspects and/or current events of the Arabic speaking world. Students with more than two years of high school Arabic may not take this course. Fall, Spring (L02)
ARA 102  Elementary Arabic Language and Culture 3
A continuation of ARA 101. A proficiency-based approach to the alphabet, elementary structures, expressions and vocabulary of the Arabic language, with a significant focus on cultural aspects and/or current events of the Arabic speaking world. A student who is interested in having some meaningful experience with the language should take the two semesters of elementary Arabic in consecutive semesters. Students with more than three years of high school Arabic may not take ARA 102. Prerequisite: ARA 101 or equivalent. Fall, Spring (L02)

Art Courses

ART 100  Foundation Seminar 1
This course provides an introduction to the art program, and is required in the first year for transfer and freshmen art students. The seminar will be held once a week, and is offered only in the first semester. There are three main goals to the Foundation Seminar: observing, responding to, and creating discourse around contemporary art. Required group trips to MASSMoCA and NYC museums, offer an introduction to the most current examples of contemporary art. A vital vehicle for this class is the sketchbook, and with it, the student will make observations, collect information, and reflect upon what contemporary art they see, articles they read and artists’ lectures they hear. Creating community in this professional school is another goal, and several of the projects are group based or interactive, and will allow students a first-hand look at time management, team building, and cooperation; a valuable skill within this busy, lively studio program. In addition to exposing the student to contemporary art and the program itself, this class will offer information about their prospective careers and looking forward. Materials fee.

ART 108  Two-Dimensional Design for Non-Art Majors 3
An introduction to the fundamentals of two-dimensional design. The emphasis is on understanding design through visual perception and on the use of design as a tool for communication. Commercial applications of design are introduced. Open to non-Art majors. Materials fee. (L05)

ART 110  Two-Dimensional Concepts 3
A problem-solving approach to a range of issues fundamental to the pictorial plane. Issues of process are explored which may concentrate on personal notation, references to art history, compositional elements, color theory and media experimentation. Materials fee. Fall

ART 111  Color Theory 3
Explores the nature of color; the use of color as a compositional element and as a means of expression in art. Materials fee. Prerequisite: ART 110. Spring

ART 112  Three-Dimensional Concepts 3
An introduction to three-dimensional form and space. Students are introduced to a wide range of techniques and processes including metal and wood fabrication, clay modeling, mold making and casting. Students become proficient in the use of a wide range of hand and power tools. Materials fee.

ART 113  Drawing 1 3
This course provides an introduction to skills necessary to effectively translate visual perception into the two dimensional language of drawing. Emphasis is placed on the relation of form and space through an understanding of perspective, a trust in direct observation and recognition of drawing as a means of acquiring knowledge. Materials fee.

ART 119  Art in the Classical Tradition 3
An examination of the influence of the classical tradition on the art and architecture of Western Europe and North America from ancient times through the 18th century. The course will examine the ways in which later cultures adopted classical forms and how this practice has determined our present understanding of classical civilization. (L05)

ART 201  Art and Learning 3
An introduction to the basic methods needed to integrate art in the elementary school general classroom setting. Drawing and designing activities will develop students' perceptual and visual problem-solving abilities. Critiques and visual analysis will develop the ability to respond to and interpret works of art. Analysis of the New York State Learning Standards for the Visual Arts and the relationship of these standards to interdisciplinary curriculum will be explored. Open only to majors in Communication Disorders, Childhood, Music and Special Education; and Social Work.
Recommended for students who have already taken introductory coursework in curriculum development in their major area. Particularly beneficial to those students preparing for their student teaching experience. (L05)

**ART 213 Drawing 2** 3
This course concentrates on using the figure within the organization of a drawing by focusing on the proportional, structural and spatial relationships of the human form in isolation or as part of a broader environment. Though not a course in anatomy or portraiture, the structure of the body and the head is studied. As the semester continues, the psychological and expressive aspects unique to the figure will be explored. Materials fee. Prerequisite: ART 113.

**ART 215 Painting 1** 3
An introduction to the fundamental terminology and technology of painting. Focus is on creating convincing space, form, light and volume through control of the medium and an understanding of color. Materials fee. Prerequisites: ART 110 and ART 113.

**ART 216 Painting 2** 3
A series of concept and skill developments that move the student from traditional to contemporary issues. Materials fee. Prerequisites: ART 213 and ART 215.

**ART 220 Sculpture 1** 3
An introduction to the human form focusing on works from the late 19th to mid-20th century. Forms are modeled in clay with an emphasis on composition and anatomical structure. Students become proficient with mold making, casting and patination. Materials fee. Prerequisite: ART 112.

**ART 221 Sculpture 2** 3
A studio course that is based on a wide range of contemporary sculptural activities and historical models including Constructivism, Assemblage, Minimalism, Process Art, Earthwork, Installation Art and site-specific sculpture. Materials fee. Prerequisite: ART 220.

**ART 225 Screen Printing 1** 3
An investigation into fine art screen printing that will yield multiple printed images. Fundamental stencil techniques using paper, waternsol block out, and the direct photo process are introduced. Emphasis is placed on experimentation, the growth of personal vision through the development of technique, and an exploration of form, space, and structure within two dimensions. Materials fee. Prerequisites: ART 110 and ART 113.

**ART 226 Intaglio 1** 3
An investigation into plate-making and intaglio printing that will yield multiple printed images on paper from metal and plexiglass plates. Processes introduced are drypoint, line etching, hard and soft ground, rosin aquatint and color printing. Emphasis is placed on experimentation, the growth of personal vision through the development of technique, and an exploration of form, space and structure within two dimensions. Materials fee. Prerequisites: ART 113 and ART 213. Fall

**ART 227 Lithography 1** 3
An investigation of the techniques of black and white lithographic printmaking on stones and plates. Emphasis is placed on the growth of personal vision through the exploration of form, structure and space. Materials fee. Prerequisites: ART 113 and ART 213. Spring

**ART 228 Relief Printing 1** 3
An investigation into the process by which a raised surface is developed, inked and transferred onto paper. Collagraph and woodcut processes are used to produce multiple original works of art that are large and small scale. Emphasis is placed on experimentation, the growth of personal vision through the development of technique, and an exploration of form, space and structure within two dimensions. Materials fee. Prerequisite: ART 113. Spring

**ART 230 Computer Graphics** 3
An introduction to designing with the computer within the Macintosh environment. The fundamentals of drawing/illustration software and page layout software will be the focus. A series of tutorials and creative design problems will reinforce these skills. Must be taken concurrently with ART 239. Materials fee. Prerequisites: ART 110 and ART 111. Fall

**ART 232 Photography 1** 3
An introductory course that initially covers basic black and white work, camera technique, film exposure, film developing and printmaking; followed by an investigation into camera imagery. Aesthetic concerns, creative visual problem solving and group discussions are stressed. Motivated students can expect a firm grasp of basic techniques and a clear start toward photographic visual literacy. Students are required to bring a working 35mm SLR camera to the class. Materials fee. Prerequisite for Art majors only: ART 110. Open to all students. (L05)
ART 233  Photography 2  3
The world is in color - students will explore and interpret that world. Color will challenge the student to consider new visual relationships and to explore broader conceptual issues. Assignments are geared toward contemporary photographic practices with grounding in photographic history; lectures will contain aspects of the new and the old. Primary technical attention is given to color negative materials, especially their use in a darkroom. Students are required to have a working 35mm SLR film camera. Materials fee. Prerequisite: ART 232

ART 235  Advanced Computer Graphics  3
A continuation of ART 230 that will offer fundamental skills in Photoshop, moving into beginning Web design. Must be taken concurrently with ART 240. Materials fee. Prerequisites: ART 230 and ART 239. Spring

ART 239  Graphic Design 1  3
An introduction to graphic design using visual problem solving and conceptual thinking. Diverse projects will be assigned to help the students learn to integrate design principles and visual communication. Must be taken concurrently with ART 230. Materials fee. Prerequisites: ART 110 and ART 111. Fall

ART 240  Graphic Design 2  3
A continuation of ART 239, this course builds on the skills and techniques of the first semester with a series of visual communication problems. The development of a concept and its communication is stressed. Must be taken concurrently with ART 235. Materials fee. Prerequisites: ART 230 and ART 239. Spring

ART 253  Drawing 3  3
This course challenges students to build on skills and experiences from foundation drawing through advanced problem-solving and greater critical awareness. Emphasis is placed on developing a sophisticated and convincing use of drawing language to approach traditional subject matter. Materials fee.

ART 273  Pre-Service Teaching Experience  0
This course integrates the theories of liberal arts education into the practice of community organizing. It provides an opportunity for student leaders in the arts and humanities to develop lesson plans, build arts advocacy skills, and gain real-life experience in community organizing and teaching for social justice. ART 273 is designed to explore community-based arts education through the experience of mentoring K-12 refugee children in an afterschool setting, where English is the second language. Open to all art majors at any level or program area. Students outside of the Art Department are encouraged to register, with permission of instructor. Register for 1 or 3 credits in service learning, depending on your selected time commitment. Materials fee.

ART 275  School Experiences in Art  0
This course is the entry-level course for Art Education majors. Students act as an aide in an art classroom for two weeks (70 hours). Students keep a detailed journal of their experiences and research art teacher responsibilities, the school culture and the role of a contemporary art program in the total education of the child. Cooperating teachers provide a written evaluation of the student's participation; submission of the student journal and a follow-up interview is also required. The observation component typically occurs in May/June; students wishing to do the observation component in Holiday Interim between Fall and Spring semesters must have special permission. NOTE: Students who do their observation in May/June register for ART 275 as a Fall course since they finish their course requirements during the Fall semester after the observation component is completed. Students who do their observation in Dec/Jan between the Fall and Spring semester register for Art 275 as a Spring course. The final interview takes place during the Spring semester after the observation is completed.

ART 301  Junior Review  0
After sixty credits, students are required to take part in a Junior Review. Transfer students are required to have the review at the appropriate point in their program. The review process is in four parts: the questionnaire (written), an oral presentation by the artist, the response/diologue from the faculty, and the written report after the review. All students must pass the Junior Review. Students who fail the review will redo it the following semester.

ART 323  Critical Concepts in Drawing  3
An investigation that will expand the student's perceptual skills to include an awareness of drawing as a means of exploration and expression. Emphasis on drawing as a tool for conceptual and thematic development. Materials fee. Prerequisite: ART 213.
ART 325 Screen Printing 2 3
A continuation of ART 225 in which students develop conceptual and technical skills by using both traditional and contemporary methods of stencil making for printing through a screen. The four-color (CMYK) printing technique is demonstrated. Emphasis is placed on the refinement of technique and the process of identifying, researching and communicating aesthetic sensibilities. Personal exploration and experimentation is encouraged. Materials fee. Prerequisite: ART 225.

ART 326 Intaglio 2 3
An investigation into technically advanced plate-making and intaglio processes that include lift ground, spit bite, color printing, monoprints, and viscosity. Emphasis is placed upon the refinement of technique and the process of identifying, researching and communicating aesthetic sensibilities. Personal exploration and experimentation is encouraged. Materials fee. Prerequisite: ART 226.

ART 327 Lithography 2 3
The investigation of technically advanced lithographic processes to include color printing. Increased emphasis is placed upon the development of personal imagery and skill. Materials fee. Prerequisite: ART 227. Spring

ART 328 Relief Printing 2 3
An investigation into technically advanced relief printing processes that employ color as expressive compositional element. Reductive techniques and multiple block printing are demonstrated. Emphasis is placed upon the refinement of technique and the process of identifying, researching and communicating aesthetic sensibilities. Personal exploration and experimentation is encouraged. Materials fee. Prerequisite: ART 228. Fall

ART 330 Pre-Press Production 3
An introduction to the techniques involved in pre-press production and the printing of various graphic design projects. Must be taken concurrently with ART 352. Prerequisites: ART 235 and ART 240. Materials fee. Fall

ART 333 Intermediate Photo Imaging 1 3
This course is designed as a bridge between the Introductory Photography courses and the Advanced Photography courses. Emphasis will be placed on perception, independence, experimentation and content. Technical subject matter will vary, but a thorough discussion on digital materials will be presented including input (cameras, scanning), image processing and manipulation (Photoshop) and various forms of digital output. Other photographic processes might include non-silver/alternative processes, experimental cameras and advanced darkroom printing. Materials fee. Prerequisites: ART 232 and ART 233.

ART 334 Intermediate Photo Imaging 2 3
This course is designed as a bridge between the Introductory Photography courses and the Advanced Photography courses. Emphasis will be placed on perception, independence, experimentation and content. Technical subject matter will vary, but a thorough discussion on digital materials will be presented including input (cameras, scanning), image processing and manipulation (Photoshop) and various forms of digital output. Other photographic processes might include non-silver/alternative processes, experimental cameras and advanced darkroom printing. Materials fee. Prerequisites: ART 232 and ART 233.

ART 335 Applications in Graphic Design 3
A series of advanced design problems designed to integrate the skills and experience from earlier typography and design classes into a range of work in graphic design and visual communication. Materials fee. Must be taken concurrently with ART 330. Prerequisites: ART 235 and ART 240. Fall

ART 336 Intermediate Photo Imaging 3
A course designed to explore the problems and processes of creating effective imagery through a series of design projects. Technical, as well as creative, and conceptual processes will be covered. Materials fee. Prerequisites: ART 353, ART 450 and ART 455. Fall

ART 352 Typography 3
A comprehensive overview of the fundamental typographic principles. A series of creative design problems and workshops will help build a solid typographic foundation as applied to the field of visual communication. Materials fee. Must be taken concurrently with ART 330. Prerequisites: ART 235 and ART 240. Fall

ART 353 Applications in Graphic Design 3
A series of advanced design problems designed to integrate the skills and experience from earlier typography and design classes into a range of work in graphic design and visual communication. Materials fee. Prerequisites: ART 330 and ART 352. Spring

ART 354 Advanced Typography 3
An increasingly complex series of typographic design problems specifically developed to further the student's understanding, knowledge, and application of the science and art of typography. Materials fee. Prerequisites: ART 330 and ART 352. Spring
ART 356  Web/Interactive Design  3
An introduction to Web/interactive design and animation techniques through a series of design problems. Materials fee. Prerequisites: ART 230 and ART 235.

ART 370  Drawing in Madrid  3
Drawing in Madrid is a cross-discipline two week study abroad program in Madrid, Spain, in conjunction with Spanish 370. It will encompass a drawing curriculum for the Art majors, a language curriculum for the Spanish majors, and a joint museum and cultural curriculum for all the students.

ART 373  Service Learning in Art  0-1
Students volunteer from 10-15 hours a semester in running after-school art programs in urban schools. Prerequisite: ART 275

ART 374  Development in Art and Literacy  4
This course enables students to acquire knowledge of the basic components of a quality art curriculum, arrived at primarily through an examination of the history of art education, its competing philosophies and ties to general education trends, and contemporary theoretical trends, including the effect of the NYS Learning Standards. Instructional design that integrates some aspects of drawing, art criticism, art history, and aesthetics will be introduced and practiced. Developmental, cultural and learning style perspectives will be introduced to art making, vocabulary development and related literacy strategies. The second half of this course will focus primarily on the application of course concepts to primary grade levels. Part of this course is spent in the computer lab where students will learn content and create various learning tools with Word and PowerPoint. Materials fee. Prerequisites: ART 275 - recommended but not required; students must take EPY 244 prior to or during the same semester as ART 374 unless special permission is granted by the instructor. Fall, Spring

ART 375  Art Curriculum and Assessment  4
In this follow-up course to ART 374, students will study curriculum parts and art materials with more depth, and learn to organize curriculum components into a larger, more cohesive whole that considers scope, sequence, scaffolding and some methods of teaching. Primary grade levels (K-2,3) will be reviewed and new emphasis will be placed on remaining grade levels. Both disciplinary and interdisciplinary approaches to teaching art will be examined and practiced, along with continued literacy development. Students will study and create a variety of appropriate formative and summative assessment tools to accompany their lessons and curriculum checkpoints. Later during the semester, students will participate in a supervised field experience in a diverse, high-needs school. Part of this course is spent in the computer lab where students will create various learning tools and a complete grade level curriculum. Materials fee. Prerequisites: ART 275, ART 374 and EPY 244. Students should take EPY 350 prior to or during the same semester as ART 375. Fall, Spring

ART 380  Special Topics  3
Painting with the Figure, a study in the anatomy of painting, where the figure is embedded in a three dimensional space and a component of a two dimensional composition. The purpose is to provide the experience, techniques, and visual vocabulary for using the human figure in a painting, and to create potential new avenues for student work. Materials fee. Prerequisites: ART 113, ART 213 and ART 215.

ART 392  Internship Preparation  1 0
This course will begin the preparation process of all third-year graphic design majors required to undertake an internship. The emphasis will be on internship search techniques, using Websites, networking, writing letters of inquiry and the pre-application process. Prerequisite: ART 240. Fall.

ART 393  Internship Preparation  2 0
This course will complete the preparation process of all third-year graphic design majors and culminate in internship placement as early as the summer after their 3rd year, or during Fall or Spring, senior year. The emphasis will be on the internship application process including resume design and content, cover letter writing, PDF portfolio development, submission of applications, interview techniques, and writing thank you notes and letters of acceptance. Prerequisite: ART 352. Spring

ART 394  Graphic Design Internship Fieldwork  0-6
This is a course for all students out working in graphic design internships during the summer sessions 1 and 2. Fieldwork in graphic design is an opportunity for the advanced student to gain real world, hands-on work experience in a supervised placement in the creative business community, locally, regionally, nationally and internationally. Combined with ART 493,
Internship Seminar in Graphic Design, the student will meet the 3-credit requirement for graduation.

**ART 398 Internship Seminar in Graphic Design**

On-site observational drawing course that will culminate in a trip to Florence and Rome during Spring Break.

**ART 414 Advanced Studio Painting/Drawing**

This course encourages and directs the student to begin creating work that is both personal and informed. As the first in the advanced series, the focus is on providing the student with a process to move from classroom assignments to independent work. Materials fee. Prerequisite: ART 216

**ART 415 Advanced Studio Painting/Drawing**

The process of developing a personal and informed individualized visual language is the focus of this sequence of courses. Analysis of work through critique and familiarization with contemporary ideas is emphasized. Materials fee. Prerequisite: ART 414.

**ART 416 Advanced Studio Painting/Drawing**

The process of developing a personal and informed individualized visual language is the focus of this sequence of courses. Analysis of work through critique and familiarization with contemporary ideas are emphasized. Materials fee. Prerequisite: ART 414.

**ART 417 Advanced Studio Painting/Drawing**

The process of developing a personal and informed individualized visual language is the focus of this sequence of courses. Analysis of work through critique and familiarization with contemporary ideas are emphasized. Materials fee. Prerequisite: ART 414.

**ART 419 Advanced Studio Sculpture**

This course marks the transition from prescribed problem solving to independent work. Students are encouraged to explore individual concepts through research and written proposals. Small scale, serial work is emphasized. This course counts as the first advanced sculpture sequence. Materials fee. Prerequisite: ART 221.

**ART 420 Advanced Studio Sculpture**

A course that fosters independent research and personal imagery. Preparation for graduate and independent studio work in sculpture is emphasized. Materials fee. Prerequisite: ART 419.

**ART 424 Advanced Relief Print 1**

Advanced work in black and white as well as color lithography with emphasis on the development of the students personal imagery. Materials fee.

**ART 425 Advanced Studio Screen Print**

This course is designed to fully refine technical skills and develop conceptual thinking by fostering independent research. An analysis of contemporary ideas engages students in the disciplined development of a cohesive body of personal imagery that utilizes the screen printing medium for their individual artistic needs and is suitable for exhibition. Materials fee. Prerequisite: ART 325.

**ART 426 Advanced Relief Print 1**

This course is designed to fully refine technical skills and develop conceptual thinking by fostering independent research. An analysis of contemporary ideas engages students in the disciplined development of a cohesive body of personal imagery that utilizes the relief printing medium for their individual artistic needs and is suitable for exhibition. Materials fee. Prerequisite: ART 328.

**ART 427 Advanced Relief Print 2**

This course is designed to further refine the processes and self-discipline developed in ART 426. Emphasis is placed on each student defining the relief printing medium in relation to a personal aesthetic and putting it into context with contemporary image-making ideas. Each student is expected to pursue independent research and engage in the disciplined development of a body of work, which is related in content and will be exhibited in the Senior Exhibition. Materials fee. Prerequisite: ART 426.
ART 428  Advanced Studio Sculpture  3 or 6
A series of courses that foster independent research and personal imagery. Preparation for graduate and independent studio work in sculpture is emphasized. Materials fee. Prerequisites: ART 420 and ART 428.

ART 429  Advanced Studio Sculpture  3 or 6
A series of courses that foster independent research and personal imagery. Preparation for graduate and independent studio work in sculpture is emphasized. Materials fee. Prerequisites: ART 420 and ART 428.

ART 430  Advanced Relief Print 3  3 or 6
This course is designed to further refine the processes and self-discipline developed in ART 426. Emphasis is placed on each student defining the relief printing medium in relation to a personal aesthetic and putting it into context with contemporary image-making ideas. Each student is expected to pursue independent research and engage in the disciplined development of a body of work, which is related in content and will be exhibited in the Senior Exhibition. Materials fee. Prerequisite: ART 426.

ART 431  Advanced Studio Intaglio  3 or 6
This course is designed to fully refine technical skills and develop conceptual thinking by fostering independent research. An analysis of contemporary ideas engages students in the disciplined development of a cohesive body of personal imagery that utilizes the intaglio printing medium for their individual artistic needs and is suitable for exhibition. Materials fee. Prerequisite: ART 326.

ART 432  Advanced Photography 1  3 or 6
This course is structured to provide a forum in which a serious self-motivated student may apply his or her previous photographic knowledge toward a single, intensive semester-long project. The final result being not only a coherent body of work suitable for exhibition, but more importantly, a valuable insight into the problems, rewards and discipline necessary to becoming an active, self-generating artist. Materials fee. Prerequisites: ART 232, ART 233 and ART 333.

ART 433  Studio Photography  3
The challenge of creating photographic imagery within a studio environment will be the primary emphasis of this course. It is open to all Art majors. Assignments are designed to explore commercial problems such as portraiture, narrative tableau and still life in a contemporary context. Assignments will challenge each student to effectively combine his or her concepts and photographic skills. Students will learn how to operate digital SLR cameras, large-format cameras, hand-held exposure meters and studio lighting. Students will produce a portfolio of images, both digitally and physically. Materials fee. Prerequisites: ART 232 and ART 233.

ART 434  Advanced Screen Print 2  3 or 6
This course is designed to further refine the processes and self-discipline developed in ART 425. Emphasis is placed on each student defining the screen printing medium in relation to a personal aesthetic and putting it into context with contemporary image-making ideas. Each student is expected to pursue independent research and engage in the disciplined development of a body of work, which is related in content and will be exhibited in the Senior Exhibition. Materials fee. Prerequisite: ART 425.

ART 435  Advanced Screen Print 3  3 or 6
This course is designed to further refine the processes and self-discipline developed in ART 425. Emphasis is placed on each student defining the screen printing medium in relation to a personal aesthetic and putting it into context with contemporary image-making ideas. Each student is expected to pursue independent research and engage in the disciplined development of a body of work, which is related in content and will be exhibited in the Senior Exhibition. Materials fee. Prerequisite: ART 425.

ART 436  Advanced Studio Lithography  3 or 6
Advanced work in black and white as well as color lithography with emphasis on the development of the students personal imagery. Materials fee.

ART 437  Advanced Studio Lithography  3 or 6
Advanced work in black and white as well as color lithography with emphasis on the development of the students personal imagery. Materials fee.
ART 438  Advanced  
Intaglio 2  3 or 6
This course is designed to further refine the processes and self-discipline developed in ART 431. Emphasis is placed on each student defining the intaglio printing medium in relation to a personal aesthetic and putting it into context with contemporary image-making ideas. Each student is expected to pursue independent research and engage in the disciplined development of a body of work, which is related in content and will be exhibited in the Senior Exhibition. Materials fee. Prerequisite: ART 431.

ART 439  Advanced  
Photography 2  3 or 6
These courses are designed to be a continuation/extension of the processes and disciplines previously experienced in ART 432. The aim is to concentrate on an intensive, year-long photographic project that will produce an advanced body of work to be presented in the Senior Show. Materials fee. Prerequisite: ART 432.

ART 440  Advanced  
Photography 3  3 or 6
These courses are designed to be a continuation/extension of the processes and disciplines previously experienced in ART 432. The aim is to concentrate on an intensive, year-long photographic project that will produce an advanced body of work to be presented in the Senior Show. Materials fee. Prerequisite: ART 432.

ART 441  Advanced  
Intaglio 3  3 or 6
This course is designed to further refine the processes and self-discipline developed in ART 431. Emphasis is placed on each student defining the intaglio printing medium in relation to a personal aesthetic and putting it into context with contemporary image-making ideas. Each student is expected to pursue independent research and engage in the disciplined development of a body of work, which is related in content and will be exhibited in the Senior Exhibition. Materials fee. Prerequisite: ART 431.

ART 444  Experimental Imaging 3
An exploration of the problems and processes of creating effective imagery through a series of design projects. Technical, as well as creative, and conceptual processes will be covered. Materials fee. Prerequisites: ART 353 and ART 354. Fall

ART 457  Web Design Elective  3
This is a graphic design elective course designed to fully immerse students in web design techniques. A variety of appropriate software will be taught with an emphasis on concept and design issues specific to designing for the web. Materials fee. Prerequisite: ART 455 or permission of the instructor. Spring

ART 459  Advanced Applications  
Graphic Design  3
A continuation of ART 353, offering advanced graphic design projects to foster the student's abilities as a visual communicator and problem solver. Materials fee. Prerequisites: ART 353 and ART 354. Fall

ART 460  Senior Graphic Design 3
A series of portfolio-building design projects will stress creative problem-solving and professional process. Materials fee. Prerequisites: ART 444 and ART 459. Spring

ART 462  Graphic Design  
Portfolio 3
The preparation of the graphic design student for the job market including the design and presentation of a professional portfolio. Materials fee. Prerequisite: ART 459. Spring

ART 466  Advanced  
Web/Interactive Design 3
A continuation of ART 356, offering advanced Web/Interactive design applications to foster the student's abilities as a visual communicator and problem solver. Materials fee. Prerequisite: ART 356.

ART 470  Interaction Design  
Using Flash  3
An introduction to software scripting for designers who want to extend their capabilities beyond static web pages and basic Flash applications.

ART 475  Methods of Teaching  
Art  3
This course provides students with practical approaches to implementing the Learning Standards for the Visual Arts in a K-8 setting. Students learn a range of teaching and classroom management techniques specific to the art classroom; create lesson plans and assessments; and incorporate directive, constructive/critical inquiry and discovery based methods of instruction. Students independently research ideas and content for art lessons, self and peer evaluate teaching performances and develop strategies for improvement. Exit requirements include the submission of a pro-
fessional teaching portfolio. In the accompanying lab, students teach a single grade level in art once a week in a local school, based on lessons developed in class. Classroom management and logistics along with constructive learning/inquiry based teaching techniques are strongly emphasized and assessed. Materials Fee. Prerequisites: ART 375; if students have not yet completed EPY 350, students must take EPY 350 prior to or during the same semester as ART 475. Before being approved to take ART 475, students must have a 3.0 overall and a 3.0 within the major. Fall, Spring

**ART 476 Lab Teaching 1**
Fifteen hours of teaching art in an elementary classroom, to be taken with ART 475. Materials fee.

**ART 477 Advanced Methods of Teaching Art 3**
This is a seminar course that students must take while they are student teaching. Part of each session will be used for the students to exchange ideas, share problems and discuss their teaching experiences. The rest of the class will be used for discussion of assigned readings and material on contemporary art education/school culture issues that students have researched, and interaction with visiting lecturers to the class. Exit requirements include the submission of two professional teaching portfolios reflecting their best work in both elementary and secondary placements, a final self-assessment and philosophy of art education further informed by continued practice in art education. Online component. Materials fee. Prerequisites: SED 225, EPY 350 and ART 475. Before being approved to take ART 477 and ART 486, students must have a 3.0 overall and a 3.0 within the major. Fall, Spring

**ART 486 Student Teaching Elementary and Secondary Art 12**
This culminating field course is a one-semester, full-time experience that includes placements at both the elementary and secondary levels. During this course students must master and expand upon the teaching techniques introduced in ART 475 and develop significant, standards-based art lessons for both the elementary and secondary settings. Each seven-week placement includes an initial period of observation, research into the school and surrounding community, and student teaching. Students are required to produce lesson plans for each class they teach and keep a daily self-assessment journal. Further assessment of their lessons and teaching skills are provided by the college supervisor during all segments of this experience. Materials fee. Prerequisites: same as ART 477. Fall, Spring

**ART 489 Senior Studio Seminar 3**
This course provides closure for the studio program and guidance for the transition to graduate school or independent studio work. Major topics include researching graduate programs, graduate school application process, job opportunities, resume, artist statement, professional portfolio and website preparation. Fall

**ART 490 Internship in Art 3 or 6**
An off-campus program prepared and monitored on an individual basis. Internships are designed to provide practical experience in the arts. Available on a limited basis by permission of the department head. Grading is pass/fail only.

**ART 491 Gallery Management 1-2**
Gallery Management is a hands-on experience to familiarize students with the responsibilities of managing an art gallery with a major emphasis on exhibition planning, design and installation. Students are encouraged to accept responsibility, to work cooperatively and independently, and to follow through on assigned tasks. Prior to the exhibition, the student will seek approval in writing from a faculty member in the medium to be shown.

**ART 492 Studio Management 1 or 2**
A focus on the management of various studio functions (e.g., ordering of supplies, upkeep and proper use of equipment). By permission of studio instructor only.

**ART 493 Internship in Graphic Design 3 or 6**
An opportunity for the advanced student to gain real-world, hands-on work experience in a supervised placement in the creative business community, including a seminar with the internship coordinator. Grading is pass/fail only. When combined with ART 394 the student will complete the three-credit requirement. Materials fee. Prerequisites: ART 330, ART 352, ART 353 and ART 354.

**ART 496 Senior Exhibition 0 or 1**
Senior Exhibition provides the opportunity for seniors to professionally show their best work. Prior to the exhibition, the student will seek approval in writing from a faculty member in the medium to be shown.
ART 499  Independent Study  1-6
A contract is required, including signatures of the instructor, the department chair and the school dean. ART 499 may not be used to substitute for a class. A learning contract, written proposal, schedule and bibliography are required before registration. Senior class standing and a minimum GPA of 3.0 is required.

Biology Courses

BIO 100  Fundamentals of Biology  3
An introductory course for non-majors in fundamental principles of biology. The course will explore the process of scientific investigation with emphasis on the applications of biology in contemporary life. Students will gain a basic knowledge of the concepts and content of science, as well as learn how to apply this scientific information to the living world. BIO 100L Laboratory required. Offered as needed. (L09)

BIO 100L  Fundamentals of Biology Lab  1
Laboratory exercises are developed to provide the student with hands-on experience with the process of science. The objectives are to reinforce basic principles of biology, improve the student’s ability to reason scientifically and to develop a sense of inquiry, understanding and appreciation of the role of laboratory science in advancing knowledge of the nature of life. Lab Fee. Offered as needed. (L09)

BIO 103  Science and Society  3
(Cross-listed with CHM 103) An introductory course for non-majors with little or no formal training in science and mathematics. Science and Society will examine the historical development and social context of major concepts from biology, chemistry and physics. BIO 103L Laboratory required. Offered as needed. (L09)

BIO 103L  Science and Society Lab  1
Illustrates lecture topics and helps students develop laboratory skills and techniques. Lab Fee. Offered as needed. (L09)

BIO 105  Human Heredity  3
A course for non-majors which presents principles of genetics as applied to inheritance in humans. Subjects covered include meiosis and mitosis, Mendelian genetics, modern molecular genetics, inheritance of genetic diseases, effects of environmental agents on genetic material and other selected topics, as well as the legal issues of human genetics. Confers degree, not major or minor credit. BIO 105L Laboratory required. Spring (L09)

BIO 105L  Human Heredity Lab  1
Lab Fee. (L09)

BIO 112  Environmental Science  1 4
(Cross-listed with ENV 112) A non-major-level course which studies the scientific basis for environmental issues that impact upon society. May not be used for credit toward a Biology major, minor, or Childhood Education Science concentration. BIO 112L Laboratory required. A suitable score on the math placement exam or permission of instructor is required. Offered as needed. (L09)

BIO 112L  Environmental Science Lab  1
BIO 116  Drugs and the Human Body  3
A survey for non-majors of the biochemistry and physiology of drug action. Drugs such as aspirin, Tylenol, caffeine, valium, penicillin, morphine, antihistamines, anti-cancer agents, as well as many others will be discussed. There will also be an in-depth look at drugs of abuse, including alcohol, marijuana and cocaine, among others. Emphasis will be placed on how these drugs work and how they affect the human body. Confers degree, not major or minor credit. Fulfills drug education component requirement. Offered as needed.

BIO 116L  Drugs and Your Body Lab  1
Laboratory to accompany BIO 116. Lab Fee. (L09)

BIO 118  Biology of AIDS  3
A non-major-level course which seeks to provide an introduction to virology, immunology and disease epidemiology with emphasis placed on the human immunodeficiency virus (HIV), the cause of acquired immunodeficiency syndrome (AIDS). Topics to be covered in this course include the history of the HIV epidemic, HIV structure and physiology, HIV/AIDS detection and pathology, current epidemiology, drug therapy and vaccine development. Confers degree, not major or minor or science concentration credit. BIO 118L Laboratory required. Fulfills AIDS education component requirement. Offered as needed. (L09)

BIO 118L  Biology of AIDS Lab  1
Lab Fee. (L09)
**BIO 127 Human Biology 3 or 4**  
This course for non-majors enables the student to gain a firm grasp of current biological concepts and how those concepts apply to human life. The organization and function of human body systems will be explored with an appreciation of underlying and interrelated genetic, environmental and evolutionary concepts. Confers degree, not major or minor credit. BIO 127L Laboratory required. Fall, Spring (L09)

**BIO 127L Human Biology Lab 1**  
Lab Fee. (L09)

**BIO 190 Principles of Biology 1 3**  
A course designed to complement BIO 191 for science majors. Major topics include introductions to biochemistry, cell biology, metabolism, genetics, and topics in animal physiology. Modern biological issues and research approaches are stressed. BIO 190L Laboratory required. Fall, Spring (L09)

**BIO 190L Principles of Biology 1 Lab 1**  
Exercises which illustrate biological concepts, develop critical thinking skills and enable students to improve their ability to organize information and deal with unknowns. Lab Fee. Fall, Spring (L09)

**BIO 191 Principles of Biology 2 4**  
A course designed to complement BIO 190 for science majors. Major topics include evolution, botany, ecology, and biodiversity. Modern biological issues and research approaches are stressed. A suitable score on the math placement exam or permission of the instructor is required. BIO 191L Laboratory required. Fall, Spring (L09)

**BIO 201 Invertebrate Zoology 3**  
A study of the invertebrate systems which unify the fields within biology and the diversity which makes each invertebrate unique. An organism-level course. BIO 201L Laboratory required. Prerequisite: BIO 100, 190 or permission of the instructor. Offered as needed. (L09)

**BIO 201L Invertebrate Zoology Lab 1**  
Lab Fee. (L09)

**BIO 210 Anatomy and Physiology 3**  
Principles of human anatomy and physiology with an emphasis on the relationships and functioning of all body systems. An organism-level course. BIO 210L Laboratory required. Prerequisite: BIO 100, 127, or BIO 190 or permission of the instructor. Spring (L09)

**BIO 210L Anatomy and Physiology Lab 1**  
Lab Fee. (L09)

**BIO 234 Comparative Vertebrate Biology 3**  
A study of vertebrate form, function and diversity with an emphasis on evolutionary mechanisms. An organism-level course. BIO 234L Laboratory required. Prerequisite: BIO 100 or BIO 191. Offered as needed. (L09)

**BIO 234L Comparative Vertebrate Anatomy Lab 1**  
Lab Fee. (L09)

**BIO 240 Aquatic Ecology 4**  
This course will use principles of ecology to understand aquatic ecosystems, including streams, rivers, lakes, wetlands and estuaries. We look at physical processes, nutrient cycling, food webs, ecological communities, water quality, human impacts, and restoration of damaged ecosystems. Prerequisite: BIO 191 or CHM 191. Fall (L09)

**BIO 241 Marine Ecology 3**  
The marine environment is not only aesthetically pleasing; it is also rife with examples that demonstrate key ecological principles, making it an ideal environment in which to study ecology. The first quarter of this course will be devoted to physical oceanography. The remainder of the course will cover different marine environments and the plants and animals that inhabit them. Special attention will be paid to how the animals interact with their environment, and their neighbors. Prerequisites: BIO 190/191 and CHEM 190/191. Spring.

**BIO 241L Marine Ecology Lab 1**  
Marine Ecology Laboratory is a week-long hands-on field experience that takes place on Cape Cod, MA. Many techniques essential to marine ecology will be covered, in addition to a firsthand look at the marine environment. Because this laboratory takes place in the field, students must be prepared to walk long distances and participate in other physically demanding activities in a variety of weather conditions. Because time will be spent on boats, students should take precautions to prevent motion sickness. Lab Fee and Travel Fee. Co-requisite: BIO 241.
Course Descriptions

BIO 242 Terrestrial Ecology 4
An introduction to the interactions between plants, animals and their environment. Topics include the relationships between soils, climate, and other factors which determine community structure. Biotic interactions such as competition and predation are included. Environmental concerns such as habitat fragmentation and remediation are covered with an emphasis on the issues related to the Albany Pinebush. Prerequisite: BIO 191 or CHM 191. Fall (L09)

BIO 280 General Microbiology 3
A study of bacterial structure, function, metabolism and growth, genetics and selected aspects of environmental microbiology. Viral structure, function and replication will also be covered. BIO 280L Laboratory required. Prerequisites: BIO 190 or 191, also CHM 190 and 191. Fall (L09)

BIO 280L General Microbiology Lab 1
Lab Fee. (L09)

BIO 307 Biochemistry 3
(Cross-listed with CHM 307) A study of the organic chemistry of the molecular components of cells including proteins, enzymes (kinetics and mechanisms), carbohydrates, and lipids. The metabolism of these constituents, including glycolysis, TCA cycle and electron transport, and energy transformations involved in these pathways will also be discussed. BIO 307L Laboratory optional for Chemistry majors but required of all others. It is strongly suggested that students take BIO 280 or BIO 351 prior to taking BIO 307. Prerequisite: CHM 202. Fall

BIO 307L Biochemistry Lab 1
Lab Fee. Fulfills writing-intensive requirement.

BIO 310 Comparative Animal Physiology 3
In Comparative Animal Physiology we will strive to understand how various organ systems function, paying careful attention to their evolutionary origins. The course will begin with a brief review of the chemistry and physics that is essential to the study of physiology. We will quickly move on to function in various organ systems. Examples will be drawn from throughout the animal kingdom, and will reflect both the evolution of the organ system and fundamental needs of the system. Upon completion of this course, students should have not only a solid understanding of specific organ systems, but also an intuitive sense of function in these systems. Laboratory required. Prerequisites: BIO 190/191 and CHM 201/202. Fall as needed.

BIO 310L Comparative Animal Physiology Lab 1
Lab Fee.

BIO 320 Pathogenic Microbiology 3
A study of the major microbe pathogens of humans. Topics to be covered include bacterial, viral, fungal, parasitic and prion pathogens. Emphasis is placed on the lifecycle, virulence properties, epidemiology and pathology of each pathogen examined. BIO 320L Laboratory required. Prerequisite: BIO 280. Spring

BIO 320L Pathogenic Microbiology Lab 1
Lab Fee.

BIO 351 Cell Biology 3
An in-depth examination of the plasma membrane, cytoplasmic organelles, and nuclear structure at the molecular level with an emphasis on the historical and experimental basis for understanding cellular structures, functions, and processes. Current topics in cell biology are discussed. BIO 351L Laboratory required. Prerequisite: CHM 202 or BIO 280. Fall

BIO 351L Cell Biology Lab 1
Lab Fee.

BIO 354 Immunology 3
An in-depth study of the innate and acquired immune response in humans. Topics to be covered include: antibody and cell-mediated responses, genetic diversity of immune responses, cytokine signaling, immune modulation and autoimmune disease. Current topics in immunology will also be discussed. BIO 354L Laboratory required. Prerequisite: BIO 280. Spring

BIO 354L Immunology Laboratory 1
Lab Fee. Fulfills writing-intensive requirement.

BIO 358 Genetics 3
A study of genetic phenomena at levels of molecules, cells, organisms and populations. The principles of genetic transmission, cytogenetics, molecular genetics, genomics, and population genetics will be discussed. Advances in genetic technology and their impact on society are also considered. BIO 358L Laboratory required. Prerequisites: BIO 280 or BIO 351, CHM 202. Spring
BIO 358L Genetics Lab 1
Lab Fee. Fulfills writing-intensive requirement.

BIO 360 Developmental Biology 3
An introduction to embryology which provides a comprehensive study of molecular, cellular and organismal concepts of development while placing them in the framework of the developing animal, plant and human embryo. An organism-level course. BIO 360L Laboratory required. Prerequisite: CHM 202. Offered as needed.

BIO 360L Developmental Biology Lab 1
Lab Fee.

BIO 370 Topics in Biology 1-4
An in-depth study of a topic of current interest. Offered as needed.

BIO 400 Research* 1-4
Lab fee. Cannot be used to replace any required courses within the major or minor. One credit of research is equivalent to a minimum of 3 hours of research per week.

BIO 409 Biochemistry 2 3
The continued study of the molecular components of living cells. Topics will include, but are not limited to, membrane structure and function, nucleic acid structure and function, hormone biochemistry, neurotransmission, the biochemistry of vision and biochemical evolution. BIO 409L Laboratory required for Biochemistry majors. Prerequisite: BIO 307. Spring

BIO 409L Biochemistry 2 Lab 1
Lab Fee.

BIO 490 Clinical Coursework in Cytotechnology 15

BIO 491 Clinical Coursework in Cytotechnology 15

BIO 494 Internship* 3-6
Maximum of 6 credits; typically, 3 taken in one semester and 3 taken in another semester.

BIO 496 Biology Research Honors* 0
Qualified students intending to pursue honors research in biology must register for this course during the semester in which they complete their written thesis. Please refer to the Honors Research section of the undergraduate catalog for information on the requirements for honors research. Written permission from department chair required for registration for this course.

BIO 499 Independent Study* 1-3
*BIO 400, 494, 496 and 499 cannot be used to replace any required courses within the major or minor.

Bilingual Education Courses

BLE 300 Foundations of Bilingual Education 3
This course is an introductory exploration of the historical, political and legal considerations of bilingual education in the United States. Students will be presented with and discuss theoretical perspectives and research that influences policy, curriculum and practice in bilingual education. Instructional models for bilingual education, current practices and existing programs will be introduced and discussed. Students will be assisted in the identification of fundamental components of effective approaches to bilingual education and their implications for practice. Fall

BLE 380 Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners 3
This course introduces methods and strategies for using the native language arts to teach native language arts and content area knowledge to bilingual learners. The primary emphasis is on literacy skill development and content area knowledge that will enable bilingual learners to meet New York State Learning Standards. Course topics will include practical application of literacy development and acquisition theories, curriculum organization in language arts and the major content areas, standards-based lesson development utilizing various instructional models, grouping for instruction, and assessment. Course is taught in the native language. A 25-hour field experience outside of class is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites: BLE 300, BLE 455, and passing scores on the New York State Bilingual Education Assessments (BEAs). Summer
BLE 381  Methods for Teaching English Language Arts and Content Areas to Bilingual Learners  3
This course introduces methods and strategies for teaching English Language Arts and Content Areas to bilingual English language learners in ESL and regular education classrooms. The course is centered on the New York State learning standards for English as a second language which serve as the foundation for ESL curriculum, instruction, and assessment. Course emphasis is on combining the principles of second language learning with the language development necessary for success in the academic content areas. Topics include the basic structure of the English language as a foundation for developing competency in reading, writing, listening, and speaking. Learning English for authentic purposes in both social and academic settings will be emphasized. A 25-hour field experience outside of class is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites: BLE 300, BLE 455, and passing scores on the New York State Bilingual Education Assessments (BEAs). Summer

BLE 455  Sociolinguistics and Psycholinguistics  3
A study of Spanish sociolinguistics and psycholinguistics. Advanced language proficiency is assumed. Fulfills partial requirement for the Bilingual Extension. Cross-listed with SPA 455. (L02)

BLE 486  Supervised Field Experience  1
In this supervised field experience students will complete 50 clock hours in bilingual settings, teaching both English and native language content to bilingual learners. Prerequisites: SPA 308, BLE 300, and passing scores on the New York State English Language Proficiency Assessment Exam and the Target Language Proficiency Assessment. Summer II

Business Courses

BUS 100  Career Management  3
This course is designed for students who are unsure about their career path or curriculum choice. The course will describe the context in which career-related choices are made, utilize models for making career decisions and transitions that can be applied throughout life, and identify education needed to enter one or more favored careers. This course cannot be applied toward the business core or business concentration.

BUS 101  Contemporary Business  3
This course is designed to give the non-Business major an overview of basic business concepts such as marketing, finance, management, globalization, and human resource management. Also covered, are problems of managing in a rapidly changing business environment, social responsibilities, environmental issues and ethics. (L10)

BUS 111  Fundamentals of Business  3
This course is designed to introduce business students to the complex nature of today's rapidly changing business environment. This overview course will also serve as an orientation to the wide array of career opportunities in business and how they relate to the curriculum offered by the School of Business. Business majors only.

BUS 205  Personal Finance Planning  3
Introduction to personal financial planning, including goal-setting, cash management, credit, insurance, taxes, housing, investing, retirement and estate planning. (L10)

BUS 219  Management Information Systems  3
This course is an introduction to the concepts and components of computer-based management information systems and their integration into organizational processes to gain competitive advantage. Topics include hardware, software, internet applications, elements of the system design life cycle, and database concepts. Students build systems using spreadsheet and database packages to support business processes and decision making. Prerequisites: CSC 111; computer literacy assumed.

BUS 233  Business Law I  3
This course introduces fundamental legal terminology, concepts and principles in the area of court procedures and jurisdiction, torts in the business environment and criminal law. Emphasis will be placed on the general laws of contracts, U.C.C. (sale of goods, product liability, and negotiable instruments). Current court decisions and statutes, particularly those dealing with business transactions and relationships, will be included. (L10)
BUS 246  Organizational Behavior  3
The course studies individuals and groups within an organizational context, focusing on the effect of organizational processes and practices on human behavior. Major topics include: individual characteristics such as beliefs, values and personality; individual processes such as perception, motivation, decision-making, judgment, commitment and control; group characteristics such as size, composition and structural properties; group processes such as decision-making and leadership; organizational processes and practices such as goal setting, appraisal, feedback, rewards and behavioral aspects of task design; and the influences of all these on individual, group and organizational outcomes such as performance, turnover, absenteeism and stress. The emphasis of this course is on the application of current research findings from the fields of psychology, sociology and other related fields of the behavioral sciences. (L10)

BUS 247  Introduction to Sport Management  3
This course introduces students to the broad field of sport management. Basic themes and functional areas involved in the management of sport organizations are explored. Major topics include: basic understanding of sport management education programs and career paths, organizational behavior, human resource management, labor relations, consumer behavior, facility management, ethics, marketing, and economics and finance as related to the sport context.

BUS 253  Principles of Marketing  3
This course introduces the student to the broad field of marketing and activity that aims to develop goods and services to satisfy the needs and desires of customers. Marketing decision-making in for-profit and not-for-profit organizations emphasizes the analysis of customer needs and desires; segmenting of markets; developing product, promotion, price and distribution strategies; and the relationship among consumers, business and government. (L10)

BUS 280  Business Statistics  4
This course introduces students to practical business statistics. Standard statistical functions used in business include variable definition, sampling techniques and measurement, hypotheses testing, analysis and interpretation for business decision making. Analysis includes means and other descriptive measures, probability, correlations between variables, and linear regression analysis. This course replaces MAT 184 for Business students. Prerequisite: BUS 111 or equivalent.

BUS 300  Sport Consumer Behavior  3
This course is designed to familiarize participants with sport consumer behavior and marketing through sports. The majority of topics will cover a broad perspective. It will focus on understanding social and psychological aspects of sport consumers, with special emphasis given to better understanding theories pertaining to sport fandom.

BUS 301  Financial Management  3
This course covers the basic concepts and techniques employed by financial managers. Topics include: the environment in which financial decisions are made; time value of money; the concept of value versus price; bond and stock valuation, risk and return, the capital asset pricing model; financial ratios calculation, and capital budgeting. Prerequisites: BUS 121 and BUS 122.

BUS 302  Insurance Planning  3
This course covers strategic analysis and practical applications of insurance planning. Topics include: principles of insurance; identification of life, health, homeowners', and other property and liability risk exposure; legal aspects of insurance; insurance industry regulation; property and liability policy analysis; life insurance policy analysis; annuity policy analysis; health insurance policy analysis; taxation of insurance products; and selecting insurance companies and agencies. The course also includes an introduction to the personal, or family, financial planning process and standards of professional ethics.

BUS 305  Benefits and Retirement Planning  3
This course covers employee benefits and retirement plans and strategies. Topics include: life, medical and disability plans in employee benefit programs; business applications of individual life and disability insurance; other employee benefits; social security, Medicare, and Medicaid; ethical considerations in retirement planning and employee benefits; types of retirement plans; qualified plan characteristics; distributions and distribution options; retirement needs analysis; recommendation of the most appropriate type of qualified retirement plan; and suitability of an investment portfolio for a qualified plan situation.
BUS 310 Management and Communication 3
This course introduces students to the theory and fundamentals of management, with an emphasis on communication tools and techniques. While management is often thought of as a 'top down' process, successful managers and employees often manage 'up' as well as 'laterally'. The course focus will be at the introductory level, exploring the fundamentals and practice of modern management principles. Students will apply this learning by developing communication strategies and skills. Prerequisites: ENG 105, BUS 111, BUS 233 and BUS 246.

BUS 312 Marketing Research 3
This course introduces marketing research as the key link between the customer and strategic decision makers in profit and not-for-profit sector organizations. The course focuses on the gathering and analysis of data and includes research design, primary and secondary data sources, quantitative and qualitative methods of data collection, and analysis and interpretation. Includes the use of statistical software. Students conduct a semester-long research project for their portfolio. Prerequisites: BUS 253 and MAT 120.

BUS 314 Sport Facility and Event Management 3
This course has been designed to assist the student in gaining an understanding of facility or venue planning and design for sport areas. The student will be exposed to several finance strategies used in financing facility development as well as risk management and safety concerns when developing and running sport venues and events. Students will learn the factors involved in managing sporting events.

BUS 334 Business Law 2 3
This course provides further study of legal terminology, concepts and principles for Accounting majors in the areas of creditors' rights/bankruptcy; agency and employment law; business organizations (partnerships and corporations); government regulation of business; property and wills and estates; and liability of accountants. Prerequisite: BUS 233

BUS 348 Management: A Skills Based Approach 3
This course is designed to introduce students to the wide, complex, and sometimes confusing practice of managing people. Management is half practice and half art, and requires practitioners to build a toolbox of approaches that are based upon a portfolio of experiences. This course takes a hands-on approach, introducing the practice of management skills and techniques through cases, role-plays, and simulations that are designed to provide students with both skills and experiences in the management of people. Theory discussion will be an emergent outcome of casework and reflection. Prerequisite: BUS 246.

BUS 349 Leadership and Organizational Change 3
This course is designed to introduce students to the concept of organizational change and the specific ways in which it may be led effectively. Students will explore types of change, reactions to it, and major approaches to handling change as it occurs as well as introducing planned change to an organization. In particular, theories of leadership and specific tools of organizational development will be examined in terms of their effectiveness in dealing with change in the workplace. Prerequisite: BUS 246.

BUS 350 Managing Effective Teams 3
This course is a survey of techniques and theory regarding successful groups and teaming strategies in the workplace. Teaming, group problem-solving and decision-making, conflict management, and team performance management strategies will be explored from the perspectives of the individual, group, and firm. This course will provide a practice field for group and team-related activities including organizing, chartering, management, support and team development. Prerequisite: BUS 246.

BUS 352 Operations Management Fundamentals 3
This course emphasizes the optimum deployment of productive resources in industrial, commercial and institutional settings. Operations Management is: a) organizing and planning work levels; b) planning for the use of workers, facilities, equipment, and materials; and c) controlling (i.e., evaluating actual output quantities and quality with the original plan). Operations Management utilizes quantitative analytical techniques. Topics include decision theory, capacity planning, linear programming facilities location and layout, project management, inventory control, materials requirement planning, and quality control. Computer literacy assumed. Prerequisite: MAT 195, MAT 180 or equivalents.
**BUS 353  Marketing Management  3**
This course is designed to provide students with skills in marketing decision-making from a strategic standpoint. Emphasis will be on strategic market planning involving product development, pricing, promotion, and distribution strategies. Topics will also include internal organizational analysis, market measurement, forecasting, and analysis, environmental and competitive analysis, and current issues in marketing. Case analysis or marketing plan development will be utilized as a teaching tool. Prerequisite: BUS 253.

**BUS 354  Retail Management  3**
This course examines the field of retailing, or marketing to the final customer. It includes a study of retailing structures, institutions, environments, and operations, including planning, merchandising and inventory management, product displays and promotions, store layouts and site selection, and e-tailing. Prerequisite: BUS 253

**BUS 357  Environment and Development  3**
This course studies the relationship between environmental economics and development theory by quantifying the impact of a firm on its community and environment. Effects quantified range from the positive impact of jobs, salaries and voluntary service to the negative impacts of pollution, congestion, and resource draw-down. Analyses are based on US and International issues. Several fields are integrated such as social planning, ecology, and environmental sciences as well as ethical and legal issues.

**BUS 361  Labor Relations  3**
This course examines the relationship between organized labor and management, collective bargaining, conflict settlement, wages and employment, and a consideration of current/future trends in federal and state labor relations law. Prerequisite: BUS 246.

**BUS 362  Human Resource Management  3**
This course analyzes the problems, strategies and procedures used to assess and manage human resources in contemporary organizations. Special attention will be given to: problems in evaluating abilities and performance; effective recruitment and selection; motivation techniques; developing the organization’s human resources. Emphasis is placed on the dynamic environment of employment law and the quantitative models used to assist the manager in the decision process. Prerequisite: BUS 246.

**BUS 363  Labor and Employment Law  3**
This course provides the student with in-depth coverage of labor and employment law as it applies to the workplace. A variety of topics pertaining to the legal requirements and guidelines for compliance by the organization will be covered. The cost to the firm of engaging in prohibited activities can affect its performance, profit, and good name. These potential costs require that managers be conversant with the legal requirements governing human resource management activities and labor relations. Prerequisites: BUS 246 and BUS 362.

**BUS 364  Organizational Staffing  3**
This course provides students with an understanding of the many issues involved in strategic staffing. Topics include: job analysis, planning, recruitment, selection, and placement.

**BUS 369  Managerial Finance  3**
This course focuses on advanced application of financial management techniques and involves an integration of financial concepts through the use of case studies to simulate the actual business situations and problems. An emphasis on strategic financial management is given to topics including financial statement analysis, financial forecasting, and corporate valuation. Other topics include: cash flow analysis, cost of capital analysis, capital budgeting, corporate capital structure and leverage, and dividend policy. Prerequisite: BUS 301.

**BUS 370  Consumer Needs and Behavior  3**
This course provides an in-depth study of the concepts that help marketers understand why organizational buyers and ultimate consumers behave as they do in the marketplace. Topics include: motivation theory, learning theory, perception, attitude theory and the application of these theories in the development of strategies for advertising, sales promotion, customer service, as well as product development and distribution practices. Fulfills diversity requirement. Prerequisite: BUS 253.
BUS 372  Public Finance Management  
3
The course examines the allocation, distribution and stabilization aspects of government budget policy, including critical analysis of topics such as taxation, expenditures, and inter-governmental relations. Prerequisites: ECO 105 and ECO 352.

BUS 375  Personal Selling and Sales Management  
3
This course examines the behavioral approach to selling products and/or services and building long-term customer relationships. Discussion includes psychological and social factors necessary for effective communication that focuses first on the development and implementation of the sales process, itself, and then moves on to the management of the modern professional sales force. Topics include: sales force recruitment, selection, placement, training, compensation, motivation, and evaluation; establishing sales territories and assigning salespeople; and coordinating the personal selling effort with the overall marketing program. Prerequisite: BUS 253.

BUS 376  Advertising and Promotion Management  
3
This course is designed to prepare students for the current and future directions of the advertising and promotion field. Several events have led corporate decision-makers to become more accountable for how they spend their advertising and promotion dollars. This course will place emphasis on understanding and developing Integrated Marketing Communications (IMC) campaigns which incorporate advertising, consumer and trade promotion, personal selling, database management, publicity, internet marketing, customer relationship management into a seamless communications program designed to achieve measurable gains in sales, brand awareness, brand equity, and customer loyalty. A major portion of the class will be devoted to understanding advertising management, theory, message strategies, appeals, execution, and media selection. Students will be required to prepare an IMC campaign for the course. Prerequisite: BUS 253.

BUS 377  Business to Business Marketing  
3
This course examines the dynamics involved in inter- and intra-organizational marketing of products. Students will explore issues in organizational buying and selling process, internal and external factors that affect organizational goals, strategic utilization of marketing mix between businesses, supply chain management, relationship development, and e-commerce in business-to-business settings. Prerequisite: BUS 253.

BUS 380  Topics in Business  
3-4

BUS 385  Enterprise Resource Planning  
3
This course provides an integrated information technology overview of goals, problems, and solutions. This survey course covers the actual use of information systems in the several functional areas of the firm: operations, human resources, marketing, accounting, and finance, as well as the summary function of strategy and top management. Prerequisite: BUS 219.

BUS 388  Small Business Management  
3
This course explores issues critical to the success of small business. The course stresses the development of business strategies and business plans. Major topics are examined from the distinctive perspective of small businesses, ranging from production to finance, and from marketing to working capital management. The course addresses special problems of capital leverage, the potential and limits of growth, and strategies for sustainable expansion. Prerequisites: BUS 253 and BUS 301.

BUS 400  Contemporary Human Resource Issues  
3
A series of different one-time, or occasionally repeated, learning experiences where the issues most demanded by the market, or of greatest community need, will be explored by faculty experts in those areas. Prerequisite: BUS 246.

BUS 406  Estate Planning  
3
This course focuses on detailed legal and practical issues of estate planning. Topics include: estate planning overview, federal gift and estate taxation, liquidity planning, trust, estate planning for marriage and nontraditional relationships, planning for charitable contributions, postmortem planning, and other special topics. Prerequisite: BUS 328.
BUS 410  International Management  3
This course provides an in-depth examination of the special circumstances and management problems faced by multi-national firms. Topics include: an analysis of corporate cultures and practices in various regions, appropriate organizational structures for global business operation, the application of decision-making techniques in a global business. Prerequisite: BUS 246.

BUS 412  Compensation and Benefits  3
This course focuses on the role of compensation and benefits in the management of employee performance and satisfaction, and reviews the administrative processes required to maintain an effective compensation system. Topics include the strategic role of compensation, job analysis and evaluation, performance assessment, equity, pay structures, legal requirements and administrative functions. Prerequisites: BUS 246 and BUS 362.

BUS 422  Sport Marketing  3
This course examines in detail the various aspects of marketing in the context of sport organizations. Topics that will be covered include: defining sport marketing and understanding sports, the unique characteristics of sport products, examining the marketing management process, identifying and analyzing consumers and their behavior, understanding the importance of strategic marketing, and examining the role of sponsorship. Prerequisite: BUS 253 or BUS 247.

BUS 423  International Marketing and Export Management.  3
The course focuses on the process of directing the resources and objectives of a company towards international market opportunities for growth and expansion and also for survival. Concepts and tools of multinational marketing for evaluating market potential, distribution and pricing, and product modification are presented. Prerequisite: BUS 253.

BUS 424  Services Marketing  3
This course is designed to prepare students for the business environment through the exploration of services marketing. Today, at least 70 percent of the United States GNP is based on services. Furthermore, many jobs lie in the service sector. In this course, students will examine characteristics that make services unique from other product categories. Students will explore challenges faced by service marketers as well as concepts and strategies for addressing them. Topics will include marketing mix tools, quality, personal relationships, employee motivation and empowerment - as they relate to service processes. Prerequisite: BUS 253.

BUS 425  Integrated Global Business  3
This course explores issues facing managers and firms involved in the international production, promotion and distribution of goods and services. It provides the foundation for understanding the factors affecting the conduct of international business, with a specific focus on selected areas and countries. Prerequisites: Restricted to Business School Seniors only with at least 90 credits.

BUS 442  New Business Ventures and the Entrepreneur  3
The course examines the key requirements for starting and operating a new business. It emphasizes screening venture ideas to identify real business opportunities, developing realistic strategic business plans, and exploring conventional, as well as nontraditional means of financing new enterprises. Major topics include: evaluating markets and niches, mobilizing and organizing human and technical resources, analyzing the potential and long-term economic viability of a venture, exploring sources of financing, structuring and negotiating deals, and managing operations after start-up. The legal and regulatory environment and special organizational issues such as employee ownership are also discussed. The course makes extensive use of case material. Prerequisites: BUS 253, BUS 301, and BUS 388.

BUS 452  Quantitative Analysis  3
This course provides an in-depth study of selected decision-making concepts consisting of an elaboration of selected topics introduced in BUS 352 and an introduction to more advanced concepts. Linear programming, the transportation problem, integer programming, goal programming, waiting-line theory, cost/benefit analysis, and game theory are studied. Computer literacy assumed. Prerequisite: BUS 253.

BUS 455  Legal and Ethical Issues in Sport Management  3
This course examines the various legal and ethical considerations that influence and are influenced by the sport world. Sport law and ethics will be explored as related to both spectator and participant sport activities (professional, intercollegiate, recreational, corporate-sponsored health and fitness programs). Topics
covered include: a review of constitutional and statutory law, tort and risk management, and application of various contract laws as applied to the sport context. Prerequisites: BUS 233, or BUS 247.

**BUS 471 Global Financial Markets and Institutions** 3
This course surveys characteristics and comparative advantages of the major capital and money markets in the US and the world, including an examination of the principles and practices of intermediation within the financial system. Topics include: international aspects of financial markets and institutions, pricing of assets and products, as well as the regulatory environment. Application of financial theory in the development of corporate policy is discussed. The course also examines the impact of recent developments in the international financial marketplace. Possible topics include: financing international trade and strategies toward foreign exchange risk. Prerequisite: BUS 301.

**BUS 473 Managing for Quality** 3
The course presents the overall scope of total quality control and the benefits from its applications including the systems approach to quality that governs cost-effective management in both service and manufacturing operations. Management policies, training, product service design and control through statistical methodology are covered. Computer literacy assumed. Prerequisites: MAT 120 and MAT 180.

**BUS 484 Financial Institutions** 3
This course studies the various institutions composing the American financial system. Emphasis is on the managerial aspects of these institutions, the relationships among them, and the environments in which they operate. This includes evaluating financial statements and measuring performance, determining organization and structure, as well as management of sources of funds and asset/liability techniques. Students will solve management problems encountered in the business of providing financial services. The course involves the extensive use of case studies and presentations. Prerequisite: BUS 301.

**BUS 486 Investment Analysis and Portfolio Management** 3
This course presents the principles of investments analysis and their application to financial planning. The course examines the theory of portfolio management, including the nature of securities markets, economic analysis, industry analysis, valuation methods, asset allocation techniques, and performance evaluation. Additional topics include risk analysis, risk reduction through diversification, and expected returns of various investments including: fixed-income securities, common and preferred stock, mutual funds, options, futures, and other investment vehicles. Prerequisite: BUS 301.

**BUS 494 Internship** 3-12
A supervised business internship in organizations in the private and public sectors, this course provides students with the opportunity to gain valuable field experience in performing business/administration functions while developing their networking skills and cultivating their own network of professional contacts. Application and screening interviews must be complete, contact the School of Business Internship Director for further information. Prerequisites: BUS 493 and permission of the Internship Director.

**BUS 495 International Internship** 3-12
A supervised internship in a business enterprise located outside the United States. This internship may be part of an integrated learning experience sponsored by the Study Abroad Program or like agencies. Prerequisites: two faculty recommendations; academic index of at least 2.75.

**BUS 497 Capstone Seminar** 3
This course develops an overall management perspective by integrating knowledge from the business core and concentrations by stressing the strategic application of this knowledge to contemporary business situations. In depth case analysis will be utilized to assist students in developing an integrated strategic management plan for the firm's long term survival. Students are expected to use the latest available multimedia approaches in presenting professional quality oral and written presentations. Prerequisites: BUS 425.
BUS 498  Faculty-Sponsored Internship  3-12
This course provides students with an opportunity to work with a faculty member on a discipline-related internship through a field experience in a business organization. Prerequisite: permission of faculty member.

BUS 499  Independent Study  1-6

Chemistry Courses

CHM 103  Science and Society  3
(Cross-listed with BIO 103) An introductory course for non-majors with little or no formal training in science and mathematics. Science and Society will examine the historical development and social context of major concepts from biology, chemistry and physics. CHM 103L Laboratory required. Offered as needed. (L09)

CHM 103L  Chemistry and Society Lab  1
Illustrates lecture topics and helps students develop laboratory skills and techniques. Lab Fee. (L09)

CHM 105  Environmental Chemistry  3
(Cross-listed with ENV 105) This is an introductory course for non-science majors who are interested in understanding the chemistry behind the major environmental issues facing us today. Some of the topics that might be included are air and water pollution, acid rain, ozone depletion, global warming, pesticides and herbicides, recycling, energy sources such as fossil fuels and nuclear power, radiation exposure, and other topical issues as they arise. CHM 105L Laboratory required. Offered as needed. (L09)

CHM 105L  Environmental Chemistry Lab  1
Illustrates principles developed in lecture and helps student develop laboratory skills and techniques. Lab Fee. (L09)

CHM 190  General Chemistry 1  3
Atomic theory, stoichiometry, periodicity, chemical bonding, electronic structure of atoms, molecular orbital theory, gases, liquids, solids and solutions, thermochemistry and kinetics will be discussed. CHM 190L, 191L Laboratories required. CHM 190 is the prerequisite for CHM 191. A suitable score on the math placement exam is required. High school chemistry highly recommended. Fall, Spring (L09)

CHM 190L  General Chemistry 1 Lab  1
Illustrates lecture topics and helps students develop laboratory skills and techniques. Lab Fee. (L09)

CHM 191  General Chemistry 2  3
Atomic theory, stoichiometry, periodicity, chemical bonding, electronic structure of atoms, molecular orbital theory, gases, liquids, solids and solutions, thermochemistry and kinetics will be discussed. CHM 190L, 191L Laboratories required. Prerequisite: CHM 190 and a suitable score on the math placement exam is required. High school chemistry highly recommended. Fall, Spring (L09)

CHM 191L  General Chemistry 2 Lab  1
Illustrates lecture topics and helps students develop laboratory skills and techniques. Lab Fee. (L09)

CHM 201  Organic Chemistry 1  3
Structure, synthesis and reactions of the principal classes of organic compounds will be discussed, with emphasis on reaction mechanisms, stereochemistry and spectroscopy. CHM 201L, 202L Laboratories required. Prerequisites: CHM 191, CHM 201 and 201L. Fall, Spring

CHM 201L  Organic Chemistry 1 Lab  1
Laboratory techniques in organic chemistry and the preparation of representative organic compounds. Lab Fee.

CHM 202  Organic Chemistry 2  3
Structure, synthesis and reactions of the principal classes of organic compounds will be discussed, with emphasis on reaction mechanisms, stereochemistry and spectroscopy. CHM 202L required. Prerequisites: CHM 101 and CHM 201/201L. Fall, Spring

CHM 202L  Organic Chemistry 2 Lab  1
Laboratory techniques in organic chemistry and the preparation of representative organic compounds. Lab Fee.

CHM 203  Quantitative Analysis  3
An introductory analytical chemistry course which emphasizes laboratory techniques and associated theory and calculations. Involves discussion of statistics, stoichiometry, redox reactions, theory of analysis and analytical instrumentation. CHM 203L Laboratory required. Prerequisite: CHM 191. Spring
CHM 203L  Quantitative Analysis Lab  1
A series of wet chemical and instrumental determinations of the concentration of unknowns will be performed. Separations and pre-analytic preparation are involved. Lab Fee.

CHM 301  Instrumental Analysis  3
This course will emphasize the theory and applications of modern instrumental methods in chemistry. Analysis by chromatography (HPLC and GC), spectrophotometry (UV-VIS, fluorescence, IR and NMR), as well as electrochemical techniques will be discussed. CHM 301L Laboratory required. Prerequisite: CHM 191. Fall

CHM 301L  Instrumental Analysis Lab  1
Lab Fee.

CHM 305  Inorganic Chemistry  3
This course is an advanced course in inorganic chemistry. Topics may include atomic and molecular structure, simple solids, molecular symmetry, acid-base behavior, oxidation and reduction reactions, and coordination chemistry and ligand field theory. An advanced course emphasizing the application of ligand field theory to the behavior of coordination compounds, including reactivity, spectroscopic properties, photochemistry and other selected topics. Fulfills writing-intensive requirement. Prerequisite: CHM 191. Offered as needed.

CHM 306  Synthesis and Characterization  2
An advanced laboratory course focusing on the preparation and isolation of inorganic, organometallic and organic compounds, including the identification and characterization of such species by spectroscopic methods. Prerequisite: CHM 202. Offered as needed.

CHM 307  Biochemistry  3
Cross-listed with BIO 307. A study of the organic chemistry of the molecular components of cells including proteins, enzymes (kinetics and mechanisms), carbohydrates and lipids. The metabolism of these constituents, including glycolysis, TCA cycle and electron transport, and the energy transformations involved in these pathways will also be discussed. CHM 307L Laboratory optional for Chemistry majors but required of all others. Prerequisite: CHM 202. Fall

CHM 307L  Biochemistry Lab  1
Lab Fee. Fulfills writing-intensive requirement.

CHM 321  Advanced Organic Chemistry  3
Further study of the principles learned in CHM 201 and CHM 202. Emphasis is on the applications of physical chemistry (isotope effects, linear free-energy relationships, solvent effects, thermodynamics, orbital symmetry) to organic chemical reactions (eliminations and additions, substitutions and pericyclic reactions). CHM 321L Laboratory is optional. Prerequisite: CHM 202. Offered as needed.

CHM 321L  Advanced Organic Chemistry Lab  1
In this laboratory, advanced techniques of organic chemistry (microscale work, kinetics, manipulations of airsensitive compounds, N.M.R. spectroscopy) will be covered and utilized to illustrate principles and reactions presented in the lecture. Lab Fee.

CHM 370  Topics in Chemistry  1-6
An in-depth study of a topic of current interest. Offered as needed. Credit hours may not be applied toward the Liberal Education requirements. Grading is pass/fail. Not open to freshmen.

CHM 400  Research*  1-4
Lab Fee. Cannot be used to replace any required courses within the major or minor. One credit of research is equivalent to a minimum of 3 hours of research per week.

CHM 401  Physical Chemistry  1  3
This course will be an introduction to thermodynamics, quantum mechanics, statistical mechanics and kinetics. Special topics will be covered, depending on time and interests of the students. The special topics may include solid-state chemistry, photochemistry and physical methods used in biochemistry. CHM 401L, Laboratory required. Prerequisites: CHM 191; MAT 190, 191; and PHY 190, 191. Fall

CHM 401L  Physical Chemistry Lab  1
This lab course will emphasize experimental techniques of Physical Chemistry. Lab Fee.

CHM 402  Physical Chemistry  2  3
This course will be an introduction to thermodynamics, quantum mechanics, statistical mechanics and kinetics. Special topics will be covered, depending on time and interests of the students. The special topics may include solid-state chemistry, photochemistry and physical methods used in biochemistry. CHM 402L, Laboratory required. Prerequisites: CHM 191; MAT 190, 191; and PHY 190, 191. Fall
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>CHM 402L</td>
<td>Physical Chemistry Lab</td>
<td>2</td>
<td>This lab course will emphasize experimental techniques of Physical Chemistry. Lab Fee.</td>
</tr>
<tr>
<td>CHM 494</td>
<td>Internship*</td>
<td>3</td>
<td>Maximum of 6 credits; typically, 3 taken in one semester and 3 taken in another semester.</td>
</tr>
<tr>
<td>CHEM 496</td>
<td>Chemistry Research Honors*</td>
<td>0</td>
<td>Qualified students intending to pursue honors research in chemistry must register for this course during the semester in which they complete their written thesis. Please refer to the Honors Research section of the undergraduate catalog for information on the requirements for honors research. Written permission from department chair required for registration for this course.</td>
</tr>
<tr>
<td>CHM 499</td>
<td>Independent Study*</td>
<td>1-3</td>
<td>*CHM 400, 494 and 499 cannot be used to replace any required courses within the major or minor.</td>
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**Chinese Courses**

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<tbody>
<tr>
<td>CHN 101</td>
<td>Elementary Chinese Language and Culture 1</td>
<td>3</td>
<td>A proficiency-based approach to the symbols, elementary structures, expressions and vocabulary of the Chinese language, with a significant focus on cultural aspects and/or current events of the Chinese speaking world. Students with more than two years of high school Chinese may not take this course. Fall (L02)</td>
</tr>
<tr>
<td>CHN 102</td>
<td>Elementary Chinese Language and Culture 2</td>
<td>3</td>
<td>A continuation of CHN 101. A proficiency-based approach to the symbols, elementary structures, expressions and vocabulary of the Chinese language, with a significant focus on cultural aspects and/or current events of the Chinese speaking world. A student who is interested in having some meaningful experience with the language should take the two semesters of elementary Chinese in consecutive semesters. Students with more than three years of high school Chinese may not take CHN 102. Prerequisite: CHN 101 or equivalent. Spring (L02)</td>
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<tr>
<th>Course Code</th>
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<tr>
<td>CHN 121</td>
<td>Chinese Language, Culture and Tradition 1</td>
<td>3</td>
<td>A course combining the study of the Chinese language, culture, and traditions, specifically geared to prepare childhood and early childhood education majors to teach units in elementary and middle schools.</td>
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**Community Involvement Courses**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CIN 100</td>
<td>Community Involvement</td>
<td>1-3</td>
<td>In this course students volunteer and reflect about what it means to provide service for others in need. Students choose their own volunteer sites based on their personal, academic or career interests. The course is open to sophomores, juniors and seniors who are maintaining a 2.5 cumulative average. Students participating in CIN 100 may earn one to three credits per semester, up to a maximum of six credits applied toward the degree. Freshmen students are also welcome. They may register for one credit during their first semester and up to three credits during their second semester. Credits may not be applied toward the College Liberal Education distribution requirements.</td>
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**Criminal Justice Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJS 100</td>
<td>Introductory Level Topics: Criminal Justice</td>
<td>3</td>
<td>This course covers current topics in Criminal Justice offered at the introductory level.</td>
</tr>
<tr>
<td>CJS 101</td>
<td>Introduction to Forensic Science</td>
<td>3</td>
<td>This course provides a broad and sound overview of forensic science. It is an in-depth survey lecture based on the study of methods and techniques used in the collection, analysis and interpretation of physical evidence in the crime lab. Starting from the historical perspectives of Forensics, it is designed to introduce sub-disciplines peculiar to forensics: Evidence Receiving, DNA profiling Serology and Combined DNA Index System, Firearms and Ballistics (Combined Ballistic Identification System), Latent Prints (Statewide Automated...</td>
</tr>
</tbody>
</table>
Fingerprint Identification System), Toxicology, Drugs, Trace Evidence including Palynalogy Questioned Documents. Chemical analysis will be discussed emphasizing forensic applications of biomolecular assays, arson, pharmacology and toxicology, fibers, explosives and fingerprints, blood stains, drugs, glass and paint by wet chemistry and instrumental methods. Furthermore, a lecture on Moot Court and the ‘science of contact evidence’ will be presented. Fall 2011

CJS 180 Contemporary and Descriptive Topics in Forensic Science 3

Intensive examination of select topics involving current issues surrounding forensic science will be provided in this course. Determined by the instructor, topics may vary from semester to semester. Some Special Topic Forensic Examples: Excimer Laser Ablation Inductively Coupled Plasma Mass Spectroscopy of Viruses, Metalloproteins, Inks, Glass and Drugs; Pollen Analysis and Botanical Assays; Forensic Biophysics; Underwater Forensics; and Forensic Anthropology. Fall 2011, Spring 2013

CJS 199 Criminal Justice Association 0

Offers scheduled time for all members of the criminal justice association and criminal justice honor society to meet regularly. During this assigned time members are encouraged to invite speakers from the field of criminal justice to present on the expectations of employment in their area (e.g., FBI, DEA) or topics in criminal justice. Mandatory attendance is required for Honor Society members.

CJS 230 Introduction to Criminal Justice 3

This course provides an overview of the criminal justice system and its component parts (i.e., police, courts and correction) and its organizational participants. A brief review of the nature, extent and location of criminality provides the foundation for description and analysis. Topics include models of the criminal justice system, arrest and prosecution decisions, plea-bargaining, sentencing, recidivism, and reform activities. Fall (L11)

CJS 231 Criminal Behavior 3

(Cross-listed with SOC 231) This course provides a comprehensive presentation of the interdisciplinary theories of the nature and scope of criminality and prevalent forms of deviance. This course will consider the major theories of criminal and deviant conduct drawn from psychological, biological, social and cultural modes of explanation. A discussion of various classifications and the role of crime statistics will be included, as well as the relevance of these factors for understanding prevention, control and prediction. Fall (L11)

CJS 232 Police Organization 3

An examination of different organizational and operational procedures found among various police structures and their techniques of crime control and law enforcement. Topics include: analysis of police functions and operations; police relations with the public, law and criminal justice system; police effectiveness and issues of corruption. Fall 2012 (L11)

CJS 233 The Court System 3

This course will survey the organizational structure of U.S. courts at the local, state and federal levels. It will include an examination of the roles and functions of the courtroom workgroup: judges, prosecutors and defense attorneys. Conflicts of formal and informal practices are discussed (i.e., the trial vs. plea bargaining; the adversarial vs. a cooperative system of law). Other topics will include the role of probation in the court system and the relatively recent introduction of special courts (drug, gun, and community). The role of negotiation is emphasized. This course may require a student visit to view a local area court proceeding. Spring (L11)

CJS 234 Institutional Corrections 3

This course provides an examination of the penal system in America, focusing on local, state and federal correctional facilities. The initial topics of study include a review of the historical, philosophical and political origins of punishment and corrections. Building on this conceptual foundation, the course is designed to survey the organizational forms and practices of punishment and corrections. It will include brief surveys of parole as it relates to preparation for release and the growth of privatization. Spring 2012 (L11)

CJS 235 Community Corrections 3

This course will explore the correctional growth in institutional and community-based corrections. Two basic forms of programs within community corrections will be studied: sanctions that serve as alternatives to incarceration and programs that assist inmates in community reintegration after prison. Classification models of behavioral change will also be con-
CJS 238 Substantive Criminal Law 3
This course will provide an introduction to the legal system of the United States and trace the historical, social and philosophical sources and development of American criminal law from its origin in the common law up to modern criminal statutes; an examination of the essential elements of criminal liability and a thorough analysis of the scope, purpose, definition and classification of criminal offenses, such as crimes against the person, crimes against property and habitation, and crimes against public order, and a discussion of defenses to criminal responsibility. Fall

CJS 239 Juvenile Justice 3
An in-depth exploration of the nature and extent of juvenile crime and victimization in American society. Topics will include the historical changes in the legal definition of the juvenile offender; the cultural myths of juvenile crime victimization; and the administrative response of the criminal justice systems of police, courts, and corrections. Social correlates, such as race, ethnicity, gender, and socioeconomic status, are examined. Theories of juvenile justice are surveyed. Spring 2011 (L11)

CJS 240 Forensic Assays 4
This course provides a broad and sound overview of Forensic Assays. It is an in-depth survey lecture based on the study of methods and techniques used in analysis and interpretation of evidence in the crime lab. The course will cover Chemistry, Biology, Biophysics and Physics perspectives. Starting from Spectroscopy this course is designed to introduce assay disciplines peculiar to forensics: Separation Methodology, Serology and Bloodstain Pattern Analysis, DNA Analysis, Paint Analysis, Soil and Glass, Fires and Explosions, Friction Ridge Examination, Questioned Documents, Firearms and Tool Marks, Impression Evidence, Briefly touches upon Forensic Hair Analysis. Students will perform laboratory experiments emphasizing forensic applications of biomolecular assays, arson, pharmacology and toxicology, fibers, fingerprints, blood stains, pseudo drugs, glass and paint by wet chemistry and instrumental methods. Prerequisite: CHEM 190/191. Spring 2012

CJS 250 Law and Theory of Criminal Investigation 3
This course will provide an in-depth analysis of the nature and purpose of criminal investigations and the quest to reconstruct the past and seek the truth. It will help the student develop an analytical understanding of the investigative process through an introduction to, and an examination of, the theories, concepts and terminology utilized in basic investigatory functions and evidentiary techniques. Topics included will be a discussion of the various methods of evidence gathering, crime scene preservation, the interview and interrogation of witnesses and suspects, the identification, collection and preservation of physical evidence, the use of informants, and the techniques involved in surveillance and special investigations. A strong emphasis will be placed on the critical legal issues involved in searches and seizures and the obtaining of admissions and confessions. Significant attention will be given to the ramifications of the 4th, 5th, 6th, and 14th Amendments to the United States Constitution upon the investigatory and evidentiary gathering process, as well as an examination of landmark case law interpreting those constitutional safeguards. Fall

CJS 252 Criminal Evidence 3
This course provides an introduction to, and a thorough analysis of, the basic rules of evidence and the application of those rules to the criminal trial practice. A strong emphasis will be placed upon an analysis of the various types of evidence and the issues of admissibility, materiality, and relevancy. Specific topics to be examined will include the significant evidentiary concepts of probable cause, the different burdens of proof, including guilt beyond a reasonable doubt, presumptions and inferences, the chain of custody, the proper foundation for the introduction of evidence, the authenticication of evidence, and judicial notice. Students will also explore the issues of the competency of witnesses and the examination/cross-examination of those witnesses, objections to questions, impeachment techniques, opinion and expert testimony, the qualification of expert witnesses, testimonial privileges and privileged communications, and the hearsay rule and its exceptions. Spring
CJS 260  Drugs, Crime, and Criminal Justice  3
The drug scene has a long and enduring history in criminal justice. Presented in a contemporary, historical, theoretical and descriptive manner, this course will examine changing patterns, problems, perspectives, and policies of both legal and illicit drugs. The social context in which drug taking, drug related problems, and drug policies occur will also be of subject. Fall 2011

CJS 262  Forensic Psychology  3
CJS 262 Forensic Psychology is now cross listed with PSY 262. This course will explore the application of behavioral science to the civil and criminal justice system. Addressing key topics in each of three major course areas - criminal behavior, forensics, and social behavior in law. This course will explore how forensic behavioral science has contributed to the understanding of the criminal and crime prevention. Fall

CJS 280  Special Topics  3
This course is offered on an occasional basis as a means of providing Criminal Justice majors and faculty the opportunity to explore a particular area of study not normally covered in the major.

CJS 320  Criminal Typologies  3
This service learning course will intensively examine select topics involving the behavioral aspects of types of criminals. Example of topics would be Child Homicide, Homicide, Stalking, Mass Murder, Gangs. Determined by the instructor, topics may vary from semester to semester. Prerequisite: CJS 231. Spring 2012

CJS 324  Serial Crime  3
This course will examine serial predatory behavior including rape, arson, and murder. With a focus on the serial murderer, the student will learn the theoretical and practical foundation for understanding the motivation and dynamics of serial crimes. Lastly, the student will be expected to comprehensively analyze and present the life of a serial criminal of their own choosing. Prerequisite: CJS 231. Fall 2011

CJS 330  Comparative Criminal Justice Systems  3
This course offers a cross cultural perspective to the comparative study of different criminal justice systems operating worldwide. It analyzes the societal responses to various conceptions of justice and describes and contrasts the major aspects of the organization of criminal justice. Prerequisite: CJS 230. Fall 2011

CJS 336  Public Policies, Crime, and CJS  3
Within the context of public policy, this course allows for the in-depth examination of current controversial issues in criminal justice. Students will research the complexities of a chosen topic to present to the class at the end of the semester. Activities will include group participation and decision-making, hands-on involvement in the initial steps of crafting public policy and producing typical written examples of a policy product. Introductory public policy analysis will be surveyed to guide this project. Additional topics will be discussed and demonstrated by the instructor. Prerequisite: CJS 230. Spring 2012

CJS 337  White Collar Crime  3
This course will examine the changing concept of white-collar crime, both in theory and practice. Through a full social survey and case studies, a range of offenses will be examined, such as occupational crimes, corporate crimes, and political crimes, as well as in-depth profiling of white-collar offenders. Additional topics will include the problems of measurement, the criminal justice system response, and the social attitudes and consequences of white-collar crime in the United States. Blue-collar (or street) crimes will be included periodically for comparative analysis. A strong emphasis will be placed on the ethical issues involved. Prerequisite: CJS 231/230. Spring 2013

CJS 339  Criminal Procedure  3
This course involves a thorough overview of criminal procedure in the modern American criminal justice system. It will include an introduction to important legal concepts and terminologies utilized in criminal procedure and provide a detailed historical analysis of the development of case law and judicial interpretation of the various constitutional protections afforded the accused. It will also provide an in-depth examination of the impact of those constitutional protections upon the admissibility of evidence against the defendant. Strong emphasis will be placed upon a study of the safeguards provided by the 4th, 5th, 6th, and 8th Amendments to the United States Constitution, and the application of those safeguards to the states, in whole or in part, by operation of the 14th Amendment. Specific topics to be covered include an examination of the protection against unreasonable searches and seizures, the privilege against self-incrimination, the guarantee of due process of law, the exclusionary rule, the prohibition against double jeopardy, the right
to a public and speedy trial, the confrontation clause, the right to the assistance of counsel, and the prohibition of excessive bail, etc. Spring

CJS 340 Sex Crimes and Paraphilias 3
This course will examine various sex crimes ranging from nonviolent offenses such as exhibitionism, voyeurism and obscene telephone calls to serial rapes and lust murders. Certain fantasies and paraphilias may not be perceived as criminal; however it can be viewed as preparatory behavior that becomes motivation for future sex offending. Once reaching an understanding of the sex offender, intervention strategies will be explored. Prerequisite: CJS 231. Fall 2013

CJS 341 Criminal Profiling 3
Based on a subset of offenses/offenders most suitable for profiling, this course will explore the process of identifying personality traits, behavioral tendencies, geographical location, and demographic or biographical descriptors of an offender (or offenders) based on crime scene characteristics. Various aspects of the criminal's personality makeup are determined from his or her choices before, during, and after the crime. This information is combined with other relevant details and physical evidence, and then compared with the characteristics of known personality types and mental abnormalities to develop a practical working description of the offender. Spring

CJS 380 Special Topics 3-4
This course is offered on an occasional basis as a means of providing Criminal Justice majors and faculty the opportunity to explore a particular area of study not normally covered in the major.

CJS 420 International Criminal Law and Procedure 3
This course examines substantive international criminal law. Specific topics include: the institutions designed to enforce international law and their procedure; the international law applicable to domestic prosecutions of international crimes (e.g., genocide); sentencing, penalties and reparations to victims; the general principles of liability; and the future of international crime. Prerequisite: CJS 230. Fall 2012

CJS 422 Mapping and Analyzing Crime 4
This course explores the concepts, theory and practice of crime analysis using both conventional statistical and spatial analytic techniques in the context of specific criminal justice related examples. With a heavy emphasis on lab work, students will learn to create a range of basic analytic products that involve crime mapping using GIS. A final project analyzing a specific crime problem will complete the course. Fall

CJS 428 Life Course Criminology 4
The purpose of this course is to provide a comprehensive overview of contemporary research and theory on the life course approach to explaining criminal behavior. This approach considers the various influences that shape offending behavior across different time periods and contexts of one's lifespan. Issues of the utility of developmental versus static theories of criminal behavior, persistence and desistence of criminal behavior will also be considered. Prerequisite: CJS 231. Fall 2013

CJS 429 Nature and Theory of Crime 4
This course is designed to provide students with a detailed overview of the theories of crime and criminality. Topics include: the legal and social definitions of crime and criminality; the extent and nature of crime; and, most importantly, a detailed examination of major theories and theorists of crime, including the questions and answers they both raise and fail to raise. Students will read both original and secondary sources. Prerequisite: CJS 231. Fall 2011

CJS 430 Punishment 4
This advanced theoretical course will explore the history and ideology of punishment. Readings of Michel Foucault's *Discipline and Punish*, and David Garland's *Punishment and Modern Society* will be examined in-depth in order to provide an understanding why people punish. In addition to exploring the rationale of the need for punishment in society, the historical social context of methods and symbolism of punishment will also be studied. Prerequisite: CJS 231. Fall 2012
CJS 494  Internship in Criminal Justice  1-12
Students will gain practical experience in a career area within criminal justice by working in a public or private organization or agency. This course has as twin goals, the practical exposure and experience of the field combined with the application of acquired academic knowledge and analytical skills. Open to juniors and seniors who meet the following criteria: overall GPA of 2.5 or better and a GPA of 3.0 or better in courses required for the Criminal Justice major and/or minor. An Internship Proposal must be submitted and accepted prior to registration. Proposal forms are available from the Department Chair.

CJS 495  Ethics in Criminal Justice  3
This course is designed to expose majors in Criminal Justice to some of the critical ethical issues they will inevitably face should they become employed in this field. The goal is to raise student awareness of various issues rather than present answers. Fall

CJS 497  Criminal Justice Seminar  4
This seminar is open only to Criminal Justice majors in their senior year. A basic course goal is to help students integrate the knowledge and skills they have acquired in previous courses required for the major. The course has a limited enrollment designed to promote student involvement and participation in the course and classroom. Significant reading and independent analysis are to be expected. Topics are selected by the professor. Fulfills writing-intensive requirement. Spring

CJS 499  Independent Study  1-4
With permission by and under the direction of a faculty mentor, a topic is studied through extensive reading and periodic discussions with the mentor, culminating in a paper on the topic. Specific arrangements with the cooperating professor must be made prior to the beginning of the semester concerning the nature of the topic to be studied, as well as the readings and assignments to be required.

Communications Courses

COM 105  Introduction to Mass Media  3
An historical survey of the development of the major mass media, including newspapers, radio, television, film, recording industry, internet and others. The course examines mass communication theories and social, political, and economic impact of media and technology. (L05)

COM 201  Media Literacy  3
This course emphasizes history of, analysis of, and practice with various media. Students critically engage materials and media messages from a variety of media outlets in order to increase awareness of their own media literacy abilities as well as further their understanding of media literacy theories and concepts. COM Majors/Minors Only.

COM 202  Group Process  3
This course offers both theory and class practicum in such group operations as determining goals, setting agendas, identifying roles, selecting leaders and managing conflicts.

COM 205  Contemporary Advertising  3
Primary topics include basic advertising theory and practice. Topics include content analysis, message creation and critique. Additional topics include research, production and advertising planning. (L05)

COM 206  Conflict Management  3
Study and analysis of conflict, conflict management, and bullying with a focus on communication and power strategies in a variety of relational contexts. Course is generally taught online and requires high speed Internet.

COM 207  Film Arts  3
Analysis of film genres. Specific groups may include: westerns, musicals, and gangster and detective films. Work of specific directors is highlighted, and some basic film history, analysis, and criticism are included. (L05)

COM 208  Media Ethics  3
An examination of current media ethics in theory and practice. Major topic areas will include the news industry, including newspaper, television, radio, on-line, advertising and radio.
COM 213 Documentary Film and TV 3
Viewing and criticism of major documentary works in film and TV. Discussion and analysis focuses on social, historical or political influence and effect of films. Covers period from 1890s to the present. (L05)

COM 217 New Media and Basic Multi-Media Production 4
An introductory course in new media and basic multimedia production. Students learn basic concepts for a variety of software programs by hands on experience. Students will also use a variety of pieces of equipment. Technology Fee required.

COM 220 Film History 3
A broad look at Film History from the pioneers of the silent era, to the birth of the studio system, through to the rise of the independents. Films selected for viewing will include those of significance to development of the industry. (L05)

COM 221 Journalism I 4
Basics of journalism. Emphasis on how to identify news and structure stories. Format and style for newspapers are emphasized. This course includes a hands-on component in which students use items such as photographic, video and audio recording devices, software applications for editing images, video, and audio, and posting to and viewing content from the Internet. Extensive writing. Computer literacy is assumed. Fulfills writing-intensive requirement. Technology Fee.

COM 222 Film Genres 3
Films associated with a particular genre will be analyzed, with attention paid to specific writers, directors, and performers linked to the genre. Genres include, but are not restricted to: The American Western, Combat Film, and Film Noir. Students may repeat the course once, but may not repeat the genre. (L05)

COM 222L Film Genres Lab 0
This lab is a set viewing time for COM 222 and must be taken the same semester. Required.

COM 225 Interviewing 3
Students learn to conduct, analyze, and write effective interviews for a variety of media outlets which may include Internet, radio, print journalism, online journalism, and/or broadcast media.

COM 227 Public Relations History and Practice 3
An introduction to the field, history and practices of public relations through selected case studies, student projects, and creating and writing PR materials. Topics include PR foundations, media relations, community involvement, corporate and institutional relations. This course includes a hands-on component in which students use items such as photographic, video and audio recording devices, software applications for editing images, video, and audio, and posting to and viewing content from the Internet.

COM 230 Video Production for Internet 3
Students learn how to design and produce video segments suitable for use on the internet, featuring both studio and field production methods. Restricted to BOCES High School students only with permission of instructor.

COM 240 Interpersonal Communication 3
This course examines interpersonal communication in various contexts, including computer mediated interaction, popular culture, and/or intercultural situations. Fulfills diversity requirement.

COM 241 Gender and Communication 3
Focuses on theories and research about how sex and gender interact to influence patterns and styles of communication. Topics include sex and gender development, cultural and ethnic influences on gendered communication, the effects of gendered language on thought and behavior, gender and interpersonal communication, and the influence of mass media on perceptions of race, class, gender, and sexual orientation. Fulfills diversity requirement.

COM 242 Communication and Culture 3
This course examines the relationship between culture and communication, and increases self awareness, through explorations of cultural identities, cultural groups, and cultural issues in a variety of contexts. Fulfills diversity requirement.
COM 298  Introduction to Communication Theory  3
Study of media theories and their application to everyday life are grounded in the development of these theories over time. A focus on computer-mediated communication offers insight into how new technologies influence, shape, and are shaped by cultural expectations.

COM 309  Photojournalism  4
Hands on experience using digital still cameras, lighting equipment and digital imaging software to capture images commonly used in newspapers, news releases, news web sites, or news magazines. Technology Fee required.

COM 313  Broadcast News  3
Intensive practice in broadcast news writing. Emphasis will be on writing breaking news on deadline. Some focus on sports and entertainment news. Reporting styles, industry standards and techniques emphasized. Fulfills writing-intensive requirement.

COM 314  Advertising Copywriting  3

COM 315  Media Criticism  3
An introduction to theoretical approaches and practices used to analyze the content, structure, and context of various media in society. Students will explore factors shaping media texts, such as politics, economics, technology, and cultural traditions. Many of the dominant critical perspectives that contribute to our understanding of media will be read, discussed, and employed. Prerequisites: ENG 105 and COM 207 Film Arts.

COM 318  Digital Audio Production  4
Students learn recording and editing methods used in audiovisual productions, podcasting and internet applications. Students learn interviewing and production methods for talk radio, panel discussions, interview programs and audio documentaries. Projects involve studio and field recording, individual and collaborative work, and projects serving clients. Technology Fee required.

COM 319  Video for Field and Studio  4
Hands on experience to learn to create TV programs as well as other videos that will be used on the Saint Rose TV Network as well as Time Warner cable by using TV studio equipment, video field cameras and non-linear editing software. Technology Fee required.

COM 331  Journalism II  4
Students apply advanced style and content research in reporting, feature and editorial assignments. Interviewing, news analysis and a variety of in-depth and accelerated deadline stories can be expected. Emphasis on developing student voice in pursuit of storytelling for print and online outlets. This course includes a hands-on component in which students use items such as photographic, video and audio recording devices, software applications for editing images, video, and audio, and posting to and viewing content from the Internet. Fulfills writing-intensive requirement. Prerequisite: COM 221 or its equivalent, or permission of the instructor. Technology Fee. Spring

COM 340  Communication Law  3
This course will focus on the current legal issues within the mass media. Through case studies, lectures and discussion, the impact of court decisions in the areas of libel, censorship, privacy, free press/fair trial and indecency will be discussed. Prerequisite: COM 105. Fall

COM 341  Broadcast Law  3
This course will emphasize current legal issues within the broadcast, cable, and telecommunications industries. Subject areas will include broadcast regulation, indecency, Internet censorship, cable regulation and copyright. Prerequisite: COM 105. Spring

COM 344  Editing  3
Students will develop experience in close textual content analysis for grammar, style, content, accuracy, and fairness. They will experiment with writing headlines, thinking visually, working with writers, working with the public, and layout and design. They will also gain familiarity with legal and ethical issues in editing. Prerequisites: ENG 105 and COM 221.

COM 346  Feature Writing  3
Feature writing gives students a chance to develop a variety of approaches to their writing. Experimental exercises will be introduced, including long form magazine style, and short form writing for the gamut of media outlets. Intent, depth and voice will be exam-
ined and emphasis will be placed on audience. Story illustration will be incorporated and hands on use of technology is required. Prerequisites: ENG 105 and COM 221. Technology Fee

**COM 370 Public Relations Copywriting** 3
Write news releases and publicity tools, newsletter articles, online copy, proposals, and other public relations materials. Discussion of the public relations writing process, media relations, and publicity planning and techniques. Fulfills Writing Intensive Requirement. Prerequisite: COM 227 Public Relations History and Practice or its equivalent.

**COM 371 PR and Advertising Publications** 3
Learn of the principles of design related to public relations and advertising materials. Students will create their own pieces utilizing design principles in differing contexts such as newsletters, brochures, direct mail pieces, print ads, Web site layout and other pertinent materials. Prerequisite: COM 205 Contemporary Advertising or COM 227 Public Relations History and Practice or their equivalents.

**COM 372 PR and Campaign Advertising** 3
Planning and implementing a public relations campaign and/or advertising campaign centered around a program or special event. Prerequisite: COM 205 Contemporary Advertising or COM 227 Public Relations History and Practice or their equivalents.

**COM 380 Topics in Communication** 3
Studies of specialized aspects of the mass media, including, but not limited to, public journalism, interviewing, political communications, advanced production skills, or film styles/directors. May be used to fulfill some COM requirements.

**COM 398 Research in Communications** 3
Introduces basic methods of data collection and analysis in mass media and related industries. Methods may include, but are not limited to, content analysis, surveys and questionnaires, interviewing, and computer-assisted processing and analysis of data. Computer literacy assumed. Prerequisite: COM 298.

**COM 417 Advanced New Media and Digital Video** 4
Advanced production techniques for multimedia content. Students use a variety of different pieces of specialized equipment including high definition video cameras. Students also learn a variety of different specialized software for multimedia design and distribution. Can be repeated once. Technology fee required. Prerequisite: COM 217 or permission of instructor.

**COM 420 TV Journalism** 4
Students will practice the fundamentals of TV field reporting and studio anchoring by creating TV news programs and TV news stories. Students will learn the art of on camera delivery as well as developing skills in visual storytelling. They will utilize field equipment and the TV studio. Prerequisites: COM 221 or its equivalent and COM 217 or permission of instructor. Technology Fee.

**COM 421 Magazine Writing and Practicum** 4
Students practice non-fiction writing structures and styles including personal essay, how-to, Q & A, profile, reports, reviews and topical articles. Students create and edit portfolio and magazine projects in a workshop setting. Experience in Journalism is strongly recommended. Prerequisite: COM 221 or its equivalent. Fulfills writing-intensive requirement. Technology fee.

**COM 430 Online Advertising and PR** 3
This course familiarizes students with the use of online information sources in performing tasks related to Public Relations and Advertising. Emphasis is on positioning a company or organization or products and services to reach specialized markets via users of the Internet. This course includes a hands-on component in which students use items such as photographic, video and audio recording devices, software applications for editing images, video, and audio, and posting to and viewing content from the Internet based on client needs. Prerequisite: COM 205 Contemporary Advertising or COM 227 Public Relations History and Practice or their equivalents.

**COM 445 Online Journalism** 4
The converged media environment will be studied and applied in this course. Students will identify, research and write stories for online media audiences. The fundamentals of journalism will be covered and the course will review the various technologies employed to
complement stories for internet access and dissemination. In addition to focusing on the written word, students will be asked to think about and consider ways of illustrating stories for online audiences. Photography will be integrated in this course. This course includes a hands-on component in which students use items such as photographic, video and audio recording devices, software applications for editing images, video, and audio, and posting to and viewing content from the Internet. Prerequisites: COM 221 and one additional Journalism Concentration COM course.

COM 470 Newsroom 4
This capstone course involves students in the multimedia production of the college newspaper and other media outlets. Students in this course will produce a variety of content. Students will write, edit, illustrate and layout stories. They will employ both audio and video components, all intended to appeal to a mass audience. This course includes a hands-on component in which students use items such as photographic, video and audio recording devices, software applications for editing images, video, and audio, and posting to and viewing content from the Internet. This course can be repeated once. Prerequisites: COM 221 and one additional Journalism Concentration COM course. Technology Fee.

COM 471 The Agency 4
Students learn to apply theory and production skills in providing communications products and services to clients. Projects involve some independent work, but the major emphasis is on teamwork in an effort to propose, plan and deliver media projects to specific client needs. This course can be repeated once. This course includes a hands-on component in which students use items such as photographic, video and audio recording devices, software applications for editing images, video, and audio, and posting to and viewing content from the Internet based on client needs. Prerequisites: COM 227 Public Relations History or its equivalent and either COM 370 or COM 371 or COM 372.

COM 494 Internship 1-15
Students work in a professional capacity at major media facilities in the region. The qualifying process begins during the preceding semester with an advisor. Placement in an internship in the Communications program is not guaranteed. It is dependent on, but not limited to, the student's academic standing, number of credits, GPA, availability of placement sites, and acceptance by a site. Strongly advised for Communications majors. Prerequisite: must have completed 90 COM credits.

COM 499 Independent Study 1-6
May be arranged by the student with individual faculty for study or project beyond the scope of current curricular schedule or offerings.

Computer Science Courses

CSC 109 Programming with Scratch 1
This course will introduce the concepts of computer programming using 'Scratch'. Scratch is a programming language developed at MIT Media Lab at the Massachusetts Institute of Technology. The novice programmer will be able to design and implement creative projects using animations, game design, music, and art. This programming environment will enable grasping mathematical and scientific concepts in a visual venue using the 'Scratch' graphical interface. Students will often work in teams. This one-credit course may especially be of interest to education majors.

CSC 111 Introduction to Computer Science 3
This course is offered to non-majors as an introductory course to computer science. Number systems, hardware, software, architecture and other topics will be explored. Students will learn the fundamentals of programming using various platforms such as HTML and JavaScript; other software may also be explored throughout the semester. Students will be expected to develop significant projects throughout the course. (L08)

CSC 113 Alice: Creative Computing 3
Students receive a gentle introduction to visual computing with Alice. Alice is a highly visual system that allows beginning-level students to construct interesting projects without using a typical text-based language. Students learn to produce attractive, working animations while mastering some fundamentals of design and construction of computer programs. This course offers a valuable 'objects first' approach to computing that will serve as a base for those who might be interested in further study in computer science, as well as those simply looking for an exciting introduction to the
field. This class is an alternative to CSC 111 for people who are interested in creative computing; there is no prerequisite. (L08)

**CSC 114  Excel  3**

This course is offered as an introductory course to Microsoft Excel. Topics covered will include organizing data, performing calculations on data, analyzing data, working with pivot tables, working with graphics and charts, working with database data and macros. Students will be expected to develop significant projects throughout the semester.

**CSC 202  Introduction to Programming  4**

Topics include numbering systems, flowcharting, program design, implementing algorithms, program decomposition using methods, classes and objects, file handling and simple data structures. This course includes many small programming projects. This course is a prerequisite for most upper-level courses in the IT/CS major. Successful mastery of programming concepts and skills in this course is a key predictor of success in upper-level IT/CS courses; thus, a minimum grade of C+ is required for progress to other courses within the major. (L08)

**CSC 204  Educational Computing  3**

Pre-service teachers will learn to use software programs that will increase their future productivity as teachers. Students will learn how to create presentations and instructional materials using Microsoft PowerPoint. Students will learn how to simplify their recordkeeping tasks, perform data analysis, and create graphs using Microsoft Excel. Students will learn how to create classroom and/or instructional WebPages and knowledge inquiry learning units, called web quests, via a webpage editor. Students will reinforce techniques learned in class via several projects. In addition to learning practical computer skills, students will learn about various issues concerning the effective use of computers in the classroom. Students will prepare oral presentations to share their research on topics such as digital divide, gender considerations, technology available to assist students with disabilities, quality web resources for homework help, cyber safety for children, and use of www resources in lesson planning and enrichment. Prerequisite: some word-processing skills. (L08)

**CSC 205  Windows Program 1  4**

This course will introduce students to Windows programming in C#. Students will develop skills in event-driven programming and create graphical interfaces. There will be an emphasis on problem analysis, modular development strategies, and interface design. Students will implement programming projects in C#. Prerequisite: CSC 202 with grade of C+ or higher, or permission of the instructor. (L08)

**CSC 230  Integrating Programming in the Classroom  3**

The goals of this course are to learn introductory programming skills and to learn how to integrate computer programming into K-6 classrooms. In recent years, excellent programming environments have been developed for K-6 classrooms. These environments include Scratch (a programming language developed at the MIT Media Lab for elementary school/children) and Alice (a programming language developed at Carnegie-Mellon for pre-teenagers). These environments allow elementary school students to design and implement creative projects using animations, game design, music and art, learning basic programming skills visually. Students can develop storyboards and illustrate mathematical and scientific concepts using these tools. Strategies to expand the use of these programming environments in public schools will also be discussed. (L08)

**CSC 252  Problem Solving w/Java  4**

This course is a continuation of CSC 202 Introduction to Programming. The students will continue implementing programs in Java using methods, classes and arrays, file handling, GUI applications and Java Applets. The assigned Java projects will encompass a wide range of applications giving students a robust exposure to programming. Analyzing, designing and implementing progressively more sustentative Java programs from the fields of business, science and mathematics will have students use critical thinking in their problem solving. An application on the Android platform using the Java programming language will also be presented.
CSC 302  Data Structures  4
The descriptions, representation and manipulation of abstract data structures, including arrays, linked lists, stacks, queues, and trees. There is a strong emphasis on the use of classes for representing complex data types. Advanced topics include generic functions and classes, recursion, searching and sorting, and analysis of algorithms. Significant individual coding projects, as well as smaller group projects, are a major part of the course. Prerequisite: CSC 202 with grade of C+ or higher.

CSC 305  Windows Program 2  4
This course will focus on advanced interface programming techniques using C# within the Windows Presentation Foundation (WPF). Topics will include a review of code classes with emphasis on object-oriented concepts such as inheritance, polymorphism, aggregation, delegation, events, and abstract classes. Other topics will include XAML window design markup, typed lists, animations, specialized data structures, construction of custom controls, exotic intrinsic controls, multithreading, and interoperability of Windows components. Prerequisite: CSC 205 with grade of C+ or higher.

CSC 311  Computer Graphics  3
Introduction to computer graphic systems and display devices. A study of graphic input techniques, data structures, and software using both 2D and 3D graphics. Topics include graphical algorithms, two-dimensional transformations and viewing, three-dimensional transformations and viewing, hidden line removal, shading, fractal programming and the use of graphics in human-machine communications and computer-aided design. Other software may be explored. Prerequisites: CSC 202 with grade of C+ or higher.

CSC 317  Forensic Computing  3
This course will serve as an introduction to forensic investigations in the digital domain. The course will focus on the representation, encryption, storage and retrieval of digital information in modern day computing. Other topics include disk geometry, elementary computer architecture, TCP/IP protocols and the Internet, operating and file system architectures, and file system forensic analysis. Students will learn specific procedures for both internal and external investigations of personal computers, mobile devices and mobile media, consistent with the Good Practice Guide for Computer Based Electronic Evidence, as put forth by the National Hi-Tech Crime Unit (NHTCU) and the Association of Chief Police Officers (ACPO). As part of the course requirements, students will work in a lab setting to investigate and collect evidence from a personal computer obtained through a hypothetical search and seizure. Prerequisite: CSC111 or permission of instructor.

CSC 321  Database Management Systems  4
An introduction to database management systems. Topics include hierarchical, network, and relational data models, database design, queries, creating forms and reports, and XML. Special attention is focused on SQL and normalization. Students will develop a significant relational database application. Other topics include functions of a database management system, database administration and data security issues. Prerequisite: CSC 202 with grade of C+ or higher, or permission of the instructor. (L08)

CSC 332  Microcomputer Architecture and Programming  3
A description of the architecture of a typical microprocessor, and an introduction to programming on the assembler level. Topics include integer and floating point data representation, circuit design, control unit and ALU architecture, microcode, machine language, assembly language, addressing modes and assembler translation. Prerequisite: CSC 202 with grade of C+ or higher, or permission of the instructor.

CSC 344  Computer Networks  3
This course serves as an introduction to computer networks and data communications in the modern world. Both theoretical and applied technologies will be discussed. Emphasis will be placed on mastering key elements for each layer within the TCP/IP protocol suite. Additional topics include: a discussion of centralized, decentralized, and distributed systems; a comparison of asynchronous and synchronous communications networks; hardware and software components; digitization and encoding techniques; and the Internet.

CSC 355  Internet Program 1  3
The focus of this course is on client-side programming using HTML and JavaScript, dynamic HTML, style sheets, XML processing, design standard for web pages, serverside programming using PHP, and AJAX. A significant pro-
gramming project will be assigned. Prerequisites: CSC 202 with grade of C+ or higher, and CSC 321.

CSC 370  Theory of Computation  3
This course will provide an introduction to the theory of computation. The course will cover fundamental theories, such as finite state automata, regular languages, Turing machines, push-down automata and context-free grammars. Advanced topics will include decidability, reducibility, and the measurement and proof of time and space complexity. Prerequisites: MAT 180 or above.

CSC 404  Animation and Rendering  3
This course focuses on developing projects with Flash animation tools. Topics will include traditional cel animation implemented on a timeline, motion tweening, shape tweening, embedded film clips, action scripting, sprite construction, and illusions. There will be an in-depth examination of wire-frame and three-dimensional rendering. Both free-standing Flash movie clips and interactions of Flash movie clips with Windows executables will be developed. Participants are expected to have completed at least an introductory-level course in computer science, such as CSC 111, or demonstrate a fundamental understanding of internet programming (HTML and JavaScript).

CSC 405  Game Algorithms and Designs  3
This course focuses on designing computer games for Windows interfaces. Some possible areas of concentration will be chosen from manipulation games (such as drag-drop picture puzzles), elements of traditional card games such as shuffling, dealing and manipulating hands, team board games such as checkers or Reversi, action games (Super Pong), and programmable autonomous games (such as robot simulations). Code scaffolds for the various games will be developed in class, and students will be encouraged to enhance, modify and extend some of the games with particular attention paid to the visible interface. Programming will be demonstrated largely with Visual Studio.NET compliant code (C#) including WPES. Some exposure to other animation systems may be available. Students may complete projects in any language they desire if they are able to demonstrate a source code version on a laptop computer or a College computer. Participants are expected to have a level of visual programming competence equivalent to that required for completion of CSC 305 (Windows Programming II). Prerequisite: CSC 305 or permission of the instructor.

CSC 414  Bioinformatics 1  3
Recent advances in fields such as molecular biology have brought about an enormous mass of data beyond which can be analyzed by traditional or manual methods. Fortunately, we have also seen profound advances in the area of computational power (i.e., processing speed and storage). In this course, we will examine computational problems in molecular biology and methods for solving these problems using various machine learning techniques. Topics from the area of computer science will include theory of computation, graph theory, genetic programming, artificial neural networks, decision trees, Bayesian and maximum likelihood methods. Topics from the area of molecular biology will include pairwise and multiple sequence alignment, motif recognition, phylogenetic tree construction, and protein structure prediction. Prerequisite: CSC 302 or a 300-level Biology course.

CSC 415  Bioinformatics 2  3
This course serves as a sequel to Bioinformatics 1, with an emphasis on bioinformatics theories and applied artificial intelligence. Students will develop and implement a machine learning model targeted at predicting protein secondary structure from amino acid sequence data. The class will review and discuss current literature in the field of machine learning, bioinformatics and phylogenetics. Prerequisite: CSC 414 or permission of instructor.

CSC 416  Bioinformatics Project 3
In this course, students will develop a significant project in bioinformatics. Possible project subjects include protein sequence alignment, phylogenetic tree construction, DNA fragment assembly and protein secondary structure or structural domain prediction. Prerequisites: CSC 414 and CSC 415.

CSC 423  System Analysis and Design  3
A study of the systems development life cycle with emphasis on the principles of structured analysis, focusing on both traditional system design and the object-oriented approach. Topics include preparing the Systems proposal, project management, feasibility studies, entity-relationship diagrams, data flow diagrams, data dictionaries, use-case process descriptions,
designing user interfaces, prototyping and quality assurance. Students will also design and implement various representative case studies using the platform of their choice. Both the traditional approach (Data Flow Diagrams) and the object oriented approach (UML Unified Modeling Language) will be explored. Prototyping will be emphasized. Prerequisites: CSC 302 and CSC 321.

**CSC 424 System Design and Implementation 3**

An application of the tools and techniques studied in CSC 423. Topics include software design principles and tools such as UML, interface design, database design and file handling, hardware specification, system quality and benchmarking, system testing, documentation, conversion, deployment and maintenance. Students will submit at least three standard system documents to satisfy the requirements for a writing-intensive course. Students will develop detailed design specifications and implement an information system during a semester-long project. The project will require a graphic user interface. Some portions of the course will involve group process. Fulfills writing-intensive requirement. Prerequisites: CSC 305 and CSC 423.

**CSC 431 Algorithms 3**

This is a course on design and analysis of algorithms. It is organized around algorithm design techniques, including exhaustive search, divide-and-conquer, dynamic programming, greedy algorithms, and backtracking. The mathematical analysis of algorithm complexity is emphasized throughout the course. Prerequisite: CSC 302.

**CSC 432 Operating Systems 3**

An introduction to modern operating systems. This course provides both a theoretical and hands-on approach to the components of modern operating systems. Issues involving resource allocation, concurrency control, memory management, security, deadlock avoidance, and file system management are discussed. Students create and modify operating system components in both Windows and Unix environments. Prerequisite: CSC 302.

**CSC 433 Programming Languages 3**

A study of programming languages. This course explores fundamental constructs underlying programming languages and their use. Concepts are illustrated using a procedural language such as C, a functional language such as Scheme, a hybrid language such as Python, and a logic programming language such as Prolog. Advanced topics in object-oriented programming are also explored. Topics covered include language design, scoping rules, binding, parameter passing, as well as an exploration of interpreters and compilers. Prerequisite: CSC 302.

**CSC 434 Software Engineering 3**

This course will expose students to both a theoretical and a practical foundation in software engineering. On the theoretical side, students will learn about the standards and methods of software engineering, including current and emerging software engineering practices and support tools. On the practical side, students will become familiar with the development of software products from an industry perspective. Fulfills writing-intensive requirement. Prerequisites: CSC 302 and CSC 321.

**CSC 444 Advanced Networking 3**

The Advanced Networking course will serve as a sequel to CSC 344. Students will obtain hands-on experience working through physical and virtual network environments. Topics will include network performance analysis and modeling, cryptography and network security, the hardware/software network interface, dynamic routing protocols, DNS, multicasting, IPv6, congestion control and avoidance, and queuing theory. Prerequisites: CSC 344 and satisfactory completion of at least one Mathematics core course.

**CSC 451 Embedded Systems 1 3**

Hardware and software design of microprocessor-based systems. A study of the basic concepts and operations of on-chip components as related to digital system functionality. Programming on the assembler level. Laboratory exercises and a group design project are required. Prerequisite: CSC 332 or permission of the instructor).

**CSC 452 Embedded Systems 2 3**

This course is a continuation of CSC 451 and builds on the knowledge of the on-chip components learning to increase the functionality of the processor by interfacing with external devices. Programming in both C and assembly language. Prerequisite: CSC 451.
CSC 453  Programming Mobile Devices 3
This course will serve as an introduction to programming applications for mobile devices. The course will focus on Apple's proprietary software, Objective-C. Topics will include Mac OS X Leopard, iPhone OS, tools for OS development, application development using Objective-C. Students will have the opportunity to test their applications through a simulator and then download them to a mobile device.

CSC 455  Internet Programming 2 3
The focus of this course is on serverside programming using Java. After reviewing some object-oriented concepts, we will study JDBC, servlets, JSP, JSTL, Ajax, DWR, and struts. A significant programming project will be assigned. Prerequisite: CSC 302 and CSC 321.

CSC 460  Search and Information Retrieval 3
Search is a cornerstone application of the Web that also plays a critical role in numerous software applications. This course offers a study of Information Retrieval (IR). We cover both classic and modern IR topics, including search engines, text processing, crawling, indexing, ranking, clustering, searching social networks, and integrating search into existing software applications. Students embark on hands-on programming projects, including a largerscale team-based project. Additional topics include: image, audio, and video search; performance tuning; and the Semantic Web. Co-requisite: CSC 321.

CSC 494  Internship 1-6
A supervised internship in organizations in the private and public sectors. This course provides students with the opportunity to apply their knowledge in the workplace. This course is graded on a pass/fail basis. Prerequisite: departmental permission.

CSC 496  Honors Thesis 0
Students qualified, or an honors research concentration in computer science, are required to pair this course with a 3-credit independent study/research course (CSC499). Please refer to the undergraduate catalog or more information regarding the necessary requirements for the honors research concentration. Prerequisite: Must meet the minimum requirements for honors research, permission of instructor. Co-requisite: CSC 499. Pass/Fail Grading.

CSC 499  Independent Study/Research 1-4

Communication Sciences and Disorders Courses

CSD 100  Survey of Communication Sciences and Disorders 3
This course introduces students to the nature and types of speech, language, and hearing problems in children and adults. The wide-range of disabilities that result in communication disorders and the impact of diversity on communication will be discussed. The importance of collaborative relationships among professionals who assist individuals with special needs is also explored. Fall, Spring, Summer

CSD 101  Level I Aide Work 0
Level 1 is a non-credit, required course which must be completed by undergraduates and transfer students. Each student serves as an aide to a speech-language pathologist for a total of 15 hours during the semester. Each student must locate his or her own placement and complete the course requirements and paperwork. Many students complete this requirement in their hometown over the college breaks and holidays. Paperwork may be obtained on Blackboard. This must be completed prior to enrollment in CSD 360. Fall, Spring, Summer

CSD 109  Phonetics 3
This course provides a study of the classification, perception, physical basis and production of speech sounds, and the coarticulatory effects. The course includes phonemic and phonetic transcription practice of typical, dialectal, developmental, and disordered speech, with implications for assessment and intervention for English speakers and English language learners. Fall, Spring

CSD 201  Level II Aide Work 0
Level 2 is a non-credit, required course which must be completed by undergraduates and transfer students. Students observe for four full days in a public school. Two of the days are spent with a classroom teacher, and two days are spent with a Teacher of Students with Speech-Language Disabilities. Each student must locate his or her own placement in a public school and complete the course requirements and paperwork. As they may do when completing Level 1, students may complete the Level 2 requirement in their hometown. Paperwork may be obtained on Blackboard. This must be completed prior to enrollment in CSD 360. Fall, Spring, Summer
CSD 204  Anatomy and Physiology  
**Speech and Swallow  3**

This course introduces students to normal anatomy and physiology of the speech, language, and swallowing mechanisms with emphasis on the function they serve in speech and swallowing. Fall, Spring

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CSD 219  Disorders of  
**Articulation and Phonology  3**

This course provides a study of the nature and description of speech production disorders. It includes a foundation in speech sound development, theories of phonological development, assessment procedures, and evidence-based practice intervention techniques. Special considerations in multicultural aspects of speech sound production are integrated throughout the course content. CSD majors only. Prerequisites: CSD 109 and CSD 204. Fall, Spring

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CSD 225  Hearing Disorders and Assessment  
**3**

This course covers the psycho-physics of hearing and techniques of hearing testing. Emphasis is on audiogram interpretation, case findings, and referrals. The implications of hearing impairment on language acquisition are explored. Practice testing is required. Spring, Summer

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CSD 230  Communication Acoustics  
**3**

This course provides students with basic information concerning the physics of sound and the scientific basis of human speech production and perception. Emphasis in the course is placed on 1) the acoustic characteristics of sound, 2) the relationship of these characteristics to speech and hearing, and 3) models of speech production and speech perception. Spring, Summer

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CSD 235  Language Development, Language Disorders, and Implications for Literacy  
**3**

This course establishes a foundation in the relationship between language and learning in the classroom. Topics include language development, language disorders, and the relationship among language, learning and print literacy. Major emphasis is placed on communication in the classroom with consideration of cultural and linguistic differences. For SED or ECE majors only. Fall, Spring

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CSD 240  Language Development  
**3**

This course provides a study of typical language development in all language modalities; namely, speaking, listening, reading, and writing. The role of language development and its implications for literacy are explored. CSD majors only. Fall, Spring

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CSD 242  Language and Phonology  
**2**

In this hands-on course, students will explore diagnostic methods for evaluating the language development and articulation phonology skills of individuals with communication disorders. Emphasis is placed on evidence based practice for collecting and analyzing language samples and phonological data. CSD majors only. Prerequisites: CSD 109, CSD 219 and CSD 240. Fall, Spring

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CSD 345  Language Disorders in Children  
**3**

This course provides a study of the nature and etiology of language disorders in children with implications for assessment and intervention. Language acquisition and the importance of home, school and community relationship are also explored. A review of the current literature is emphasized. Fulfills writing-intensive requirement. CSD majors only. Prerequisite: CSD 240. Fall, Spring

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CSD 346  Cognition, Communication and Behavior  
**3**

This course offers students an integrated theoretical and clinical framework for serving individuals with complex disabilities in which cognitive, communication, and behavioral dimensions overlap and interact. A positive behavioral support orientation to intervention is emphasized. This includes a context-sensitive apprenticeship approach to assessment and intervention in cognitive psychology. Prerequisite: CSD 345. Spring

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CSD 350  Voice Disorders  
**3**

This course covers the anatomic/physiologic/acoustic/neurologic characteristics of normal and abnormal voice production with a basic foundation in assessment and intervention principles and techniques. CSD majors only. Prerequisites: CSD 204 and CSD 230. Fall
CSD 351  Fluency Disorders  3
This course provides a study of the etiology, characteristics, and incidence of fluency disorders. The course covers an introduction to assessment and management techniques for children and adults. The benefits of early intervention and stuttering prevention are addressed. CSD majors only. Fall, Spring.

CSD 355  Assessment of Communication Disorders  3
This course presents principles and procedures for assessment, including a background in test measurement, administration and interpretation of standardized tests, multicultural considerations in testing, informal assessment procedures, and report writing. The connection between assessment results and intervention planning is established and emphasized as an ongoing process. CSD majors only. Fall, Spring.

CSD 360  Clinical Methods and Supervised Observation  4
This course covers the theoretical bases for treatment of individuals with communication disorders and procedures for implementing change within a therapy session. Ethical behavior, professional responsibility, and knowledge of evidence-based practice are examined in relation to the practice of speech-language pathology. Principles and techniques are taught for writing treatment plans, Individual Education Plans, behavioral objectives, lesson plans, reports and collecting data. Students participate in mock therapy sessions in class and evaluate their use of teaching procedures. Course content includes such topics as curriculum-based treatment, consultation and collaboration, family intervention, group treatment and issues related to diverse populations. Additionally, this course will provide students with 25 supervised observation hours of diagnostic and therapy sessions with clients who have speech, language and/or hearing disorders. The development of writing skills is emphasized over the course of the semester. Prerequisites: CSD 100, CSD 101, CSD 201, CSD 219, CSD 242 and CSD 345. Fall, Spring, Summer.

CSD 370  Supervised Clinical Practicum  2
This required field work experience offers opportunities for demonstration of clinical competencies with individuals having communication disorders. This is the second part of a two-part clinical practicum. Application for placement is obtained at the Winkler Center the previous semester according to specified deadlines. Failure to accept or fulfill an obligation to an assigned clinic may be cause for dismissal from the program. Co-requisite: CSD 371. Prerequisites: CSD 360. Fall and Spring.

CSD 371  Clinical Practicum Seminar  2
This course (seminar) provides students with a forum to discuss clinical issues related to their clinical practicum experience. It provides opportunities for students to exchange ideas, problem-solve clinical issues, and discuss clinical topics that support their clinical practicum experience. This is a weekly seminar. Co-requisite: CSD 370. Prerequisite: CSD 360. Fall and Spring.

CSD 375  Supervised Clinical Practicum  1
This required field work experience offers opportunities for demonstration of clinical competencies with individuals having communication disorders. This is the second part of a two-part clinical practicum. Application for placement is obtained at the Winkler Center the previous semester according to specified deadlines. Failure to accept or fulfill an obligation to an assigned clinic may be cause for dismissal from the program. Co-requisite: CSD 376. Prerequisites: CSD 370 and CSD 371. Spring.

CSD 376  Clinical Practicum Seminar  1
This course (seminar) provides students with a forum to discuss clinical issues related to their clinical practicum experience. It provides opportunities for students to exchange ideas, problem-solve clinical issues, and discuss clinical topics that support their clinical practicum experience. This is a weekly seminar. Co-requisite: CSD 375. Prerequisites: CSD 370 and CSD 371. Spring.

CSD 380  Topics in CSD  1-3
This course provides students and faculty with opportunities to pursue special topics that are not part of the regular curriculum. May involve independent research/study under the guidance of a member of the department. Spring, Summer, Fall.
CSD 430  Aural Rehabilitation  3
This course covers the application of basic audiological principles to the area of rehabilitation with hearing impaired children and adults. Topics include speech/language therapy, educational issues, amplification and psychosocial effects. Prerequisite: CSD 225. Fall, Spring

CSD 450  Organization of a Speech, Language and Hearing Program in Elementary and Secondary Schools  3
This course emphasizes the roles of the speech-language therapist in the public schools. Coordination of school-based speech, language and hearing services is explored, with emphasis on case management, scheduling operations, evidence-based practice, positive behavior management, and the development of collaborative partnerships. The course helps students understand the laws, policies, and procedures that affect speech-language therapists in the schools, as well as the relationship between the NYS Learning Standards, the unique educational needs of the students, and speech-language services. Prerequisites: CSD 225, CSD 350, CSD 351, CSD 355 and CSD 360. Fall, Spring, Summer

CSD 472  Introduction to Augmentative/Alternative Communication  3
This course offers students an introduction to the study of AAC, including integrated frameworks for assessment, device/software access and selection, and intervention strategies to support participation in various communication settings. The course focuses on communication partner competencies as they exist within academic, vocational, and social contexts and in the process of meeting the needs of individuals with various types of complex communication needs. Prerequisites: CSD 225, CSD 350, CSD 351, CSD 355 and CSD 360. Fall, Spring

CSD 497  The Nervous System and Communication  1
This course prepares undergraduate and graduate students in communication disorders to understand the relationship between communication, swallowing, language behavior, and neuroanatomy/neurophysiology. It also enriches the introductory-level coursework presented in CSD 204. Completion of the course will provide students with a further foundation in the nervous system, so they can be more successful in course work on motor speech, swallowing, voice, and acquired language disorders. Part of the course will require students to independently gather and organize information on the nervous system so they can use it in later courses. The class is required for undergraduate students in the program and an elective for graduate students. This course is presented online with some face-to-face meetings with the instructor. Prerequisite: CSD 204. Fall, Spring

CSD 499  Independent Study  1-3
This course option is reserved for advanced study. Independent study is not provided to substitute for or repeat a course offered by the department.

Early Childhood Education (Birth to Grade 2) Courses

ECE 106  Introduction to Portfolio  0
Students enroll in this workshop concurrently with their first course in the pedagogical core. An overview of the portfolio process is introduced to students along with guidelines for the standards and criteria used in portfolio evaluation. This workshop provides students with expectations for portfolio development early in the program so that they can begin collecting and organizing data as they progress through their courses and field experiences. Students should enroll concurrently in SED 146 or ECE 230. Fall, Spring

ECE 230  Foundations of Early Child Education  3
The historical, philosophical and sociological foundations of early childhood education will be addressed in this course. Students will focus on all areas of diversity, including children with disabilities, as part of an understanding that the child can be best understood within the context of his/her family, culture, and society. Students will study family-systems theory to understand the dynamics, roles, and relationships between home, school and community. Development of appropriate learning environments will be addressed. Anti-bias curricula will be explored within the context of the development of appropriate learning environments. Strategies for developing continuity between the home, the school, and the community will be explored in depth. Partnerships, collaborations, and support and referral services will also be explored, as well as the role of trans-disciplinary teams in providing services.
to students with disabilities. Models of communication between home and school will be examined. Incorporation of parents in assessment and planning, as well as in support services, will be covered. A five-hour field experience will be required. Students must obtain fingerprint clearance prior to beginning field experiences. Fall, Spring

ECE 231  Infant, Toddler, Pre-School Education and Guidance  3
This course will focus on the planning and implementation of developmentally appropriate curriculum and instructional practices, based on knowledge of development, individual differences and the curricular goals of the programs examined. State and national standards and legal guidelines will be addressed. Theoretical models will provide the background for the integration of learning experiences for children with the full range of abilities and cultural backgrounds. Students will focus on the development of models of instruction that emphasize learning through play, inquiry, cooperation, and creative expression. Modifications required based on children's developmental needs will be considered. Curricular areas to be considered include language and emergent literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama and movement in programs serving children from birth through age five. Home, school and community relationships will be addressed within the context of appropriate planning. Students will develop plans for appropriate learning environments to support growth in the above areas. Service learning will be explored. Assessment and evaluation related to identifying individual needs and progress, curricular goals and objectives, and program effectiveness will be a focus. Prerequisites: ECE 230 and EPY 245. A 10-hour field experience will be required. Students must obtain fingerprint clearance prior to beginning field experiences. Fall, Spring

ECE 241  Health Education Workshop  0
This workshop provides supplemental information for individuals who have taken a three-credit or four-credit human development, child development, or child psychology course that lacked a significant health component. This workshop will address the following (with regard to children from birth through age eight): common childhood diseases; immunizations; health and hygiene education of young children; chronic health conditions and implications for child care; New York State regulations for dispensing medications; health and safety precautions for indoor and outdoor environments for infants, toddlers, and young children; fostering wellness through nutrition, exercise, and rest; and, the role of the teacher/caregiver as health screener. Offered occasionally.

ECE 253  Curriculum and Instruction Pre-K through Grade 2  4
This course will focus on methods for planning and implementing developmentally appropriate curricula for the primary school in accordance with state and national standards, informed by knowledge of child growth and development. Planning will extend from knowledge of educational programs for children birth to age four. Long-range and short-term models of planning will be a focus. Students will integrate all major content areas (language arts, science, math, social studies) and the humanities (art, literature, music, drama) in curricular and instructional planning. Models of instruction appropriate for pupils' individual needs, developmental levels, and interests will be studied, as well as collaborative models and the IEP process. Modifications required for individual pupils will be addressed. Students will develop plans for appropriate learning environments designed to support the growth of the child in all domains. Students will be introduced to the use of positive behavior interventions and supports as they relate to instruction. Service learning will be explored. Procedures for authentic, performance-based and formal, standardized assessment, as well as diagnostic, formative and summative evaluation related to areas addressed in the course will be an additional focus. A 15-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites: EPY 245 and ECE 230. Suggested pre- or co-requisite: ECE 231. Fall, Spring

ECE 334  Administration of Programs for Young Children  3
Students will study the various types of program models currently available to serve children from birth through Grade 2. Program development and evaluation will be addressed. Program requirements related to the appropriate regulating agency will be discussed. Students will explore current issues and trends related to early childhood programs, and study the legal issues, legislation,
and public policies that impact these programs. Programs for identifying and serving young children with disabilities will be addressed. A 6-hour field experience will be required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: ECE 253. Offered occasionally.

ECE 385  Integrated Content Methods Grades K - 2  4

This course presents opportunities to develop strategies for teaching and integrating mathematics, social studies, science and language arts in the K-Grade 2 classroom according to standards posed by New York State, NCTE, NCSS, NCTM and NTSA. Student-centered and constructivist instructional approaches addressed will include inquiry, cooperative learning, literature-based instruction, service learning, and direct instruction, appropriate to the developmental levels of this age group as suggested by NAEYC and CEC program standards. Literacy development in the content areas will be covered. Strategies to support diverse learners will be addressed. Students will be introduced to the use of positive behavior interventions and supports as they relate to instruction. Technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. A 20-hour supervised field experience is required for this course. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites: ECE 231, ECE 253 and SEE 360. Fall, Spring

ECE 387  Advanced Field Experience in Education Grades Pre-K – 2  3 or 6

A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A syllabus for this experience must be devised with cooperation and approval of the faculty advisor and the course mentor prior to registration for the course. The student must also complete an application for this experience. Open to Saint Rose students only. Students must obtain fingerprint clearance prior to beginning field experiences. Offered occasionally by individual request.

ECE 490  Student Teaching: Pre-K /K and Grades 1/2  10

Students will complete two student teaching experiences, one at the Pre-K or kindergarten level, and one in grades 1 or 2. During the first week of each experience, students will complete a 20-hour field experience during which they study and analyze the societal context, the family context, the instructional context, and the programmatic context of the setting, and also draw a profile of the children in the programs. The candidate will develop and implement a service learning project with students as part of the unit plan requirement, under the guidance of cooperating teachers and College of St. Rose personnel. Application must be made by February 1 for the Fall semester; by October 1 of the preceding Fall semester for a Spring student teaching placement. Prerequisites: good standing in the School of Education; required GPAs (2.75 in education; 2.25 in academic concentration; 2.5 overall); grade of C or better in every education course; completion of education sequence; completion of violence prevention, substance abuse, child abuse, and HIV/AIDS workshop requirements. Students must obtain fingerprint clearance prior to beginning field experiences. Co-requisites: EDU 493 and EDU 494. Open only to majors at Saint Rose. Fall, Spring

ECE 492  Student Teaching Grades 1 or 2  5

This student teaching experience is for students who transfer in a student teaching experience at the Pre-K or kindergarten level. This course must be taken with prior approval of the Liaison to the Teacher Education department. Co- and prerequisites for ECE 490 apply. Open only to majors at Saint Rose. Fall, Spring

Economics Courses

ECO 105  Principles of Macroeconomics  3

This introductory course engages students in the principles of aggregate economics, or “macro”. Topics include the measurement and determination of national output, total spending and the level of employment, and forces contributing to their change over time. The course also discusses the role of money, the banking system, fiscal and monetary policies in a framework necessary to understanding public policy issues. Classic and heterodox theories are used. (L10)
ECO 106  Principles of Microeconomics  3  
This introductory course provides students with tools to make sound decisions through analysis of economic decision-making elements in private, public, and not-for-profit enterprises. The course develops the economic framework necessary to evaluate production opportunities, cost analysis and price determination in competitive and non-competitive markets. Classic, heterodox, and behavioral theories are introduced. (L10)

ECO 251  Intermediate Macroeconomics  4  
Business cycles have plagued industrialized economies for more than a century. But the variations in the rates of unemployment, inflation, and national income may also be caused by exogenous factors such as the bursting of a real estate bubble, currency war, or the macroeconomic policies pursued by a country's monetary and fiscal authorities. This course focuses on understanding macroeconomic phenomena and the understanding of macroeconomic theories of fine-tuning, and develops tools that help students to understand how exogenous shocks affect a country's economic activity whether in the financial sector, the product market, or the derived demand for labor. We will also evaluate the policy effectiveness in the past downturns and draw relevance to major fluctuations experienced in our present time. Prerequisites: ECO 105, ECO 106 and MATH 190

ECO 254  Social Economics  4  
The course analyzes the principal foundations of the current American economic structure from a perspective that includes both the individual and social dimensions of economic problems. We investigate the philosophical foundations of economic analysis and the social implications of economic policy as it is applied. The goal of social economics is to explore the role the interrelationships between economics, human dignity, ethics, and philosophy have played in reshaping the American society. In this course, property, money, democracy, and the individual will be examined in an analytical, historical and institutional framework. Prerequisites: ECO 105 and ECO 106

ECO 256  Contemporary Economic Issues  4  
Topics of discussion in this course include the major features of our economy in their current form. We assess the social cost of unemployment, inflation, farm subsidy, currency and trade wars, deregulation of industry, the minimum-wage laws, among others, and highlight the policy debates in such areas as America's workers, trade and exchange rate, national health care system as well as other points of current interest within an economics framework. Prerequisites: ECO 105 and ECO 106

ECO 257  Environment and Development  3  
This course studies the relationship between environmental economics and development theory by quantifying the impact of a firm on its community and environment. Effects quantified range from the positive impact of jobs, salaries and voluntary service to the negative impact of pollution, congestion and resource draw-down. Analysis based on US and international issues. Several fields are integrated such as social auditing, environmental accounting, environmental economics, local and regional planning, ecology and environmental sciences, as well as ethical and legal issues. Prerequisites: ACC 121 and ECO 105
ECT 365  Money and Banking  4
This course focuses on the principles of money, financial markets, and central banking with a theoretical emphasis on monetarist and post-Keynesian explanation for money and its role in stabilizing the economy. We will critically examine the relationship between money market instruments and Federal Reserve policies within the context of monetary theory proposed by competing schools of economic thought. Prerequisites: ECO 251 and MAT 190

ECT 380  Introduction to Econometrics  4
Built on the foundation of statistical theory, this methods course explores the theoretical development of linear regression models used in quantifying, measuring, and analyzing empirical data in a variety of economic and business applications. The goal of the course is to provide a basic understanding of econometric methodologies for data analysis, business forecasting, and decision making. Prerequisites: ECO 251, ECO 352 and MAT 190, MAT 184 or BUS 280

ECT 386  Sustainable Economic Development  4
This course engages students in the emerging topic of sustainability from an applied economics framework. What is a sustainable economy: what do local, regional, national, or international economies need for longevity? Beyond recycling & Green Technologies, we explore sustainable wages, pricing, resourcing of inputs & product packaging, sustainable housing and transportation structures, sustainable levels of taxation & social services. Planned product obsolescence and continuous consumer marketing are discussed. Readings, discussions, short and term projects are used to explore specific Capital District area sustainability issues. Prerequisites: ECO 105 and ECO 106

ECT 390  Structure of American Industry  4
The theme of the course is competition in the US economy. The course will develop key ideas from industrial organization theories to understand the behavior of firms in the various structural environments of competition. Students will learn the principle methods economists and government regulatory agencies use in measuring market power. An important emphasis of the course is an empirical survey of the performance of some of our most active industries and the economic outcomes of competitive or imperfectly competitive mar- kets in terms of efficiency and social welfare. Prerequisites: ECO 251, ECO 352, and MAT 190

ECT 455  International Trade and Finance  4
This course examines the economic basis for trade and gains from trade among nations. Topics of comparative advantage, exchange rate systems, balance of payments, trade barriers, investment and development, international economics, finance and trade policies will be examined and discussed in detail. The course will also address the reasons for and results of obstructions to free trade. A final product will be in the form of a paper highlighting and critically examining the economic, financial, and trade policies among different nations. Prerequisites: ECO 251, ECO 352, and MAT 190

ECT 488  Readings in Economics  4
This course is designed for juniors and seniors who have an interest in a specific topic area. The topics may include economic doctrine, political economy, regional development, development in developing countries, or other economic literature pertaining to a focused area. Prerequisites: ECO 105, ECO 106, and others may apply.

Education Courses

EDU 102  Violence Prevention  0
This workshop provides teacher candidates with training in school violence prevention and intervention. Topics will include: the warning signs that relate to violence or signal precursors to violent behavior in children; the statutes, regulations and policies relating to a safe, nonviolent school climate; academic supports and management strategies that promote a nonviolent school climate; methods for integrating social skill development and problem-solving skills into ongoing curriculum and instruction; intervention techniques for addressing violent situations; and, referral processes for students with violent behaviors. Course must be completed prior to student teaching. Fee required. Fall, Spring, Summer

EDU 103  Child Abuse Prevention  0
This workshop is approved by, and designed to meet certification regulations of, the New York State Education Department (NYSED). The workshop includes objectives related to detecting and reporting child abuse; meeting
professional and legal responsibilities related to child abuse; strategies for preventing child abduction. Course must be completed prior to student teaching. Fee required. Fall, Spring, Summer

EDU 106 HIV/AIDS and Communicable Diseases Safety Education Workshop

This workshop will examine the facts and myths about HIV/AIDS and other communicable diseases. Issues of AIDS education in New York schools will be addressed. Public health laws on confidentiality in New York will be presented, along with protection in the workplace. Information for teachers such as precautions, rights, rules, responsibilities, use of AIDS Kits, exposure to NYSED curriculum, and coping in the classroom will be included. Course must be completed prior to student teaching. Fee required. Fall, Spring, Summer

EDU 109 Urban Scholars Learning Community

This course is required and designed to support students who are Urban Education Scholars in the Touhey Urban Education Initiative. Students will be engaged in the study of the special satisfactions and challenges of teaching in urban settings. This course is collaboratively offered by College and P-12 faculty. A field experience is required (as described on the course syllabus), and may engage the student in community or school settings. Students register for the course every semester. Open only to accepted students in the Touhey Urban Initiative. Fall, Spring

EDU 110 Urban Scholars Learning Community

The course is required and designed to support students who are Urban Education Scholars in the Touhey Urban Education Initiative. Students will be engaged in the study of the special satisfactions and challenges of teaching in urban settings. The course is collaboratively offered by College and P-12 faculty. A field experience is required (as described on the course syllabus), and may engage the student in community or school settings. Students register for the course every semester. Open only to accepted students in the Touhey Urban Initiative. Fall, Spring

EDU 112 Information Literacy

This course is designed to build skills in searching databases, using library resources and services, evaluating the quality of information, and using online information sources. The focus is on effectively and efficiently finding and using the types of information needed for success in college coursework. Offered occasionally.

EDU 245 Curriculum and Instruction

This course is designed for Childhood Education and Special Education/Childhood Education (SEED) majors to develop knowledge and skills in the development of curriculum and instruction. Emphasis is placed on NYS Learning Standards, the impact of these standards on instruction, and instructional design to meet the needs of culturally diverse populations and children with the full range of abilities found in today’s schools. Students engage in the development of goals and instructional objectives, Individual Education Plans (IEPs), lesson plans and thematic units that incorporate all domains. The integration of technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. Research based instructional models, strategies, methods, and procedures are introduced and linked to theoretical and factual knowledge of learning processes and human development. Service learning will be explored. Assessment of learner progress, appropriate classroom accommodations, modifications for students with the full range of abilities and the development of collaborative teaching partnerships are also examined. A 15-hour supervised field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite (SEED majors only): One of the following: SED 125 or SED 146. Prerequisite or co-requisite

EDU 252 Curriculum and Instruction for the Primary School

This course will focus on methods for planning and implementing developmentally appropriate curricula for the primary school in accordance with state and national standards, informed by knowledge of child growth and development. Planning will extend from knowledge of educational programs for children birth to age four. Long-range and short-term models of planning will be a focus.
Students will integrate all major content areas (language arts, science, math, social studies) and the humanities (art, literature, music, drama) in curricular and instructional planning. Models of instruction appropriate for students’ individual needs, developmental levels, and interests will be studied, as well as collaborative models and IEP process. Modifications required for individual students will be addressed. Students will develop plans for appropriate learning environments designed to support the growth of the child in all domains. Service learning will be explored. Procedures for authentic, performance-based and formal, standardized assessment, as well as diagnostic, formative and summative evaluation related to areas addressed in the course, will be an additional focus. A 10-hour field experience is required. Prerequisite: SEE 360.

**EDU 300 Foundations of Education 3**

This course considers the philosophical, historical and social factors that impact and shape American educational policies, practices and institutions. Educational aims, goals, curricula and instructional practices are examined in light of their philosophical, historical and sociological antecedents and their relationship to family, school and society. Fulfills writing-intensive requirement. Not open to freshmen. Fall, Spring, Summer

**EDU 307 Waiver: Substance Abuse 0**

**EDU 321 Grammar Study for Teachers/Learners 2**

Practical study of conventions of edited American English related to parts of speech, sentence parts, and punctuation with a focus on items addressed by New York State and national standards. Students explore topics in the context of both prescriptive and descriptive grammar, and investigate informational and interactive web resources related to certification level. (B-2; 1-6; 7-12). Offered occasionally.

**EDU 325 Literacy in the Content Areas 4**

This course addresses methods for helping pupils to read and write effectively in the content areas (math, science, social studies, language arts, and the arts). The development of higher order thinking skills, comprehension strategies, specialized vocabulary and concepts, and methods for retention will be considered. Strategies for literacy development for all types of learners including those with exceptional skills, disabilities and English as a second language will be included. Formal and informal assessment methods will be considered. To be taken concurrently with ART 475. Prerequisites: SED 225 and EPY 350.

**EDU 385 Teaching Language Arts and Social Studies 1-6 4**

This course presents opportunities to develop strategies for teaching and integrating the language arts and social studies with other curricular areas in grades 1-6, in accordance with standards posed by NCTE, NCSS and New York State. Instructional approaches addressed include direct and literature-based instruction, inquiry, service learning, and the project approach. Emphasis is on helping diverse learners to develop proficient communication skills (writing, reading, listening, and speaking) across the curriculum. Topics will include the writing process, critical thinking, problem solving, concept development, values, and moral development. The integration of technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. Curriculum modifications for learners with the full range of abilities will be considered and implemented in field experiences. A 15-hour supervised field experience in diverse settings will provide experience with home/school/community relationships. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: EDU 245. Fall, Spring

**EDU 386 Teaching Science and Mathematics 1-6 4**

This course models the principles of an integrated approach for teaching science and mathematics to students in grades 1-6. It will examine the theories and research-based practices that provide the basis for student-centered, constructivist, inquiry-based approaches to the planning, implementation, and evaluation of instruction. The course will address the standards posed by New York State, as well as national professional organizations concerned with math, science and technology education (NCTM and NSTA). Examination of formal and informal assessment methods will be included. Technology will be used as a teacher resource and instructional tool. The connection between math and science and other curricular areas will be addressed, as well as skills for reading and writing in the
content areas of mathematics and science. Service learning will be explored. Curriculum modifications for learners with the full range of abilities will be considered and implemented in field experiences. A 13-hour supervised field experience in diverse settings will provide the context for understanding home/school/community relationships. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: EDU 245. Prerequisite or co-requisite: All liberal arts math and science courses should be completed or in process. Fall, Spring

EDU 387 Advanced Field Experience: Grades 1-6 3-8
A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A syllabus for this experience must be devised with cooperation and approval of the faculty advisor and the course mentor prior to registration for the course. The student must also complete an application for this experience. Open to Saint Rose students only. Students must obtain fingerprint clearance prior to beginning field experiences. Offered occasionally by individual request.

EDU 388 Methods for Teaching Foreign Language in Elementary Schools 4
The course prepares teacher candidates to teach in grades 1-6, in accordance with standards established by New York State and the national professional organization, the American Council of Teaching Foreign Language (ACTFL). Emphasis will be placed on methods that develop communicative competencies in functional language-learning situations. Curricular, instructional, and assessment choices for students with a full range of abilities will be examined through course work. This course is for students with initial certification in Adolescence Education (grades 7-12): Spanish who are seeking an extension to teach Spanish in grades 5 and 6. A 15-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences.

EDU 440 Middle Level Education 3
This course is intended for students who wish to extend an elementary or secondary teaching certification to the middle level. It focuses on theories and practices in the education of middle level students (grades 5-9). The historical and philosophical roots of various models of middle level education (i.e., middle schools, junior high, magnet schools) are addressed. Students will analyze middle school issues related to curriculum, instruction, management, grouping, assessment, diversity, the inclusion of special needs students at the middle level, technology, and staffing. Prerequisite: SEC 365 or EDU 245. Spring

EDU 490 Student Teaching in Elementary Schools (1-3 and 4-6) 9
This culminating field course is a one-semester, full-time experience that includes placements at two grade levels: 1-3 and 4-6. Prior to student teaching, students complete an 18-hour field experience in each of their placements that involves a thorough analysis of home, school and community composition and dynamics, which is done under the supervision of the College of Saint Rose student teaching supervisor. The candidate will develop and implement a service learning project with students as part of the unit plan requirement, under the guidance of cooperating teachers and College of St. Rose personnel. Application must be made by February 1 for the Fall semester; by October 1 of the preceding Fall semester for a Spring student teaching placement. Prerequisites: good standing in the School of Education; required GPAs (2.75 in education; 2.25 in academic concentration; 2.5 overall); grade of C or better in every education course; completion of education sequence, violence prevention, substance abuse, child abuse, and HIV/AIDS workshop requirements. Students must obtain fingerprint clearance prior to beginning field experiences. Co-requisites: EDU 493 and EDU 494. Open only to majors at Saint Rose. Fall, Spring

EDU 493 Portfolio in Elementary Education 1
This is a required course for all Early Childhood Education and Childhood Education students enrolled in student teaching. Students prepare a professional portfolio, guided by the instructor, and showcase their portfolios in a final session. Teams of faculty members will evaluate materials presented by students such as exemplary lessons, units, service learning projects, teacher-made materials, and children’s works (used with permission). Co-requisites: ECE 490 or EDU 490; EDU 494. Open only to majors at Saint Rose. Fall, Spring
EDU 494  Student Teaching Seminar: Childhood Education  2
This course is designed to provide support during the student teaching semester. In-service about specific topics relating to the teaching profession is provided. Topics are selected to support and complement the student teaching experience. It is a pass/fail course which allows opportunities for the student teacher to come together with colleagues and the instructor to discuss issues that relate to teaching as a profession in general, as well as those that relate to individual classroom situations. This course gives prospective teachers an opportunity to reflect critically on the profession and their role in the classroom, to explore alternatives, to consider consequences (intended and unintended) of various classroom actions, and to begin to assume responsibility for their own continuing professional development. Students must obtain fingerprint clearance prior to beginning field experiences. Co-requisites: ECE 490 or EDU 490; and EDU 493. Open only to majors at Saint Rose. Fall, Spring

English Courses
ENG 013  Pre-College Reading and Writing  0
Development of interpretive reading and writing skills at college-entry level. A diagnostic-prescriptive preparation for the freshman year. This course is open to HEOP/ACCESS students only. Coordinated by the HEOP/ACCESS office. Credit hours are not applied toward total required for graduation. Summer

ENG 014  Pre-College Reading  3
Development of reading skills at the college-entry level. A diagnostic-prescriptive preparation for the first-year student. This course is open to HEOP/ACCESS students only. Coordinated by the HEOP/ACCESS office. Credit hours are not applied toward total required for graduation. Offered by demand. Summer

ENG 103  Oral Communication  3
Development of college oral communication skills, including theory and practice in informative and persuasive speaking, as well as group presentations. Substantial research required. A transfer course meeting these requirements will be transferred in to fulfill the oral communication component of ENG 105.

ENG 104  Expository Writing  3
Development of college writing and research skills. Emphasis on both informative and persuasive writing. Substantial research paper required. A transfer course equivalent to these requirements will be transferred in as the writing/research component of ENG 105.

ENG 105  Expository Writing, Oral Communication and Research  4
An introduction to college-level writing and research. Emphasis on informative and persuasive writing and speaking across a range of situations, audiences, and forms. Instruction in substantial research paper. Students must receive a grade of C or better to satisfy this Liberal Education requirement. Fall, Spring (L01)

ENG 106  Texts and Contexts  4
Topics course that introduces students to the interpretation and appreciation of a wide range of literary texts. Focus is on developing the vocabulary, skills, and knowledge necessary to read literature closely, think critically about literature, conduct research related to literature, and communicate clearly about literature both orally and in writing. This course may be taken more than once, provided it addresses a different topic when taken again. (L04)

ENG 112  Introduction to Literary Studies  4
Introduction to a number of the central concepts and concerns of literary study, with specific attention to genre conventions and interpretive methodologies. Students work across historical eras and cultural traditions to develop the reading, writing, research, and oral communication skills necessary for further literary study. Course intended for English and English-Adolescence Education majors; should be taken as early as possible. Students may not take both ENG 112 and ENG 114. Fall

ENG 114  Introduction to Literary Genres and Traditions  4
Introduction to the field-specific concerns of literary study for English/Language Arts concentrators. Focus on the historical development and technical conventions of literary genres. Exploration of methodologies of literary criticism/theory. Practice in reading, research, writing, and oral communication skills as needed for literary study. Course is intended for students in the English/Language Arts concentration; should be taken as early as possible. Students may not take both ENG 112 and ENG 114. Fall, Summer
ENG 115  Introduction to Film and New Media  4
This course is designed to provide students with the tools necessary to analyze and evaluate a variety of media, and to participate in their circulation. Course materials highlight a variety of intersecting theoretical approaches (e.g. aesthetics, media history, economic impact, cultural critique, national identity, reception/audience studies) and an array of genres (e.g. narrative film, avant-garde cinema, blogs, podcasts, digital video, and other emerging technologies). Emphasis on developing critical media literacies through analysis, research, and writing/composing. (L05)

ENG 116  Freelance Writing  4
This course will help students begin to think about writing as a profession as well as an art, to learn how to seek out markets and to develop an adaptive flexibility in their writing styles, while building an online portfolio of work to showcase those skills. (L05)

ENG 126  Diverse Voices in Literature  4
Course addresses such issues as race, class, gender, ethnicity, sexual orientation, and/or geopolitics in literatures. Attention will be given to the social, economic, and political factors that inform and underlie these issues. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills diversity requirement. (L04)

ENG 134  Medieval Literature  4
Study of literary and historical texts written during the Middle Ages. Texts are in Modern English translations. Students explore the early contexts and ongoing influence of these tales in written and oral presentations. (L04)

ENG 173  Gay/Lesbian Literature  4
Examines literary works from the late nineteenth century to the present including drama, fiction, poetry, memoir, and essays that reflect gay and lesbian experience. Focus is on gay/lesbian writing in the context of literary study and the politics of identity. Fulfills diversity requirement. (L04)

ENG 180  Theatre Arts  4
An introduction to drama and the theatre. Course explores theatrical experience from the various points of view of those who participate in it, such as the playwright, director, actors, designers, and audience. Class activities include reading dramatic literature, learning about the theatre, experimenting through performance, and attending dramatic performances. (L05)

ENG 206  Creative Writing  4
An introductory course in creative writing, providing practice in and critique of fiction, creative non-fiction, drama, and poetry, as well as readings in and discussions of each genre. Recommended for students with little creative writing experience. Prerequisite: ENG 105 or equivalent. (L05)

ENG 216  Topics in African-American Literature  4
Topics in oral and written African-American traditions from the eighteenth century to the present day; contextualized both socially and historically. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills diversity requirement. (L04)

ENG 217  Detective Fiction  4
Study of mystery fiction as a genre. Readings of short stories, novels, and theories on detective fiction. Consideration of the history of the genre, its cultural evolution, and its current place in the literary canon. Authors might include Poe, Collins, Doyle, Chabon and Paretsky. (L04)

ENG 218  Oral Interpretation of Literature  4
Development in theory and practice of the skills of reading aloud to present informed sharing of literary selections, increase understanding of literary works, and provide enjoyment to reader and audience. Presentations include prose, poetry and drama.

ENG 221  Topics in Twentieth Century American Literature  4
Explores any of a number of twentieth-century American literary movements such as realism, regionalism, modernism, postmodernism, or issues such as immigration, gender, race relations, war and peace, or migration. This course may be taken more than once, provided it addresses a different topic when taken again. (L04)
ENG 222 American Drama 4
Introduction to American dramatic literature from the nineteenth and twentieth centuries. Emphasis is placed on the emergence of a genuinely American dramatic art form and on the influence of different movements in the theatre on the evolution of the American playwright. (L05)

ENG 223 Topics in Early American Literature 4
Explores any of a number of Early American literary and cultural contexts, such as religious faith, Native and Euramerican relations, slavery, women's writing, or the American frontier. Selected readings may include translations of Native American oral narratives; colonial writers such as Bradstreet, Taylor, Wheatley and Franklin; and early nineteenth century writers like Emerson, Thoreau and Poe.

ENG 226 Women and Writing (Early Periods) 4
Study of female-authored literary texts written prior to 1800. Some attention will be paid to culturally constructed roles for women during the time periods. Students will explore the early contexts and ongoing influence of women's writing in both written and oral presentations. Fulfills diversity requirement.

ENG 227 Women and Writing (Later Periods) 4
Concentration on a variety of works produced by women after 1800. May include genres such as the novel, drama, poetry, nonfiction prose, film, and music. Course attends to the ways in which the variety of women's experiences (informed by ethnicity, geography, politics, class, sexual orientation, work, education, and physical ability) shape their artistic production. Fulfills diversity requirement. (L04)

ENG 228 Contemporary Fiction 4
Study of short stories and novels written after 1980, with attention paid to theories of fiction; modern audiences and markets; and select markets. Research will be an integral part of this course. (L04)

ENG 229 Contemporary American Poetry 4
Introduction to U.S. poetry from World War II until today, with some attention to poetic terminology and theory. Authors covered may include Bishop, Lowell, Berryman, Brooks, Hayden, Stafford, Levertov, Plath, Sexton, O'Hara, Ashbery, Gluck, Simic, Clifton, Komunyakaa and Alexie. (L04)

ENG 230 Topics in Early British Literature 4
Selections of British literary works from the Anglo-Saxon period through the seventeenth century with attention to the social and cultural history of Britain.

ENG 231 Topics in Post-1800 British Literature 4
Topics in British literature post-1800. This course may be taken more than once, provided it addresses a different topic when taken again. (L04)

ENG 232 Topics in Contemporary British Literature 4
This course explores the social and historical contexts of contemporary British literary production. Depending on the instructor's focus, readings may examine the post-World War II shift in Britain's identity to a present-day Commonwealth; the Thatcher Administration and the punk rock movement; or Britain's ambivalence toward the European Union. Readings may include writers such as Philip Larkin, Kingsley Amis, Sylvia Plath, Ted Hughes, A.S. Byatt, Jeanette Winterson, Kazuo Ishiguro, Iris Murdoch and Zadie Smith. This course may be taken more than once, provided it addresses a different topic. (L04)

ENG 236 Topics in Post-Colonial Literature 4
An exploration of themes and traditions in literature/film written in English in connection with colonization and post-colonization. Focus in a particular semester might be on a range of countries in relation to a particular theme or on the postcolonial literature of a particular geographic area such as India, the Caribbean, Ireland, Kenya, West Africa, South Africa or Southeast Asia. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills diversity requirement. (L04)

ENG 237 Asian American Literature 4
Examines the writing of authors from various cultural and ethnic backgrounds (including Chinese, Japanese, Korean, Vietnamese, Malaysian and Filipino) and time periods. Relevant topics may include: family and generation; gender and class; cultural hierarchies and cooperation; citizenship; and transnational politics. Authors may include Monica Sone, Chang-rae Lee and Andrew Pham. Fulfills diversity requirement. (L04)
ENG 238  Native American Literature  4
Selected readings from twentieth century Native American writers such as McNickle, Momaday, Silko, Welch, Hogan, Harjo, Owens and Alexie. Some discussion of oral traditions and earlier works such as Black Elk Speaks, as well as relevant cultural and historical background. Fulfills diversity requirement. (L04)

ENG 239  Topics in Irish Literature  4
Exploration of the aesthetic, cultural, and political dimensions of Irish literature in its pre-colonial and postcolonial contexts. Course may focus on drama or poetry or include a survey of different genres. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills diversity requirement. (L04)

ENG 243  Topics in Modern European Literature  4
Introduction to representative trends in modern European writing, ca. 1650 to the present. This course may be taken more than once, provided it addresses a different topic when taken again. (L04)

ENG 244  Topics in Early World Literature  4
Introduction to some of the earliest written literature in the world, up to the medieval era. Works covered may include selections from the Old Testament, The Odyssey, Oedipus the King, Lysistrata, The Bhagavad Gita and The Tao Te Ching, as well as poetry by Sappho, Catullus, Ovid, Tu Fu, Li Bai, Rumi, Kabir, Mirabai and Dante.

ENG 245  Literary Movements  4
Examination of a group of authors and artists whose work is deeply tied to a significant societal shift of its time. Highlights the connections between literature and the dominant cultural inclinations of particular eras. Course may explore a single group (the Beats, the Bloomsbury group, Language Poets) or the predilections of a number of them (e.g., colonies and communes in American writing, avant-gardes). (L04)

ENG 246  Imaginative Writing Workshop: Practice and Pedagogy  2
This course uses a workshop method to introduce students to the writing of poetry, playscripts and short fiction, as well as to effective methods for teaching creative writing. Students read literary texts in the genres and compose their own imaginative works. Workshops promote discussion and critique of student work. Prerequisite: ENG 105 or equivalent.

ENG 247  Prose Writing Workshop: Practice and Pedagogy  2
This course uses a workshop method to introduce students to the writing of literary prose, including personal essay, lyrical essay and narratives. The course will also address methods for teaching prose writing. Students read literary prose and compose their own prose works. Workshops promote discussion and critique of student work. Prerequisite: ENG 105 or equivalent.

ENG 248  Topics in Prose Writing  4
Practice in one or more prose forms with attention to strategies for revision and editing. Particular semesters will focus on specific types of writing, such as memoir, biography, journal writing, travel pieces, local histories, or personal essays. This course may be taken more than once, provided it addresses a different topic when taken again. Some research may be required. Prerequisite: ENG105 or equivalent. (L05)

ENG 251  Writing for New Media  4
This course will explore effective writing in new media venues and social media. From the personal to the professional, this course will explore all aspects of new media and the related writing processes including collaborative writing. Students may examine the history of new media and gain experience writing with new media tools and technologies including blogs, websites and social networking sites. Prerequisite: ENG 105 or equivalent. (L05)

ENG 252  Elizabethan Shakespeare  4
This course will address, in the context of early modern English society and culture, histories and comedies written during the reign of Queen Elizabeth I (1558-1603). The exploration of Shakespeare's language and literary devices, of genres, and of theatrical practices will be supplemented by attention to early modern social issues and ideology, as well as to present-day critical trends. (L04)

ENG 253  Jacobean Shakespeare  4
This course will address, in the context of early modern English society and culture, tragedies and tragi-comic romances written during the reign of King James I (1603-1625). The exploration of Shakespeare's language and literary devices, of genres, and of theatrical practices...
will be supplemented by attention to early modern social issues and ideology, as well as to present-day critical trends. (L04)

**ENG 270 Modern World Drama 4**
Introduction to works that comprise the international modern repertory, from Ibsen to the present. This course spotlights specific periods of dramatic composition and production that have had a significant impact over the past century. Students will engage in literary and theatre criticism of drama. (L05)

**ENG 271 Topics in Nineteenth Century American Literature 4**
Explores works of nineteenth century American writers by genre, theme, critical lens, mode of production and/or through socioeconomic or cultural context. This course may be taken more than once, provided it addresses a different topic when taken again. (L05)

**ENG 272 Literature Topics for Teachers 2**
Focus on a literary topic with exploration of pedagogical possibilities. Intended for education majors. This course may be taken more than once, provided it addresses a different topic when taken again.

**ENG 273 Language Topics for Teachers 2**
Course will cover the components of traditional descriptive grammar and also essential aspects of prescriptive grammar as required for the production of Standard American English (SAE) discourses. Designed for education majors.

**ENG 274 Performance Topics 2**
Practice in specific aspects of performance and professional presentation in relation to pedagogical and other professional situations. Intended for education majors and students needing to fulfill the oral communications segment of their L01 requirement. Students who transfer in a course equivalent to ENG 104 may take this course to complete their L01 requirement.

**ENG 275 Composition and Rhetoric for Teachers 2**
Introduction to the history, theory, and practice of teaching writing. Intended for education majors.

**ENG 276 Film/Media Topics for Teachers 2**
Intensive focus on media literacies in relation to the pedagogical possibilities of film, television, digital networks and other contemporary media. Intended for education majors. This course may be taken more than once, provided it addresses a different topic when taken again.

**ENG 279 Film: Theory and Practice 4**
In-depth exploration of film and filmmaking through a variety of theoretical lenses (e.g., cultural studies, psychoanalysis, genre criticism), with significant attention to the vocabulary of film criticism, production, and distribution. This course may be taken more than once, provided it addresses a different topic when taken again. (L04)

**ENG 280 History of Drama 4**
Study of dramatic literature in eastern and western cultures, from its beginnings to the nineteenth century. Through an analysis of texts, stage methods (including costuming, make up, props, scenery, sound effects, and characterization), and audience response, this course investigates how the theatre of specific eras has shaped dramatic literature. Students will review theatrical productions as well as dramatic texts. (L05)

**ENG 285 Acting: Studio Study 4**
Introduction to dramatic performance through acting exercises. This course offers strategies and approaches to characterization, improvisation, and play analysis. Students will learn to work under direction on stage through monologues and scenes. (L05)

**ENG 286 Acting: Styles and Techniques 4**
Offers students the opportunity to study various styles and techniques of stage acting, such as classical, Shakespearean, Stanislavskian, and more recent approaches. Practical performance skills will be emphasized. (L05)

**ENG 287 Improvisational Acting 4**
Training in the technique and method of improvisational performance. Students go through 'improv' exercises to develop short-form and long-form pieces and are asked to perform for a student audience. (L05)
ENG 290  Drama Production and Performance  1
Practicum in play production. While working with the drama director to prepare the play productions for the semester, students become involved in a wide variety of stage activities, including costuming, makeup, props, scenery, sound effects, and character portrayal. A minimum of 75 hours of commitment is required. Course may be taken more than once (4 credits max). Fall, Spring

ENG 292  Literature Short Course for Teachers  1
Course focuses on specific moments in literary history, questions in literary production, or background information for specific literary texts. Designed for education majors. This course may be taken more than once, provided it addresses a different topic when taken again. Pass/fail.

ENG 295  Writing Short Course for Teachers  1
Course focuses on a writing genre and/or fundamentals of writing workshops and writing training. Designed for education majors. This course may be taken more than once, provided it addresses a different topic when taken again. Pass/fail.

ENG 296  Film/Media Short Course for Teachers  1
Course focuses on media literacies as they relate to film, television, digital networks and other contemporary media. Designed for education majors. This course may be taken more than once, provided it addresses a different topic when taken again. Pass/fail.

ENG 302  Language and Linguistics  4
Introduction to recent developments in language study and to the principles of linguistics. Course examines the structure of the English language including phonology, morphology, semantics, and pragmatics, as well as traditional-descriptive, prescriptive, and generative-transformational grammars. Students will engage in guided research, writing, and oral presentations on a range of language topics. Fall, Spring

ENG 311  Writing Creative Non-Fiction  4
A workshop in writing creative nonfiction. The focus in a particular semester may be on personal essay, memoir, literary/aesthetic essay, first-person journalism, or experimental forms. Readings in theory of creative nonfiction as well as a variety of creative nonfiction writers will round out the course. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level English or Communications writing course, or consent of the instructor based on writing sample.

ENG 312  Writing Poetry  4
Exploration of various forms and modes of poetry, through specialized and free-form assignments, in-class critiques, individual conferences, and compilation of a portfolio of work. Some attention to poetic theory and the process of submitting work for publication. Knowledge of the genre and college-level creative writing experience expected. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level English writing course, or consent of the instructor based on writing sample.

ENG 313  Writing Fiction  4
A course in the writing of short fiction, with specialized assignments including, but not limited to in-class workshops and critiques of students’ writing, reading of professional fiction writers, attendance at fiction readings, and the study and discussion of theories of fiction. Knowledge of the genre and previous college-level creative writing experience required. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level English writing course, or consent of the instructor based on writing sample.

ENG 314  Writing Drama  4
Creating playscripts in various styles and formats, with numerous specialized assignments, in-class critiques, readings, and the compilation of a final one-act script and portfolio of work. Students develop their pieces through workshop participation. Knowledge of the genre and college-level creative writing experience expected. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level English writing course, or consent of the instructor based on writing sample.

ENG 315  Professional Writing and Editing  4
A workshop in writing and editing in various professional contexts. These may include literary journals, magazines, websites, blogs, book publishing, publicity, and/or technical writing. Attention to audience, research, organization, grammar, copy editing and proofreading, following house style, as well as use of graphics and page design. This course may be taken
more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level English or Communications writing course, or consent of the instructor based on writing sample.

ENG 317 Advanced Prose Writing 4
Advanced practice in the writing and revision of prose including expository, persuasive, and personal writing. Careful study of form, style, voice, and purpose. Topics may include memoir, autobiography, biography, literary journalism, travel writing, local histories, or the essay. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level English writing course, or consent of the instructor based on writing sample.

ENG 318 Writing Screenplays 4
Creating screenplays in various styles and formats, with numerous specialized assignments, in-class critiques, readings, and the compilation of a final short film script and portfolio of work. Students develop their pieces through workshop participation. Knowledge of the genre and college-level creative writing experience expected. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level writing ENG or COM course, or consent of the instructor based on writing sample.

ENG 320 Studies in Nineteenth Century American Literature 4
Readings in such authors as Emerson, Hawthorne, Melville, Douglass, Jacobs, Warner, Whitman, Thoreau, and Dickinson. Relevant themes include slavery, women’s rights, transcendentalism, and the West. Exploration of relevant historical and critical materials will contextualize readings. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement. Prerequisites: ENG 105 and 200-level writing ENG or COM course, or consent of the instructor based on writing sample.

ENG 321 Studies in Modern Poetry 4
Exploration of modernist poets of the first half of the twentieth century such as Yeats, Eliot, Pound, Frost, H.D., Stein, Stevens, Hughes, Moore, Williams, and others. Exploration of relevant historical and critical materials will contextualize reading. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 323 Studies in Twentieth Century American Literature 4
Readings in such authors as Dreiser, Hurston, Faulkner, Hemingway, Ellison, O’Connor, Morrison or Didion. Relevant themes may include war, segregation and civil rights, feminism, and the Cold War. Exploration of relevant historical and/or critical materials will contextualize reading. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 328 Interdisciplinary Connections 4
Interdisciplinary exploration of theoretical and pedagogical approaches reflected in the creation and analysis of literature and at least one other discipline. Topics might include the influences and interrelations between literature and the visual arts, literature and film/new media, or literatures of empire and history. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 330 Literary Criticism Theory 4
Study of twentieth and twenty-first century literary criticism and theory, with emphasis on current theoretical trends. Geared to help students develop an analytical vocabulary and critical tools with which to read, write, and theorize about literature and other texts. Readings address diverse conceptions of author, reader, text, literary canon, gender, sexuality, class, and geopolitics. Students cultivate their understanding of theory by examining literary texts, film, and other media. Prerequisites: ENG 112 and two literature courses at the 200-level. Fall, Spring

ENG 331 Film Theory 4
This course includes a range of historical, theoretical, and critical approaches to analysis of film, video, and new media. Classical theories facilitate understanding of film as art and cultural medium. Additionally, contemporary theories address interrelations between social, cultural and political issues and attitudes in making and reception of media texts. Some critical approaches include realist, formalist, auteur criticism, cognitive criticism, genre criticism, spectatorship and reception studies, and cultural and historical criticism. The course also engages its participants as informed readers of global texts and practices.
ENG 335  Studies in Renaissance Literature  4
Exploration of the literature and culture of sixteenth and seventeenth century England, informed by a range of primary and secondary texts and careful study of the works of authors such as Thomas More, Christopher Marlowe, Edmund Spenser, William Shakespeare, Elizabeth Cary, John Donne, Ben Jonson, Lady Mary Wroth and John Milton. Topics addressed might include gender and sexuality, Nature, political rule, social unrest, England’s colonial ambition, and trade and travel. This course may be taken more than once, provided the course addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 340  Studies in the Novel  4
Examination of the novel from cultural, historical, thematic and generic critical perspectives. This course may be taken more than once, provided the course addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 342  Studies in Medieval Literature  4
Readings in medieval literature and culture, including exploration of relevant social and critical materials, including popular appropriations of the medieval (e.g., film). This course may be taken more than once, provided the course addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 344  Restoration and Eighteenth Century British Literature  4
Readings in prose, poetry, and drama of the period, including works by Behn, Swift, Pope, Sheridan and Radclife. Examination of relevant cultural contexts. Fulfills writing-intensive requirement.

ENG 346  Shakespeare on Stage and Screen  4
Examination of representative Shakespeare plays as products of their historical moment and as they have been translated and appropriated in the theater and in films with attention to the politics of and cultural work performed by such translations. Coursework includes the study of film theory, criticism, and works by Welles, Olivier, Kurosawa, Kozintsev, Brook, Zeffirelli, Jarman, Branagh and others. Fulfills writing-intensive requirement.

ENG 350  Studies in Early Nineteenth Century British Literature  4
Poetry and prose selections from writers such as Blake, Wordsworth, Coleridge, Percy Shelley, Equiano, Barbauld, Mary Shelley and Byron. Exploration of relevant social and critical material. Fulfills writing-intensive requirement.

ENG 355  Studies in Victorian Age  4
Readings in Victorian literature and culture, including exploration of relevant social, historical, and critical contexts. This course may be taken more than once, provided the course addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 360  Studies in Early Twentieth Century British Literature  4
Reading and discussion with concentration on themes and techniques of significant twentieth century British writers such as Yeats, Woolf, Lawrence, Joyce, Forster, Beckett and others; attention to critical and contextual materials. This course may be taken more than once, provided the course addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 370  Literature and Empire  4
Course addresses the politics of colonial encounters and/or mercantile expansion, and their impact on language, culture, gender, and nation. Readings include literature, film, and critical theories addressing colonialism, orientalism, post colonialism and globalization. Fulfills diversity requirement. Fulfills writing-intensive requirement.

ENG 371  Studies in Women’s Literature  4
Course on women’s literature that focuses on how literary, geographic, socio-cultural, economic and political contexts inform the constructions of gender, race, class, sexuality, and national identities. Course may address a specific theme, historical period, and/or genre. This course may be taken more than once, provided the course addresses a different topic when taken again. Fulfills diversity requirement. Fulfills writing-intensive requirement.
ENG 372  Studies in Diverse Literatures  4
Concentrated study of literature organized around such topics as diaspora, travel literatures, magic realism, prison narratives, transnational narratives or globalization, with attention to gender, race, ethnicity, sexual orientation and location as categories of analysis. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills diversity requirement. Fulfills writing-intensive requirement.

ENG 373  Studies in Contemporary Narratives  4
Concentrated study of a select set of narratives written after 1980. Works may be organized around a theme, style, or region (e.g., schizophrenia, black humor, trans-Atlantic). Primary text genres may include long and short fiction, drama, film, autobiography and other creative nonfiction, digital narratives. Includes an emphasis on research techniques for contemporary works. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 377  Literary Culture and Cultural Studies  4
Close examination of a community of writers or related writings, with emphasis on the historical, political, artistic, and economic events of their times. Secondary criticism in cultural studies methodology highlights the intersections between societal phenomena and artistic production. This course may be taken more than once, provided it addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 378  Studies in Irish Literature  4
Focus on a particular topic or writer(s) in Irish literature. Topics/writers might include literature by and about Irish women, landscape and Irish literature, James Joyce, W.B. Yeats, Roddy Doyle and Eavan Boland. This course may be taken more than once, provided the course addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 379  Topics in Film Study  4
Examination of film from cultural, historical, visual, thematic, and generic critical perspectives. Some experience with film analysis and criticism is recommended. This course may be taken more than once, provided the course addresses a different topic when taken again. Fulfills writing-intensive requirement.

ENG 385  Contemporary Short Story  4

ENG 410  Senior Writing Project  4
An opportunity to write a major piece or a series of shorter pieces that represent advanced-level work in poetry, fiction, drama or literary/personal nonfiction. Open only to students who have completed 90 credits toward their degrees, including 12 credits with grades of B or better in English writing courses. Prerequisites: 90 credits toward degree, ENG 105, 200-level English writing course, and at least one 300-level ENG writing course. Permission of the instructor is required before registering.

ENG 494  English Internship  4
This course provides students with the practical experience of applying the knowledge and skills learned in their coursework in actual work environments. Students engage in field opportunities in writing, research, drama, and literature at such sites as newspapers, public relations offices, schools, non-profit organizations, government agencies, theaters, libraries, and other professional contexts. Application required; in the semester preceding the internship, students work with the internship coordinator to find placement. Open to English majors who have completed 90 credits toward their degree. Prerequisites: ENG 112, ENG 330, one 300-level writing course, and at least one 300-level literature course. Students who have completed at least 12 credits toward the writing minor may also apply to take this course. Fall, Spring
ENG 497  English Portfolio  0
All undergraduate English and English: Adolescence Education majors must submit a portfolio of their work toward the end of their course of study. Students should follow the directions provided in the English Portfolio Guidelines. Students should register for ENG 497 in the same semester as ENG 498 Senior Seminar. These guidelines are available online on the English Department website. Pass/fail. Open to English and English: Adolescence Education majors who have completed 90 credits toward their degree. Prerequisites: ENG 112, ENG 330, one 300-level writing course, and at least one 300-level literature course. Fall, Spring

ENG 498  Senior Seminar  4
In-depth study of a major writer, genre, or literary movement, involving comprehensive readings of primary texts, extensive critical research, oral presentation of research and analysis, and a major paper. Open to English and English-Adolescence Education majors who have completed 90 credits toward their degree. Prerequisites: ENG 112, ENG 330, one 300-level writing course, and at least one 300-level literature course. Fall, Spring

ENG 499  Independent Study  1-4
Individual reading and research under direction of an English faculty member in a topic or figure not regularly offered in the English curriculum. Student needs to obtain approval from mentor and demonstrate readiness for independent study by completing independent study form before registering. Not open to first-year students. Permission required; form available online and in Registrar's Office.

Environmental Affairs Courses

ENV 105  Environmental Chemistry  3
(Cross-listed with CHM 105) This is an introductory course for non-Science majors who are interested in understanding the chemistry behind the major environmental issues facing us today. Some of the topics that might be included are air and water pollution, acid rain, ozone depletion, global warming, pesticides and herbicides, recycling, energy sources such as fossil fuels and nuclear power, radiation exposure, and other topical issues as they arise. CHM 105L Laboratory required. Offered as needed. (L09)

ENV 105L  Environmental Chemistry Lab  1
Illustrates principles developed in lecture and helps student develop laboratory skills and techniques. Lab Fee. (L09)

ENV 112  Environmental Science  4
(Cross-listed with BIO 112) A non-major level course which studies the scientific basis for environmental issues that impact upon society. May not be used for credit toward a Biology major, minor, or Childhood Education Science concentration. BIO 112L Laboratory required. A suitable score on the math placement exam or permission of the instructor is required. Offered as needed. (L09)

ENV 160  Fire Ecology and Management  3
Wildland fire is one of a myriad of ecological processes critically important to ecosystem dynamics and biodiversity conservation. This course will provide students the opportunity to study the science and application of wildland fire in a local, globally-rare and fire-dependent setting, the Albany Pine Bush Preserve. Course includes the study of fire physics, fire behavior, fire chemistry, wildland fire policy, and fire effects on soils, wildlife, vegetation and ecological community dynamics. For those students selecting the additional 1-credit fire ecology lab, they will also study basic fire-fighting techniques and become qualified to participate in state and federal wildland suppression activities. Either lecture or lab may be taken by itself, but both must be taken before L09 Liberal Education requirements are met. Offered as needed.

ENV 160L  Fire Ecology and Management Lab  1
Fire Physics, fire behavior, fire chemistry, wildland fire policy, and fire effects on soils, wildlife, vegetation and community dynamics.

ENV 357  Environment and Development  3
This course studies the relationship between environmental economics and development theory by quantifying the impact of a firm on its community and environment. Effects quantified range from the positive impact of jobs, salaries and voluntary services to the negative impact of pollution, congestion and resource drawdown. Analysis based on U.S. and international issues. Several fields are integrated such as social auditing, environmental accounting, environmental sciences, as well as ethical and legal issues. Prerequisite: BIO 240 or BIO 241 or BIO 242.
ENV 400  Environmental Research*  1-4

ENV 433  Environmental Law  3
An introduction to environmental law and basic regulatory structures and functions. Fulfills the writing-intensive requirement. Prerequisite: 240 or BIO 241 or BIO 242 or ENV 357.

ENV 490  Environmental Affairs Seminar  1
Students in this course taken in the Fall semester, will bring their knowledge to bear on a set of problems in environmental affairs intended to reflect real-world models and requiring that the students tap knowledge from across all of the disciplines studied. This course is team-taught. Students must complete the seminar satisfactorily to proceed to the internship. Prerequisite: 240 or BIO 241 or BIO 242. Fall

ENV 494  Environmental Affairs Internship  3

ENV 499  Independent Study*  1-3
*ENV 494 and 499 cannot be used to replace any required courses within the major, minor, or concentration.

Educational Psychology Courses

EPY 243  Adolescent Psychology and Development  4
Adolescent Psychology and Development is a study of the psychology and development of the adolescent that focuses on the development of self-governance and identity during early, middle and late adolescence. An ecological perspective will be presented that emphasizes the role that risk and protective factors play in cognitive, physical, and social-emotional development. Special attention will be given to the role that culture and diversity plays on these developmental processes and outcomes and to activities that promote resiliency such as service learning. Theory and research are presented in the context of practical application with an emphasis on implications for working and understanding adolescents in educational settings. Not open to freshmen. Fulfills diversity requirement. Fall and Spring (L11)

EPY 244  Life-Span Human Development  3-4
A study of the psychology and development of the child that primarily focuses on the school years from five through eighteen. An ecological perspective will be presented that emphasizes the role that risk and protective factors play in cognitive, physical, and social-emotional development. Special attention is given to the role that culture and diversity play on these developmental outcomes and processes. Theory and research are presented in the context of practical application with an emphasis on implications for working and understanding children and adolescents with particular attention paid to the activities that promote resiliency such as service learning. Not open to freshmen. Fulfills diversity requirement. Fall, Spring (L11)

EPY 245  Child Development and Health  4
A study of early childhood development from the prenatal period through age eight across diverse populations. An ecological perspective will be presented that emphasizes the role that risk and protective factors play in physical, social, emotional, language, and cognitive development as well as health and general well-being in the young child. Theory and research are presented in the context of practical application with an emphasis on implications for working and understanding children in educational settings with particular attention paid to the activities that promote resiliency such as service learning. Not open to freshmen. Fulfills diversity requirement. Fall (L11)

EPY 244  Substance Abuse Workshop  0
This course addresses the psychological and physiological effects of substance (alcohol, drugs, etc.) use and abuse. Legal, moral and social issues will be discussed, as well as education and prevention programs and their effectiveness. This course satisfies the drug education requirement set forth by the New York State Education Department. Fee required. Fall, Spring and Summer.

EPY 340  Adolescent Development Enrichment  2-3
This course will provide a study of psychological factors that affect adolescent development with a primary emphasis on the early adolescent period. Topics students will explore include identity formation, puberty, socio-emo-
tional development, and cognitive changes that occur during this period. Prerequisite: EPY 244. Fall

**EPY 345** Middle School Development 3

**EPY 350** Educational Psychology 3

A study of various aspects of the instructional setting including individual, group, and cultural differences; learning and instructional theories; motivation; assessment and evaluation; and classroom management. Fulfills writing-intensive requirement. Prerequisite: a course in child and/or adolescent development or psychology (e.g., EPY 244). Fall, Spring

**EPY 351** Educational Psychology Enrichment 1

An exploration of educational psychology special topics such as classroom management, sex-role identity, substance/drug abuse, teaching ethnic or culturally diverse students, microcomputers in the classroom, and social problems. Substance/drug abuse offered Fall, Spring, Summer; others offered on occasion.

**EPY 352** Drugs: Use and Abuse 1

An exploration of educational psychology special topics such as classroom management, sex-role identity, substance/drug abuse, teaching ethnic or culturally diverse students, microcomputers in the classroom, and social problems. Substance/drug abuse offered Fall, Spring, Summer; others offered on occasion.

**EPY 354** Classroom Management 1

The topics of this course focus on establishing and managing an effective learning environment. Topics include: developing clear classroom rules and procedures, organizing instruction, managing students’ work, providing effective feedback, and communicating effectively with students.

**EPY 370** Educational Psychology/Instructional Technology 4

This course focuses on applying principles of educational psychology to educational settings. Aspects of the instructional setting that students study include: individual, group, gender, and cultural differences; learning, instructional, and motivation theories; assessment and evaluation; and classroom management. Instructional technology skills are developed and integrated throughout the course as supported by principles of educational psychology. Prerequisite: a course in child and/or adolescent development or psychology (e.g., EPY 243, 244). Fall, Spring. Fulfills writing intensive requirements.

**EPY 391** Mentoring Urban Youth 0 or 1

Students will engage in one-on-one mentoring/curriculum enrichment with urban at risk students two times per week for the entire academic year.

**EPY 392** Residency in P-12 Schools 0-3

Students in this course will complete a full semester in a P-12 school where they are expected to complete their student teaching the subsequent semester. Students will spend a minimum of four hours a week observing and working in the P-12 classroom. The initial stage of this residency provides an opportunity to become familiar with the school, students, teachers and classroom procedures. Students will also assist teachers in completing action research or another substantial, faculty-approved project. Offered occasionally, permission and arrangement by instructor are required.

**Earth Science Courses**

**ESC 100** Exploring the Universe: Survey of Astronomy 3

Astronomy involves an examination of the properties of planets, stars, galaxies and the universe. It also is the story of us and the ultimate question of human existence within the framework of the creation of the universe and its ongoing development. A review of the basic physical laws and telescopes precedes the study of stars and their life cycles. Galaxies are examined along with quasars and peculiar galaxies. Cosmology is introduced with the Big Bang model. The solar system concludes the survey of astronomy. Cannot be substituted for ESC 101 and/or ESC 104 in major/minor/concentration. Spring

**ESC 101** The Solar System 3

The history of astronomy, physical properties of motion, heat and light, the solar system and its planets and the sun will be covered. A knowledge of basic algebra is required. ESC 101L Laboratory required. A suitable score on the math placement exam is required. Fall (L09)

**ESC 101L** The Solar System Lab 1 Lab Fee. (L09)
ESC 103 Meteorology 4
Properties of the atmosphere and the effect of weather and climate upon life on earth. Wind, storms, clouds, precipitation, climate and weather forecasting will be covered. ESC 103L Laboratory required. Fall, Spring (L09)

ESC 104 Stars, Galaxies and the Universe 3
Stars/galaxies and their properties, galactic evolution and quasars will be discussed. The origin and evolution of the stellar universe including the Big Bang, Steady-State, Inflationary and Creation theories, missing mass, tired light, wimps, Hubble constant and string theories will be covered. ESC 104L Laboratory required. A suitable score on the math placement exam is required. Spring (L09)

ESC 104L Astronomy 2 Lab 1
Lab Fee. (L09)

ESC 106 History of Space Exploration 3
The era of space exploration is now over four decades old. Both manned and unmanned missions into space have opened up the universe to scientific inquiry. This course will trace the historical origin and development of space science and its technology. Simple background physics and astronomy principles are introduced as needed. The major discoveries in astronomy by the United States and the former Soviet Union will be examined. NASA film, laser disc software will supplement the lecture. A previous course in astronomy or physical science is suggested but not required. Cannot be substituted for ESC 101 and/or ESC 104 in major/minor/concentration. Spring

ESC 190 Introductory Geology 4
Study of the physical features of the earth. Includes study and description of igneous, sedimentary, and metamorphic rocks; geologic time; earthquakes; rivers; oceans; and plate tectonics. Lab includes hands-on examination of minerals and rocks; map and geologic processes interpretation. Field trip(s) possible. Two and a half hours of lecture and three hours of lab per week. Lab Fee. Fall, Spring (L09)

ESC 191 Historical Geology 4
This course discusses the history of the earth from its formation about 4.6 billion years ago to the present. The focus is on the evolution of land forms (mountains, plains, ocean basins) and the development and evolution of life forms (both plants and animals). The framework is the geologic time scale and the successive sequences and events that are characteristic of each of several time intervals, beginning with the earliest Precambrian and continuing to the recent. Some labs focus on interpretation of landforms; in particular, the interpretation and use of geological maps, correlation of rock units, and the concept of lateral and vertical facies changes and facies maps. Other labs focus on the fossil record, with visual study and identification of fossils along with their use in depositional environment interpretation. Field trip(s) possible. Two and a half hours of lecture and three hours of lab per week. Lab Fee. Prerequisite: ESC 190 or permission of instructor. Spring (L09)

ESC 210 Aqueous Systems 4
Fresh-water surface and subsurface hydrogeology and physical oceanography. The hydrogeology part is a discussion of rainfall, runoff, stream gaging, meteoric water infiltration, the water table, aquifers and their depletion and recharge, local and regional groundwater flow, and the basics of water geochemistry and environmental pollution. The physical oceanography part is a discussion of the geometry and distribution of ocean basins, bays, and gulfs; a discussion of waves, tides, currents, and coastal change phenomena; plus an overview of marine life forms and energy and nutrient cycling in seawater. Lab involves groundwater and physical oceanography exercises, and field methods for stream and well-water sampling and analysis. Two and a half hours of lecture and three hours of lab per week. Lab Fee. Prerequisite: ESC 190. Spring

ESC 220 Mineralogy and Petrology I 4
The physical and chemical properties, identification, and classification of rock-forming minerals, and the compositions, origins, and classification of igneous, sedimentary, and metamorphic rocks. The first half of the course focuses on mineralogy; the second half of the course focuses on the study of rocks (petrology). Mineralogy labs focus on crystallography and mineral classification and identification. Petrology labs focus on rock recognition and interpretation of various rock types. Two and a half hours of lecture and three hours of lab per week. Lab Fee. Prerequisites: ESC 190, CHM 190, MAT 190 (or permission of instructor), CHM 191 is strongly recommended. Fall or Spring
ESC 310  Sedimentology and Stratigraphy  4
Principles of depositional processes (sedimentology) and stratigraphy (including field mapping principles and exercises). This course is a systematic discussion of the mechanics of erosion, transportation, and deposition and how these control the ultimate disposition of sediments. Special emphasis is put on the stratigraphy of New York State. Lab includes field trips to study rocks that were formed in varied depositional environments. Two and a half hours of lecture and three hours of lab per week. Lab Fee. Prerequisites: ESC 191 and ESC 220. Fall

ESC 320  Structural Geology and Tectonics  4
Study of structural geology and the tectonic aspects of basin and global scale crustal processes. Structural geology encompasses the mechanics of earth processes and includes the study of stress and strain, folding, faulting, jointing, lineaments, and structural analysis. Also, an introduction to applied geophysics, including seismology and earthquakes, gravity, geomagnetism, and heat flow. The course is field-based and most labs are field trips to local structural and tectonic features. Two and a half hours of lecture and three hours of lab per week. Lab Fee. Prerequisites: PHY 190, ESC 191 and ESC 220. Fulfills writing-intensive requirement. Fall

ESC 330  Geomorphology  4
The course examines the processes operating at and near the Earth’s surface that are responsible for the development of landscapes, and explores the evolution of landscapes through time. The course covers the erosional and depositional processes of rivers, lakes, oceans, glaciers, and wind; chemical and physical weathering; development of karst landscapes; and the relationship between landforms and both tectonic and climatic controls. Lab includes field exercises, with emphasis on local examples of geomorphic features. Two and a half hours of lecture and three hours of lab per week. Lab Fee. Prerequisites: ESC 210 and ESC 220.

ESC 340  Glaciers and Climate Change  4
The course explores the fundamental role of glaciers in shaping landscapes and altering sea level, examines the past and present relationship between glaciers and climate, and considers future climate change. The course focuses on the geologic record of the Ice Ages as recorded in glaciers, glacial deposits, and marine and lake sediments of the Quaternary Period, and looks at the ways in which past climate change informs our understanding of future climate. Labs are largely field-based and focus on the geologic record of the last glaciation preserved in the Capital Region. Prerequisites: ESC 210, two and a half hours of lecture and three hours of lab per week. Lab fee.

ESC 370  Topics in Earth Science  1-4
An in-depth study of a topic of current interest. Offered as needed.

ESC 400  Field Geology  4
Students who elect to take this course will enroll in one of the many geology field courses offered across the United States by other educational institutions. It is highly recommended that students take a course that is offered in the West (west of the Mississippi River), because of the diversity of terrain and rock types there. The field course must be approved by The College of Saint Rose. Prerequisite: ESC 320.

ESC 410  Mineralogy and Petrology II  4
This course builds on the content of ESC 220 and involves a systematic study of igneous, sedimentary, and metamorphic rocks with an emphasis on laboratory and petrographic analysis. Topics include: phase diagrams and chemistry of mineral assemblages, relationship of rock systems to plate tectonic regimes, relationship of environments of deposition to sedimentary facies, relationship of metamorphic environments to metamorphic facies. Lab involves the classification and identification of rocks with emphasis on thin-section petrography. Two and a half hours of lecture and three hours of lab per week. Lab Fee. Prerequisite: ESC 320. Fall or Spring

ESC 415  Petroleum Geology  4
This course is an introduction to the elements and processes of petroleum systems, the geological and geophysical methods used in petroleum exploration, and the importance that petroleum has played in emerging and industrial economies. Topics include the origin of oil and gas, source rock characterization, expulsion and secondary migration, reservoir characterization, traps, seals, subsurface methods of seismic stratigraphy and petrophysical logging techniques, and basin analysis. Students will give oral presentations of case histories of producing fields worldwide and prepare a written report on an assigned project. Lab provides an introduction to geophysi-
cal well logging methods (petrophysics) for evaluating oil and gas wells. Two and a half hours of lecture and three hours of lab per week. Lab fee. Prerequisite: ESC 320.

ESC 420 Hydrogeology 4
Basics of the hydrogeologic cycle (evaporation, precipitation, runoff, and streamflow), including properties of aquifers, principles of groundwater flow, soil moisture and groundwater recharge, groundwater flow to wells, regional groundwater flow, geology of groundwater occurrence, water chemistry, and water quality and groundwater contamination. Lab typically includes practical experience in field methods for collecting surface and groundwater samples, groundwater computer modeling, and investigation of geophysical well logging and surficial methods of geophysical investigations. Two and a half hours of lecture and three hours of lab per week. Lab Fee. Prerequisite: ESC 210.

ESC 430 Economic Geology 4
Geologic and geochemical characteristics of metallic mineral deposits; classification, composition, structure, and occurrence. This course will focus on tectonic and geochemical models of hydrothermal, magmatic, and sedimentary ore deposits. Lab involves hand specimen and petrographic study of metallic and non-metallic ores and the study of selected mining districts. Two and a half hours of lecture and three hours of lab per week. Lab fee. Prerequisite: ESC 320.

ESC 440 Geochemistry 4
Crystal chemistry control on the distribution of elements in rocks, soils, and the hydrosphere. Geochemical cycling, residence time, aqueous-terrestrial-biologic-atmospheric interactions, and evolution of the crust and hydrosphere geochemistry. Principles of mineral-solution equilibria including composition-Eh-pH diagrams. Lab includes an overview of principles and methods of analytical techniques in geochemistry and geochemical modeling (computer modeling of geochemical processes). Two and a half hours of lecture and three hours of lab per week. Lab Fee. Prerequisites: ESC 320 and ESC 410.

ESC 450 Introduction to Applied Geophysics 4
An introduction to the field of applied geophysics, including seismic refraction and reflection, electrical resistivity and gravity and magnetic methods. The course will cover the basic physics of each method and how they are applied. Lab covers the application of geophysical field methods and modeling techniques. Two and a half hours of lecture and three hours of lab per week. Lab fee. Prerequisites: PHY 190 and 191, MAT 190 and ESC 320.

ESC 490 Research 1-4
Field and/or laboratory geologic techniques and procedures. Student will define, plan, and perform a hands-on geologic research investigation. The project will be a field, laboratory, or combined field-laboratory investigation approved by the faculty and overseen by the faculty or an affiliate. These will not be internships. The project will culminate with a written report made using accepted scientific form and style. Student will also orally present the report to the geology faculty.

ESC 494 Geology Internship 2-6
A supervised internship at an organization in the private or public sector. This course provides students with the opportunity to apply their knowledge in the workplace. This course is graded on a pass/fail basis. Maximum of 6 credits; typically 3 taken in one semester and 3 taken in another semester. Prerequisite: Departmental permission.

ESC 496 Earth Science Research Honors 0
Qualified students intending to pursue honors research in earth science/geology must register for this course during the semester in which they complete their written thesis. Please refer to the Honors Research section of the undergraduate catalog for information on the requirements for honors research. Written permission from department chair required for registration for this course.

Exploratory Courses

EXY 100 Explorations 100 1
This course, designed for Exploratory students, will help students initiate the process of choosing a major by engaging in self-assessment activities and major and career related research. The course is graded on a pass/fail basis. Open to Exploratory majors only. Fall
French Courses

FRE 101  Elementary French Language and Culture 3
A proficiency-based approach to the elementary structures, expressions and vocabulary of the French language, with a significant focus on cultural aspects and/or current events of the French speaking world. Students with more than two years of high school French may not take FRE 101. Fall, Spring (L02)

FRE 102  Elementary French Language and Culture 2 3
A continuation of FRE 101. A proficiency-based approach to the elementary structures, expressions and vocabulary of the French language, with a significant focus on cultural aspects and/or current events of the French speaking world. A student who is interested in having some meaningful experience with the language should take the two semesters of elementary French in consecutive semesters. Students with more than three years of high school French may not take FRE 102. Prerequisite: FRE 101 or equivalent. Fall, Spring (L02)

FRE 203  Intermediate French Language and Culture 1 3
A continuation of FRE 102. A proficiency-based approach to the intermediate structures, expressions and vocabulary of the French language, with a significant focus on cultural aspects and/or current events of the French speaking world. Elementary language proficiency is assumed. Prerequisites: FRE 101 and 102, or three years of French in high school. Fall, Spring (L02)

FRE 204  Intermediate French Language and Culture 2 3
A continuation of FRE 203. A proficiency-based approach to the intermediate structures, expressions and vocabulary of the French language, with a significant focus on cultural aspects and/or current events of the French speaking world. Elementary language proficiency is assumed. Prerequisite: three to four years of French in high school, or FRE 203. Fall, Spring (L02)

FRE 216  French Conversation 3
Development of fluidity in spoken French. Special emphasis on pronunciation and correct intonation, while broadening and utilizing everyday spoken language. Intermediate language proficiency is assumed. Prerequisites: three to four years of high school French, or FRE 203 and 204. Fall (L02)

FRE 309  Contemporary French Culture through Films 3
An introduction to the social, cultural and political issues that define French culture today, as viewed through the media and film.

FRE 325  Advanced Conversation 3
A course designed to strengthen and refine oral communication skills. Prerequisites: FRE 216 and FRE 265.

FRE 380  Topics in French Literature and Culture 0-4
(Occasionally cross-listed with ENG 126 Diverse Voices) Readings in a selected genre, theme, or chronological period in French literature or culture. The specific topic for the semester is listed in the semester brochure. Students may take this course more than once if different topics are offered.

FRE 499  Independent Study 3

Greek Courses

GRK 101  Elementary Greek Language and Culture 1 3
A proficiency-based approach to the alphabet, elementary structures, expressions and vocabulary of the Greek language, with a significant focus on cultural aspects and/or current events of the Greek speaking world. Students with more than two years of high school Greek may not take this course. Spring (L02)

GRK 102  Elementary Greek Language and Culture 2 3
A continuation of GRK 101. A proficiency-based approach to the alphabet, elementary structures, expressions and vocabulary of the Greek language, with a significant focus on cultural aspects and/or current events of the Greek speaking world. A student who is interested in having some meaningful experience with the language should take the two semesters of elementary Greek in consecutive semes-
ters. Students with more than three years of high school Greek may not take GRK 102. Prerequisite: GRK 101 or equivalent. Fall (L02)

History Courses

HIS 100 Introduction to History and Political Science 1
(Cross-listed with POS 100) This course examines introductory research and analytical techniques for locating and interpreting primary and secondary historical documents. Students are introduced to basic methods for constructing historical arguments based on the compilation of evidence. Finally, students will explore the impact of ideology and identity on the evolution of historical perspectives and schools of thought. Fall

HIS 150 Latin America through Film and Novels 3
This course uses visual images and the words of Latin-American novelists to provide a graphic portrait of daily life in Latin America. Films, lectures, and readings stress the triumphs and tragedies of the Latin-American struggle for peace and justice. (L03)

HIS 151 Images of Latin America in Film 4
This course uses visual images and the words of Latin-American novelists to provide a graphic portrait of daily life in Latin America. Films, lectures, and readings stress the triumphs and tragedies of the Latin-American struggle for peace and justice. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. (L03)

HIS 200 Women in the US 3
This course examines women’s experience since the colonial period, with emphasis on shifting roles and images, the struggle for equality, and women’s expanding public responsibilities. Fulfills diversity requirement. Fall (L03)

HIS 201 U.S. Women’s History 4
This course examines women’s experience since the colonial period, with emphasis on shifting roles and images, the struggle for equality, and women’s expanding public responsibilities. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills diversity requirement. (L03)

HIS 205 State, Power, and Civil Society 4
(Cross-listed with POS 205) This course examines the structures, functions, and/or activities of national and imperial states. Students will explore the evolution of civil society, competing interpretations of citizenship, myriad articulations of power, and the contestation of sovereignty in the modern world.

HIS 211 Europe to 1500 3
Europe from ancient Rome to the 15th century. Main themes include the emergence and spread of Christianity, the institutional growth of monasticism, the Church and papacy, monasticism, religious tensions and persecutions, Byzantine and Islamic Empires, Carolingian Europe, vassalage, manorialism, the rise of universities, and the origins of territorial states. (L03)

HIS 212 Europe and Modern World 3
This course surveys European history from the late 15th to the late 20th centuries. Topics include: religious fragmentation and conflict, empire and capitalist expansions, science and Enlightenment, revolution and reform movements, the rise of urban industrial society, modern social formation and ideologies, the emergence of the nation-state, labor movements, world wars, the welfare state, and supranational organization. (L03)

HIS 213 Foundations of Europe: Late Antiquity and the Middle Ages 4
This course charts the cultural and social development of Europe from the Pax Romana to the Hundred Years War. Important themes will include: Judaism and the emergence of Christianity, religious persecutions, the rise of Islam, Islamic and Byzantine empires, monasticism, the rise of the institutional Church and papal power, Church and State conflict, gender and feudal society, manorialism, urbanization and the advent of universities, interdynastic conflict and the origins of modern states. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Fall (L03)
HIS 214  Modern Europe  4
This course is a survey of the major themes, events, and trends of modern European history. Topics will include: empire, religious fragmentation, industrial capitalism, revolutions and nation building, reform movements, world wars, the welfare state, the Cold War, and the EU. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Spring (L03)

HIS 216  Early Modern Britain 1500-1815  4
An in-depth analysis of Britain from the Protestant to the Napoleonic wars. During this critical formative period in British history, England revised its political constitution over a century of civil war and revolution, subdued the British Isles, and carved out an overseas empire that ultimately came to encompass one-third of the territorial globe and one-quarter of its peoples. We will interrogate the conquests, concepts, and contradictions that constituted Britain’s rise to international preeminence. Fall (L03)

HIS 217  Mod Britain 1815-Present  4
In this course we will chart the rise and decline of Britain as a world power and assess the conflicting legacies and tensions it has left to the world. Topics include: the rise of industrial capitalism, social and political reform, anti-slavery, trade unionism, and the rise of the Labour Party; imperialism and race ideologies; world wars; the creation of the welfare state; devolution; and the European Union. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Spring (L03)

HIS 218  Early Modern Britain 1500-1815  3
This course surveys British history from early times to the ‘Glorious Revolution’ of the late 17th century. Topics include an examination of the growth of the state and the evolution of common law; the development of a common British literary, artistic, and musical culture; the origins of empire; the development of capitalism; political tensions between crown and country; the emergence of democratic political institutions; religion and revolution. Fall (L03)

HIS 219  Modern Britain 1815-Present  3
This course surveys modern British history from the 17th century to the present. Topics include an examination of the changing relationship between parliamentary institutions and the constitutional monarchy; successes and failures in the creation of a British identity; industrialization and the creation of an urban society; the birth of English socialism and the founding of the welfare state; the Irish question; the expansions and contractions of empire; and the changing role of the church and religion in British life. (L03)

HIS 221  Colonial North America  3
This is an introductory survey of conquest and colonization; growth of political, social, economic, and cultural institutions; revolution and independence; and the creation of a new nation. Fulfills diversity requirement. (L03)

HIS 222  19th Century United States  3
This course examines political, economic, social and cultural factors in the maturing of the United States. Fulfills diversity requirement. (L03)

HIS 223  20th Century United States  3
This course examines the political, economic, and social development of the modern United States and its role in world affairs. Fulfills diversity requirement. (L03)

HIS 225  New York State History  3
This course studies the interrelationship of the economic, social, and cultural factors in the historical development of New York State, with special focus on local history. (L03)

HIS 226  U.S. History to 1865  4
This course offers an in-depth survey of conquest and colonization; the growth of political, social, economic, and cultural institutions; revolution and independence; the creation of a new nation and its development through the crisis of the Civil War. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills diversity requirement. (L03)
HIS 227 U.S. History Since 1865 4
This course is an intensive survey of the economic, social, cultural and political developments in the United States from the end of the Civil War to the present. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills diversity requirement. Fall, Spring (L03)

HIS 228 U.S. Environmental History 3
Historians usually view the environment as a neutral stage upon which the people and events of the past walked. This course argues that the natural world-plants and animals, soil and water, climate and weather-plays a pivotal role in the shaping (and limiting) of human agency and the social, economic, and political landscapes that the peoples of the United States have negotiated for themselves. This survey of U.S. history brings the environment and competing environmental ideologies to the foreground, paying special attention to obscured or buried relationships between land/resource management and the class, race, and gender-specific consequences of such decisions. (L03)

HIS 229 The Problem of Nature: Topics in U.S. Environmental History 4
This course offers a thematic treatment of U.S. environmental history, highlighting shifting cultural, social, political, and economic ideas about the natural world, built environments, and environmental justice from European colonization to the present. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. (L03)

HIS 236 East Asian Civilization to 1800 3
This course introduces East Asian Civilizations from Neolithic times through the 18th century, focusing on China and Japan. It will present historical overviews of the major developments in state formation, court politics, and intellectual movements, but emphasis will be placed on the social and cultural aspects of the civilizations, examining continuities, as well as changes through time. Fulfills diversity requirement. Fall (L03)

HIS 237 East Asian Civilization to 1800 4
This course introduces East Asian Civilizations from Neolithic times through the 18th century, focusing on China and Japan. It will present historical overviews of the major developments in state formation, court politics, and intellectual movements, but emphasis will be placed on the social and cultural aspects of the civilizations, examining continuities, as well as changes through time. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills diversity requirement. Fall (L03)

HIS 238 Modern East Asia 3
This course is a survey of major civilizations in East Asia, particularly China, Japan and Korea during the modern period since 1500. It covers pre-colonial, colonial, and post-colonial periods and analyzes those factors and forces - social, political, economic, cultural, and intellectual - that have constructed national and Asian identities in the past and affected their present and future possibilities. Fulfills diversity requirement. Spring (L03)

HIS 239 Modern East Asia 4
This course is a survey of major civilizations in East Asia, particularly China, Japan and Korea during the modern period since 1500. It covers pre-colonial, colonial, and post-colonial periods and analyzes those factors and forces - social, political, economic, cultural, and intellectual - that have constructed national and Asian identities in the past and affected their present and future possibilities. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills diversity requirement. Spring (L03)

HIS 240 United States and World Affairs 3
This course surveys the history of U.S. diplomatic relations with special emphasis on the late 19th-century transformation of the U.S. political economy and its impact on the nation’s emergence as a world power. Spring (L03)
HIS 241  U.S. Diplomatic History  4  
This course surveys the history of U.S. diplomatic relations with special emphasis on the late 19th-century transformation of the U.S. political economy and its impact on the nation's emergence as a world power. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Spring (L03)

HIS 247  Introduction to Caribbean History  4  
This course explores the European discovery and colonization of the Caribbean from the 15th through the 19th centuries. Students will examine the conquest of Native Americans, the rise of indentured servitude, and the expansion of African slavery. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. (L03)

HIS 248  Latin American Conquest and Colonialism  3  
This is a survey of indigenous civilizations, highlighting Maya, Aztec, and Inca cultures, both before and after the Spanish/Portuguese conquest and colonization. The course examines European national rivalries and colonial institutions, including the Catholic Church, the encomienda, and enslavement of Africans, to assess their impact on Latin-American development. (L03)

HIS 249  Latin American Colonialism  4  
This is a survey of indigenous civilizations, highlighting Maya, Aztec, and Inca cultures, both before and after the Spanish/Portuguese conquest and colonization. The course examines European national rivalries and colonial institutions, including the Catholic Church, the encomienda, and enslavement of Africans, to assess their impact on Latin-American development. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. (L03)

HIS 250  Origins and Development of Modern Latin America  3  
This course surveys influential paradigms of development and analyzes the historical evolution of Latin America since the wars of independence. It examines the emergence of the nation state in selected countries, 19th-century conflicts between liberalism and conservatism, the growth of 20th-century populism, and the recent impact of neo-liberalism. (L03)

HIS 251  Latin American Modernization  4  
This course surveys influential paradigms of development and analyzes the historical evolution of Latin America since the wars of independence. It examines the emergence of the nation state in selected countries, 19th-century conflicts between liberalism and conservatism, the growth of 20th-century populism, and the recent impact of neo-liberalism. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. (L03)

HIS 260  African-Americans in the Transatlantic World  4  
This course explores the social, economic, political and cultural impact of African migration to the New World, their contributions to the development of the western hemispheric economy and the development of the United States, and their struggle for freedom and citizenship. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills diversity requirement. Fall, Spring (L03)

HIS 261  African-American History to 1863  3  
This course examines pre-conquest African civilizations, the European invasion, the enslavement of African peoples, their contributions to the development of the colonies and early U.S. republic, and their historic struggle for freedom. Fulfills diversity requirement. (L03)
HIS 262 African-American History since 1863 3
This course examines the historical development of African-Americans since Reconstruction, the social and political structures of exclusion and violence utilized to deny black citizenship, African-American migration and institution building, the Civil Rights movement and urbanization. Fulfills diversity requirement. (L03)

HIS 263 American Frontiers 3
This course analyzes the problem of the frontier in North American history. Students will explore the mythological icon of the frontier in American history and politics, the changing nature of imperialism and resistance, and the complexity of cultural contact and change in historical perspective. Fulfills diversity requirement. (L03)

HIS 264 American Frontiers, 1500-1890 4
This course analyzes indigenous-European relations on the North American continent from 1550-1890. Students will explore the themes of imperialism and resistance, shifting diplomatic and economic strategies, and grapple with the complexity of cultural contact and change. Students will also analyze the significance of the frontier to the emergence of American political, social, economic, and diplomatic life. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills diversity requirement. Fall (L03)

HIS 265 Modern Africa 3
This course surveys triumphs and tragedies in the development of modern Africa’s different political systems since the Conference of Berlin (1884-1885). Topics will include imperialism, peasant resistance, systems of unfree labor, export economies, gender and reproduction, decolonization, Pan-Africanism, and the persistence of neo-colonialism. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills diversity requirement. Spring (L03)

HIS 266 Modern Africa 4
This course surveys triumphs and tragedies in the development of modern Africa’s different political systems since the Conference of Berlin (1884-1885). Topics will include imperialism, peasant resistance, systems of unfree labor, export economies, gender and reproduction, decolonization, Pan-Africanism, and the persistence of neo-colonialism. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills diversity requirement. Fall (L03)

HIS 267 African History before 1885 3
This course explores the expansion of Bantu people across the continent, the rise of Sudanese Kingdoms in West Africa, the evolution and impact of the trans-Saharan and East African trading networks, the spread of Islam and effects of religious jihads in West Africa, the development of North African states and the Golden Age of the Moors, the Mfecane and the rise of white settlement in South Africa. Students will examine various processes of state formation, traditional systems of lineage, dependency, and production, and the impact of the rise of the transatlantic slave trade after the 15th century. Fulfills diversity requirement. Spring (L03)

HIS 268 African History before 1885 4
This course explores the expansion of Bantu people across the continent, the rise of Sudanese Kingdoms in West Africa, the evolution and impact of the trans-Saharan and East African trading networks, the spread of Islam and effects of religious jihads in West Africa, the development of North African states and the Golden Age of the Moors, the Mfecane and the rise of white settlement in South Africa. Students will examine various processes of state formation, traditional systems of lineage, dependency, and production, and the impact of the rise of the transatlantic slave trade after the 15th century. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills diversity requirement. Fall (L03)

HIS 272 American Dreams 3
This course explores the conceptualization of the American Dream by examining how the definition and pursuit of the American Dream developed historically from a variety of perspectives. Students will examine the ways in which the American Dream has changed over time, how different groups and generations have articulated, embraced, and critiqued the
Dream, and the ways in which federal and state policies have shaped the contours of citizenship and influenced patterns of economic mobility by curtailing access to a variety of resources. Fulfills diversity requirement. (L03)

HIS 280 Special Topics 1-4
This course provides students with the opportunity to study special topics in the discipline of History. Students may repeat this course provided that the subject matter changes.

HIS 300 Advanced Practicum for Social Studies Education Majors 1
(Cross-listed with POS 300) This course introduces students to advanced research and analytical techniques in the disciplines of History and Political Science, with emphasis on organization and presentation of research results. Required for and restricted to Social Studies: Adolescence Education majors; to be taken before enrollment in 300-level HIS courses.

HIS 305 Reform Movements and the Modern State 4
(Cross-listed with POS 305) The unprecedented expansion of state power into areas of social and individual life is a major hallmark of modernity. This course will explore how reformist campaigns emanating from civil society interpellated state power by re-defining its relationship with and responsibilities toward its subjects/citizens. New technologies of surveillance generated by state intervention, the popular contestations they evoked, and the implications for different social groupings targeted by reformers will be a particular focus of this course. Prerequisite: HIS/POS 205.

HIS 312 Renaissance and Reformation 3
Between 1350 and 1600 a multitude of intertwined intellectual, political and socioeconomic forces shattered the long-held dream for a unified Christian community in Europe. This course begins with a detailed examination of the rise of Italian humanism, examining the social and cultural context of the Italian Renaissance and showing how this 'new thinking' spread to Northern Europe. The second half of the course focuses on the various religious reformations of 16th-century Europe, starting with an examination of the links between the Renaissance, traditional anti-clericalism and Luther's challenge to the Church. After giving special consideration to the social context of the Lutheran Reformation, the course concludes with a discussion of the radical reformations and the Catholic Reformation. Fulfills writing-intensive requirement. Prerequisite: HIS 213, or HIS/POS 300.

HIS 313L European Empires Advanced Research Lab 1
Each upper-division history course offered for three credits is linked to an advanced research lab especially designed to promote the development of research skills requisite for location, interpreting, and synthesizing historical documents and other research data necessary to craft coherent written historical arguments and develop classroom presentations based on sound social scientific research principles. Students will be trained in advanced database retrieval, archival research, interpretation of print indices, bibliographic citation, annotation, and historiographical analysis, all of which skills are required for successful performance in the research component of the allied course. A section of this lab must be taken concurrently with each upper-division history course.

HIS 314 European Social and Intellectual History 4
In this course students will critically analyze a range of influential ideas, ideologies, and epistemologies from the Enlightenment to 'post-modernity' by using them as optics on the historical conditions and transitions that produced and gave them meaning. We will focus particularly on the mutually constitutive relationship between social subjectivity and the production and deployment of knowledge by mapping its complex processes of association, circulation, appropriation, and contestation. Topics will include: classical liberalism and political economy, trade unionism, ideologies of race and empire and their resistances, abolitionism, utopian and revolutionary socialism, anarchism, feminism, fascism, and existentialism. Fulfills writing-intensive requirement. Prerequisite: HIS 214, HIS 217, or HIS/POS 300.

HIS 315 Britain and the Modern World 4
This course traces the evolution of the British Empire from its origins in eastern trade rivalries and North American settlement to its post-WWII decline and Commonwealth expansion. The core themes of this course are colonial cultures and resistance; the centrality of empire to British identity and national life, forms of imperial administration and policy, the combined commercial, military, and political functions of the joint stock company, the
shifting rationale and ideologies of empire and its relation to domestic politics and economy. An important aim of this course is to collapse the assumed boundaries between nation and empire and consider them in a common frame. Fulfills writing-intensive requirement. Prerequisite: HIS 218, HIS 219, or HIS/POS 300.

HIS 317 Women, Work and Family in Modern Europe 4

In this course we will interrogate European modernity through the critical lenses of gender and women's daily lives and experiences. We will explore the role of gender in both organizing and validating social power relations, defining national identities and taxonomies of difference, and the contradictions between ideology and social practice. Topics we will cover include: women's labor and the impacts of industrial capitalism on gender norms and ideology; women in reform and political movements; domesticity and the public/private binary; organized feminism and its forms of expression; socialism and feminism, women's militancy and war work, the cultural meanings of female sexuality, and sexual liberation theory. Fulfills writing-intensive requirement. Prerequisite: HIS 214, HIS 217, or HIS/POS 300.

HIS 318 War and Revolution in Europe, 1900-1945 4

The first half of the 20th century was dominated by the calamity of two world wars fueled by the commercial and imperial competition and militant nationalism carried over from the later 19th century. This course examines the transformative impact that these wars had on European society. Although we will certainly pay some attention to traditional military concerns, the course focuses on the societal forces unleashed by both of these total wars (the rise of labor, women's suffrage, the growth of socialism and fascism, the cultural experimentation of the interwar years). The course concludes with a detailed examination of the Holocaust. Fulfills writing-intensive requirement. Prerequisite: HIS 214 or HIS/POS 300.

HIS 321 U.S. Policy in Latin America 4

This course examines U.S. relations with Latin America in the 20th century and their impact on regional social, political, and economic development. It briefly surveys the early 20th-century history of U.S.-Latin American diplomacy and analyzes in detail U.S. objectives in Guatemala between 1944 and 1954, Brazil between 1954 and 1964, Chile between 1964 and 1974, and Cuba since 1944. HIS 321L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 241, 249, 251, or HIS/POS 300. Spring

HIS 321L U.S. Policy In Latin America Advanced Research Lab 1

HIS 325 20th Century U.S. Diplomatic History 4

This course surveys the early emergence of the United States as a world power, its establishment of an ultraimperialist international system by the end of World War II, and the steady erosion of its global power after the war against Vietnam. HIS 325L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 241, or HIS/POS 300. Spring

HIS 325L 20th Century U.S. Diplomatic History Advanced Research Lab 1

HIS 330 Gender and Colonization 4

The encounter between Europeans, Africans, and Indians in the Atlantic World had gender-specific consequences. So much is self-evident. What is perhaps less evident is the ways in which gender as a central category of social identity was deployed by both would-be imperialists and their 'subject' peoples to shape the diplomatic, intellectual, political, social, sexual, racial, and economic realities of daily life. This course will focus on 'gender frontiers' from 1450-1900, centering our analyses mainly (though not exclusively) on the North American continent. HIS 330L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 226, HIS 263, HIS 264, or HIS/POS 300.

HIS 332 Revolution to Republic 4

This course will examine the causes of the United States War for Independence, the political and military drive for national sovereignty, and the protracted post-war struggle to resolve the contradictory promises of revolutionary ideology and shape the social and political context of the post-war period. Students can expect to think critically about the interconnections between topics ranging from class formation to territorial expansion to the ever-deepening national debate over slavery to the tremendous reorientation of family law in the
United States. Through lively discussion, interesting reading in both primary and secondary materials, engaged writing, and optional off-campus public history explorations, students will gain substantive knowledge of the period, interpretive skills, and a grasp of the recent literature in the field. HIS 332L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 226.

HIS 333 American Indian History 4
This course surveys the history of indigenous peoples in North America from 1000-2000 AD, focusing mainly (though not exclusively) on those groups situated in what is now the United States. Students will read widely in the recent ethnohistorical literature to develop an appreciation of the complexity of cultural interactions between indigenous peoples and their European and African neighbors. They also are expected to gain a sophisticated understanding of American Indian religious and cultural ideologies, economic imperatives, political thought, and social organization as those ideologies and institutions change over time. HIS 333L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 226, HIS 263, or HIS 264.

HIS 333L American Indian History Advanced Research Lab 1

HIS 339 Mao and the Chinese Revolution 4
This course is designed for students to understand Mao Zedong, the controversial leader of Chinese Communist Party for more than 40 years, in the context of the Chinese revolution, as well as to understand the Chinese revolution through examining Mao’s thought in depth. Was Mao a ‘peasant revolutionary’? Why could Chinese Communist Party achieve victory in 1949? These are some of the topics this course attempts to address. Throughout the semester, we will read scholarly books on Mao and his thought, Mao's own writings, and a case study of the Chinese revolution. We will also watch some movies on the Chinese revolution. HIS 339L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 237, HIS 239, or HIS/POS 300. Spring

HIS 339L Mao and the Chinese Revolution Advanced Research Lab 1
Each upper-division history course offered for three credits is linked to an advanced research lab, especially designed to promote the development of research skills requisite for locating, interpreting, and synthesizing historical documents and other research data necessary to craft coherent written historical arguments and develop classroom presentations based on sound social scientific research principles. Students will be trained in advanced database retrieval, archival research, interpretation of print indices, bibliographic citation, annotation, and historiographical analysis, all of which skills are required for successful performance in the research component of the allied course. A section of this lab must be taken concurrently with each upper-division history course.

HIS 340 Late Imperial China 4
This course covers ancient Chinese history from the emergence of the Shang Civilization to the fall of the Sung Dynasty (10th century A.D.). It will include social, political, cultural, intellectual, and religious movements, such as Confucianism, Dowism, and Buddhism; and arts, crafts, and sciences like medicine, astronomy and printing. HIS 340L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 237, 239, or HIS/POS 300. Fall

HIS 342 Modern China 4
This course offers an interdisciplinary study of the historical development of China with an emphasis on the Peoples’ Republic of China. HIS 342L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 239 or HIS/POS 300.

HIS 346 Chinese Women’s History 4
This course surveys the history of Chinese women from the beginning to the contemporary time. Its focus will be on Confucian ideas of men/women relationships, concepts of masculinity and femininity, marriage practices, religious influence on women’s lives, and revolutions and feminism during the Republican and Communist eras. HIS 346L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 231 or HIS/POS 300.
HIS 346L  Chinese Women's History Advanced Research Lab 1

HIS 349  China and the World 4
This course examines China's contact with the outside world throughout history. Special attention will be given to the Chinese cultural sphere in East Asia, the Silk Road, China's relation with inner Asian peoples, and China's encounter with the West after the seventeenth century. We will focus on China's response to the outside world in different circumstances and explore the relation between cultural encounter and power.

HIS 355  Central America and the Caribbean 3
This course examines the role of foreign investment and private enterprise in regional development since 1900. It explains how economic growth has affected democratic political institutions and revolutionary movements in Cuba, Puerto Rico, Guatemala, and Nicaragua. HIS 355L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 249 or 251. Fall

HIS 355L  Central America and Caribbean Advanced Research Lab 1

HIS 356  Revolutionary Cuba 4
This course examines the respective roles of foreign intervention, trans-Atlantic markets, and internal class, racial, and gender conflicts in shaping the historical evolution of Cuban society from the colonial period through the 1959 revolution and beyond.

HIS 357  Mexico 4
This course surveys the history of Mexico since independence with special emphasis on the causes, evolution, and consequences of the 1910 Revolution. HIS 357L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 249 or 251. Fall

HIS 359  Economic and Social History of Africa 4
This course examines the forces that shape the trajectory of Africa's social and economic history from the colonial era to the present by tracing the major developments in Africa's social and economic experience. The colonial section of the course focuses on developments between and among settler and non-settler colonial societies in order to establish the extent to which different types of 'colonialisms' and both local and global events/trends impacted African societies. Some of the main themes to be examined in this course include: colonial economies and society, theories of imperialism, African reaction and resistance, and the impact of colonialism, the World Wars, Depression, and decolonization. The post-colonial section will focus on the various strategies adopted by Africa's ruling elite to counter inherited and contemporary problems and promote development. It examines the global economy's role in determining social and economic change in Africa. HIS 359L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 265 or HIS/POS 300.

HIS 359L  Economic and Social History of Africa Advanced Research Lab 1

HIS 360  West Africa, 1800 to Present 4
This course provides a general survey of West African history from the early 19th century to the present. It explores the internal socio-economic and political dynamics of West African states/societies and their relations with the wider world. The course will focus on important themes such as the growth and development of cities and the formation of states, the slave trade and its impact, the structures of imperialism, trade and underdevelopment, the colonial process and its resistance, and the legacy of colonialism in contemporary West Africa. It will also examine the problems of West African nations as they grapple with neocolonialism marked by dependency, political instability, ethnic conflicts, disease, over-population and indebtedness. HIS 360L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 260, HIS 265, or HIS/POS 300.

HIS 361L  Comparative History Slavery Advanced Research Lab 1

HIS 362  Ancient Civilization of Africa 4
An intensive examination of classical African civilizations, their impact on continental political, economic, social, and cultural developments and their relations with Asian and European societies before 1500. The African gold trade and the empires of Egypt, Kush,
Zimbabwe, Ghana, Mali and Songhay will receive special attention. HIS 362L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 267 or HIS/POS 300.

**HIS 363 State and Slavery in West Africa 4**

Some of the major debates in the historiography of West Africa have centered on issues involving state formation, the nature of the pre-colonial state, modes of production, and systems of slavery. This course examines the different methods, questions, and theoretical frameworks which at least two generations of historians have brought to the table as they grappled with the complex issues of state and slavery in West Africa. The case study approach first situates pre-colonial West African state and systems of African slavery in the context of the modern world system. It then grapples with definitions and meanings as it explores the language of slavery and 'unfreeness.' Finally, it explores slave systems in three states - Asante, Dahomey and the Sokoto Caliphate - to probe the impact of colonialism and the abolition of slavery in these specific areas. HIS 363L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 260 or HIS 266.

**HIS 364 Emancipated Communities 4**

The emergence of free black communities in the United States and the Caribbean is the focus of this seminar. Students will examine pathways to freedom from legislative manumission, popular resistance, maroonage, and revolutionary movements over human liberty. Students will examine the ways in which racial ideology and concepts of color shaped citizenship and access to resources in the 19th and early 20th centuries. Fulfills writing-intensive requirement. Prerequisite: HIS 247, 260, or 261.

**HIS 365 African Women's History, 1860-Present 4**

This course explores the history of African women from colonial times to the present. It is concerned both with the historical forces which have shaped women's everyday lives and the ways in which African women have been active agents in the making of their histories. The themes to be explored include: women, capitalism, and migrant labor; women and the colonial state; the missionary impact; colonialism and domesticity; women and the struggle for liberation; and poverty and subordination in independent Africa. HIS 365L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 265, or HIS/POS 300.

**HIS 367 The Black Atlantic 4**

Students will examine the social, economic, political, and cultural impact of African migration on the commercial development of New World societies and key port cities across the Atlantic Ocean. The seminar will explore the relationship between slavery and the rise of capitalism, the persistence and transformation of African culture, and the impact of plantation production on gender, sexuality, and reproduction. Students will analyze the evolution of black political culture which emerged from traditional African cosmology and eventually appropriated the discourse of republican philosophy and the principles of Christian theology to challenge racial ideology and the boundaries of freedom in the modern western world. HIS 367L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 221, HIS 226, HIS 260, or HIS 261.

**HIS 368 African-American Women's History 4**

This course illuminates the history of black women in the United States, their political organizations, and their leadership roles in the collective struggle for social justice and popular liberation. It focuses special attention on women like Harriet Tubman, Ida B. Wells, and Fannie Lou Hamer by examining their efforts to establish equal rights for women, African-Americans, farmers, workers, and the poor. HIS 368L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 260, 226, or 227.

**HIS 368L African-American Women's History Advanced Research Lab**

**HIS 370 African-American Social Labor History 4**

This course explores the myriad ways that racial stratification shaped labor struggles and socio-economic mobility. Students assess the impact of industrialization, globalization, migration and Federal policy on the economic structures of black communities in the U.S. HIS 370L Advanced Research Lab required if
HIS 370L  African-American Social Labor History Advanced Research Lab  
Each upper-division history course offered for three credits is linked to an advanced research lab especially designed to promote the development of research skills requisite for locating, interpreting, and synthesizing historical documents and other research data necessary to craft coherent written historical arguments and develop classroom presentations based on sound scientific research principles. Students will be trained in advanced database retrieval, archival research, interpretation of print indices, bibliographic citation, annotation, and historiographical analysis, all of which skills are required for successful performance in the research component of the allied course. A section of this lab must be taken concurrently with each upper-division history course.

HIS 372  American Dreams  
This course explores the conceptualization of the American Dream by examining how the definition and pursuit of the American Dream developed historically from a variety of perspectives. Students will examine the ways in which the American Dream has changed over time, how different groups and generations have articulated, embraced, and critiqued the Dream, and the ways in which federal and state policies have shaped the contours of citizenship and influenced patterns of economic mobility by curtailing access to a variety of resources.

HIS 374  Men, Women and Work in 19th Century United States  
This course intensively explores the impact of the Market Revolution, industrialization, and the late 19th-century emergence of large-scale corporate capitalism on the lives of working-class men and women, and their attempts to forge social, cultural and political institutions to define, defend, and advance their interests. HIS 374L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 226.

HIS 375  20th Century U.S. Labor History  
This course examines the dramatic transformations affecting work and workers in the 20th-century U.S., emphasizing working-class politics, culture, workplace organization and relations, and the impact of globalization. HIS 375L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 227.

HIS 376  The U.S. in the 1960s  
This course explores the controversial 'long 1960s,' emphasizing not only the dramatic events most commonly associated with 'The Sixties,' the Civil Rights movement, the New Left, the nature and impact of the 'counterculture,' the emergence of a politics of identity, and the domestic impact of the Vietnam War, but also critical but less visible developments such as deindustrialization and the beginning of a conservative resurgence. HIS 376L Advanced Research Lab required if course is offered as 3-credit plus lab Fulfills writing-intensive requirement. Prerequisite: HIS 227.

HIS 378  Topics in Women's History  
This course examines particular topics in U.S. women's history. Possible topics include the struggle for suffrage; women and reform; women and the welfare state; home and work; race, class and gender in women's history; and the women's movement of the sixties and seventies. HIS 378L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement.

HIS 380  Special Topics  
The purpose of this course is to provide flexibility within the course offerings and an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular course offerings. HIS 380L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 380L</td>
<td>Special Topics in History Advanced Research Lab</td>
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<td>HIS 382</td>
<td>Corporate America</td>
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<td>HIS 383</td>
<td>Recent United States History</td>
<td>4</td>
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<tr>
<td>HIS 383L</td>
<td>Recent United States History Advanced Research Lab</td>
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<tr>
<td>HIS 384</td>
<td>Special Topics: African History</td>
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<td>HIS 385</td>
<td>Special Topics: Asian History</td>
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<td>HIS 386</td>
<td>Special Topics: European History</td>
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<td>HIS 387</td>
<td>Special Topics: Latin American History</td>
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<td>HIS 388</td>
<td>Special Topics: U.S. History</td>
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<tr>
<td>HIS 390</td>
<td>Directed Readings</td>
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<td>HIS 394</td>
<td>Field Experience</td>
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<td>HIS 398</td>
<td>Capstone Seminar</td>
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<tr>
<td>HIS 399</td>
<td>Independent Study</td>
<td>1-4</td>
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**HIS 382 Corporate America 4**
This course examines the emergence of large corporations in the late 19th century and their impact on politics, society, and culture in the United States. Students will explore the conflicts between corporate businessmen, workers, farmers, and middle-class reformers over the nature and direction of the nation in the 20th century, with particular attention to the realms of politics, law, cultural legitimacy, and workplace relations. HIS 382L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 227.

**HIS 383 Recent United States History 4**
This course explores in depth the economic, political, social, and cultural changes in the United States since 1945. Topics may include the Cold War; the Civil Rights and other movements for social justice; the emergence of the politics of identity; the Vietnam era; the conservative turn in American politics; globalization. HIS 383L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: HIS 227.

**HIS 384 Special Topics: African History 4**
The purpose of this course is to provide an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular African History course offerings. Enrollment is limited to departmental majors.

**HIS 385 Special Topics: Asian History 4**
The purpose of this course is to provide an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular Asian History course offerings. Enrollment is limited to departmental majors.

**HIS 386 Special Topics: European History 4**
The purpose of this course is to provide an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular European History course offerings. Enrollment is limited to departmental majors.

**HIS 387 Special Topics: Latin American History 4**
The purpose of this course is to provide an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular Latin American History course offerings. Enrollment is limited to departmental majors.

**HIS 387 Special Topics: Latin American History 4**
The purpose of this course is to provide an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular Latin American History course offerings. Enrollment is limited to departmental majors.

**HIS 388 Special Topics: U.S. History 4**
The purpose of this course is to provide an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular U.S. History course offerings. Enrollment is limited to departmental majors.

**HIS 490 Directed Readings 1-3**
Prior consent of faculty is required.

**HIS 494 Field Experience 3**
The field experience is intended to provide students in history with an opportunity to explore career alternatives. Students are placed at museums, historical sites, and historical societies or with organizations involved in archaeological research or archives management. Students are expected to spend approximately 120 hours at their placement and are graded pass/fail on the basis of a letter of recommendation from the organization. No required prerequisites.

**HIS 498 Capstone Seminar 4**
Capstone Seminar Topic: THE SUPREME COURT. This class will examine the Political Science literature on the Supreme Court. Rather than reading case law, the primary focus will be on theoretical and empirical literature that assesses the impact of the Supreme Court on American politics. In particular, we will examine the relationships between the courts and the political branches and the Supreme Court's role in political change. Fall

**HIS 499 Independent Study 1-4**
Italian Courses

ITA 101  Elementary Italian Language and Culture 1  3
A proficiency-based approach to the elementary structures, expressions and vocabulary of the Italian language, with a significant focus on cultural aspects and/or current events of the Italian speaking world. Students with more than two years of high school Italian may not take this course. Fall, Spring (L02)

ITA 102  Elementary Italian Language and Culture 2  3
A continuation of ITA 101. A proficiency-based approach to the elementary structures, expressions and vocabulary of the Italian language, with a significant focus on cultural aspects and/or current events of the Italian speaking world. A student who is interested in having some meaningful experience with the language should take the two semesters of elementary Italian in consecutive semesters. Students with more than three years of high school Italian may not take ITA 102. Prerequisite: ITA 101 or equivalent. Fall, Spring (L02)

ITA 203  Intermediate Italian Language and Culture 1  3
A continuation of ITA 102. A proficiency-based approach to the intermediate structures, expressions and vocabulary of the Italian language, with a significant focus on cultural aspects and/or current events of the Italian speaking world. Elementary language proficiency is assumed. Prerequisites: ITA 101 and 102, or two to three years of Italian in high school. Fall (L02)

ITA 204  Intermediate Italian Language and Culture 2  3
A proficiency-based approach to the intermediate structures, expressions and vocabulary of the Italian language, with a significant focus on cultural aspects and/or current events of the Italian speaking world. Elementary language proficiency is assumed. Prerequisite: three or four years of high school Italian, or ITA 203. Spring (L02)

Mathematics Courses

MAT 100  Exploration in Numbers for Elementary Education  3
This course is designed as a problem-based course in the fundamental aspects of number theory and algebra. The course is an activity-oriented approach to the study of mathematics and uses technology as needed. Appropriate models and materials for the development of these concepts will be introduced. Open to prospective Childhood and SEED (non-science concentration) majors ONLY. (L07)

MAT 105  Exploration in Geometry, Measurement and Data for Elementary Education  3
This course is an activity-oriented approach to fundamental aspects of geometry and measurement as related to elementary school mathematics. Mathematical topics will be chosen from Geometry, Measurement, Probability, Statistics, and Algebraic Representations. Appropriate models and materials for conceptual development will be introduced. Open to prospective Childhood and SEED (non-math concentration) majors ONLY. (L07)

MAT 125  Topics in Modern Mathematics  3
MAT 130  Introduction to Mathematical Thought  3
An introduction to logic from the proposition- al logic through first order predicate logic; applications of logical theory will be given. See Placement Test policy under Academic Services. Fall (L07)

MAT 140  Excursions in Modern Mathematics  3
Designed for the liberal arts student as an introduction to the wonders of modern mathematics and their basis in history, this course could take the student through a variety of topics from the origin of numbers to consumer mathematics for the 21st century. See Placement Test policy under Academic Services. (L07)
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>MAT 150</td>
<td>Mathematical Perspectives</td>
<td>3</td>
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<td></td>
<td>Designed for the liberal arts student as an introduction to some of the more fascinating topics in mathematics, this course introduces students to ideas of infinity, symmetry, chaos and fractals and others along the way. See Placement Test policy under Academic Services. (L07)</td>
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<tr>
<td>MAT 160</td>
<td>Ideas in Modern Mathematics</td>
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<td>This course will include a variety of ideas in mathematics with an emphasis on applications to current topics and, as such, the topics covered may change from semester to semester. Ideas which may be discussed include, but are not limited to, sets, basic algebra, combinatorics, probability, statistics, apportionment, mathematics in financial matters, and matrices. See Placement Test policy under Academic Services. (L07)</td>
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<tr>
<td>MAT 180</td>
<td>College Algebra</td>
<td>3</td>
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<td>Basic algebraic operations, first and second degree equations, relations and functions, polynomial functions and theory of equations. See Placement Test policy under Academic Services. (L07)</td>
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<tr>
<td>MAT 184</td>
<td>Elementary Statistics</td>
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<td>This course covers basic statistical techniques and probability: organization of data; elements of probability theory; analysis of data by methods including the binomial, normal, and chi-square distributions; formation and testing of hypotheses; elements of correlation and regression. See Placement Test policy under Academic Services.</td>
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<tr>
<td>MAT 185</td>
<td>Pre-Calculus Mathematics</td>
<td>3</td>
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<td>An in-depth exploration of the common elementary functions that a student will meet in calculus: linear and higher degree polynomial functions, rational functions, exponential and logarithmic functions, and the trigonometric functions. General topics such as inverse functions, function composition, and the arithmetic for functions will also be discussed. If time allows, topics such as data analysis, matrix algebra, and difference equations will be presented. See Placement Test policy under Academic Services. (L07)</td>
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<tr>
<td>MAT 190</td>
<td>Calculus 1</td>
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<td>The standard topics in calculus taught from the Archimedean 'Rule of Three' point of view: numerical, graphical and analytical. Topics for this first course include an introduction to functions, limits, differentiation, and its applications. Integration theory is also introduced. Use of technology is integral to this course. See Placement Test policy under Academic Services. (L07)</td>
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<tr>
<td>MAT 191</td>
<td>Calculus 2</td>
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<td>The standard topics in calculus taught from the Archimedean 'Rule of Three' point of view: numerical, graphical and analytical. Topics for this second course include an introduction to integration and its applications, differential equations, and approximations. Use of technology is integral to this course. See Placement Test policy under Academic Services. Prerequisite: MAT 190 or equivalent 4-credit course in Calculus 1. (L07)</td>
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<tr>
<td>MAT 200</td>
<td>Mathematical Inquiry</td>
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<td>Students will experience the process of mathematical inquiry through individual and group explorations, discussions, writing, and composing original works. The mathematical process of searching for patterns, creating conjectures, reasoning, and extending ideas will be investigated. Mathematical topics will be chosen from topics pertinent to the elementary school curriculum. See Placement Test policy under Academic Services (L07).</td>
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<tr>
<td>MAT 201</td>
<td>Calculus 3</td>
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<td>Topics from analytic geometry in 3-space, vectors, partial differentiation, multiple integration, infinite sequences, infinite series. Heavy use of technology is made in this course. Prerequisite: MAT 191 or equivalent 4-credit course in Calculus 2.</td>
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<tr>
<td>MAT 210</td>
<td>Maple</td>
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<td>An in-depth introduction to the computer algebra system Maple. Numerical calculations, algebraic manipulations, and those operations associated with calculus and basic linear algebra will be studied. Maple’s graphics commands will be presented, as well as its basic data structures and its programming facility. Several Maple packages will be introduced, and its extensive help system and its document preparation capabilities will be examined. Prerequisite: MAT 190 or equivalent. Spring</td>
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</table>
MAT 220  Foundations of Mathematics  3
General topics in mathematics for the Mathematics major. Basic logic, sets functions; relations and equivalence relations; rational, irrational, and complex number systems; mathematical induction; cardinal and ordinal numbers. Other topics as time permits. Prerequisite: MAT 191. Fall

MAT 240  Linear Algebra  3
Finite dimensional vector spaces; linear transformations of a vector space and the representation of these transformations by matrices, determinants, eigenvalues and eigenvectors. Prerequisite: MAT 191 or permission of the instructor.

MAT 270  Finite Mathematics  3
Selected topics in modern mathematics, logic, sets, probability, and elementary linear algebra. Applications in social sciences and computer mathematics. Prerequisite: MAT 180 or permission of the instructor. (L07)

MAT 295  Discrete Mathematical Structures  3
An introduction to logic through truth tables, informal and formal proof; mathematical induction; sets, sequences and functions; matrices; equivalence relations; Boolean algebra and Karnaugh maps. Prerequisite: MAT 180. Fall 2009 (L07)

MAT 302  Differential Equations  3
Methods of solving ordinary differential equations, first and second order equations; introduction to the use of Laplace transforms; solutions by power series. Prerequisite: MAT 240 or permission of the instructor.

MAT 310  Mathematical Modeling with Discrete Mathematics and Statistics  3
Real-world problems will be modeled using topics in discrete mathematics, and solutions will be analyzed using statistical procedures. Topics may include descriptive and inferential statistics, management science, and decision making. Prerequisite: MAT 240. Spring

MAT 319  Numerical Analysis  3
Presentation of various topics in numerical analysis chosen at the discretion of the instructor. Topics may include, among others, interpolation and approximation, least squares, quadrature, numerical integration and differentiation and solutions of equations. Prerequisite: MAT 201.

MAT 320  Number Theory  3
Divisibility; congruences of degree one and two; Diophantine equations; quadratic reciprocity; simple continued fractions; algebraic numbers. Prerequisite: MAT 201 or permission of the instructor.

MAT 330  Mathematical Logic  3
Aristotelian logic, symbolic logic including propositional and predicate calculus, applications to proof-making in mathematics. Prerequisite: MAT 220 or permission of the instructor.

MAT 340  Linear Programming and Game Theory  3
The theory and application of the simplex method, the generalized simplex method of resolving the degeneracy problem. Duality, application. Prerequisite: MAT 240 or permission of the instructor.

MAT 350  Abstract Algebra  3
Introduction to groups, subgroups, rings, fields, integral and Euclidean domains, and polynomial rings. Isomorphisms and the fundamental theorem of homomorphisms will be discussed. Fulfills writing-intensive requirement. Prerequisite: MAT 220 or permission of the instructor.

MAT 370  Mathematics through History  3
A historical study of mathematics in the West as influenced by the East with a reconstruction of the mathematics itself; the relationship of the cultural milieu to the development of the mathematics at any time period. Prerequisite: MAT 191 or permission of the instructor. Fall

MAT 372  Introduction to Probability Theory  3
Elements of probability and combinatorial methods. Discrete and continuous probability distributions including binomial, Poisson, hypergeometric, and normal. Mathematical expectation, central limit theorems, and moment generating functions. Prerequisite: MAT 201 or permission of the instructor. Fall

MAT 373  Introduction to Mathematical Statistics  3
Descriptive statistics, sampling distributions, multivariate distributions, estimation, hypothesis testing, correlation and regression, non-parametric methods. Prerequisite: MAT 372 or permission of the instructor.
MAT 374  Actuarial Mathematics 3
The purpose of this course is to provide the prospective actuary with an understanding of the fundamental mathematical concepts and techniques necessary for this profession. The approach taken in this course is that of problem-solving, with the core material coming from past exams given by the Society of Actuaries and the Casualty Actuarial Society. Serves as a preparation for anyone interested in taking the first of these exams. Prerequisites: MAT 201, MAT 240, and MAT 372 or permission of the instructor. Cannot be used as elective credit for the major. Offered as needed.

MAT 401  Basic Analysis 3
An introduction to the analysis of functions of one real variable. Topics include the real number system, basic topology of the real line, limits of sequences and functions, continuity, and differentiation. A rigorous development of the Riemann integral will also be given. Prerequisite: MAT 240 or permission of the instructor. Spring

MAT 410  Geometries 3
An overview of various types of geometries: Euclidean, non-Euclidean, projective, affine, finite. Various methods of viewing these geometries such as synthetic, axiomatic, and transformational. Fulfills writing-intensive requirement. Prerequisite: MAT 191 or permission of the instructor. Spring

MAT 420  Complex Variables 3
Complex numbers, complex functions and differentiation, the complex integral, Taylor and Laurent series, mappings by elementary functions, residues and poles; some applications. Prerequisites: MAT 201 and MAT 240 or permission of the instructor.

MAT 480  Topics in Mathematics 1-4
A study of advanced topics from various fields such as group theory, functional analysis, topology, statistics; choice of topics to be determined by students' interest and background. Offered with permission of the mathematics faculty.

MAT 494  Internship 3-6
Mathematics students may take up to 6 credits of supervised internship experience for general elective credit. These credits cannot be substituted for required mathematics electives. Internship may be taken with department approval only and is open only to juniors and seniors who have earned a minimum overall GPA of 2.5 and a minimum Mathematics GPA of 2.0.

MAT 499  Independent Study 1-6

Medical Technology Courses

MDT 104  Introduction to Medical Technology 1
Basic principles related to the profession of Clinical Laboratory Science, such as medical terminology, ethics, hospital organization, quality control, and other subjects will be discussed. Spring

MDT 490  Medical Technology Clinical Rotation 15
MDT 491  Medical Technology Clinical Rotation 15

Music Courses

MUS 100  Repertoire 0
This course is designed for students to gain listening, performing, pedagogical, clinical, and proper concert etiquette skills through assignments, attendance and informal performances within this class. Students perform a minimum of once a semester from literature exclusively selected by the applied teachers. Students will document 10 (ten) appropriate performances as members of the audience each semester.

MUS 101  Music Theory I 3
An introduction to the elements of music and how these elements are used to create music. Students will gain knowledge through exercises and the study, analysis, creation and performance of music examples. Prerequisite: successfully completed MUS 110 or passed basic musicianship assessment.

MUS 102  Music Theory II 3
An in-depth study of diatonic harmony and voice leading, two-part counterpoint and part writing in the four part chorale style of the Common Practice era. Students will gain knowledge and develop skills in harmony and voice leading through the study, analysis, creation and performance of music examples. Prerequisite: MUS 101.

MUS 103  Ear Training and Solfege 2
Intensive training in sight singing and melodic, harmonic, and rhythmic dictation, coordinated with the concepts of Music Theory.
MUS 104  Ear Training and Solfege  2
Intensive training in sight singing and melodic, harmonic, and rhythmic dictation, coordinated with the concepts of Music Theory. Prerequisite: MUS 103.

MUS 110  Fundamentals of Music Theory  2
The course is designed for students to achieve the necessary skills and knowledge to enter MUS 101 and MUS 103. The course will emphasize fundamentals of music including written and aural skills. Music majors and minors only. (L05)

MUS 163  Applied Music Secondary Instrument 0
Fourteen 25-minute, or seven 50-minute, private music lessons.

MUS 164  Applied Music Secondary Instrument 0
Fourteen 25-minute, or seven 50-minute, private music lessons.

MUS 171  Voice Class 1  1
A study of the fundamental principles of singing: posture, breathing, phonation, registration, resonance and articulation through exercises and art songs. Required of all non-Vocal Music Education K-12 majors. Prerequisite to MUS 435 for piano and guitar concentrations. Open to all students. Fall, Spring. (L05)

MUS 172  Voice Class 2  1
A study of the fundamental principles of singing: posture, breathing, phonation, registration, resonance and articulation through exercises and art songs. Required of all non-Vocal Music Education K-12 majors. Prerequisite to MUS 435 for piano and guitar concentrations. Open to all students. Fall, Spring. (L05)

MUS 181  Keyboard Harmony 1  2
Classroom piano instruction. Sight reading, harmonization, scales, chord progressions in all keys, and improvisation are incorporated. Prerequisite: MUS 181 before MUS 182 or permission of instructor. (for advanced keyboard harmony students MUS 281-282 may substitute for MUS 181-182).

MUS 182  Keyboard Harmony 2  2
Classroom piano instruction. Sight reading, harmonization, scales, chord progressions in all keys, and improvisation are incorporated. Prerequisite: MUS 181 before MUS 182 or permission of instructor. (for advanced keyboard harmony students MUS 281-282 may substitute for MUS 181-182).

MUS 200  Convocation 0
This class is designed for students to develop formal performance, listening and concert etiquette skills. The student's applied teacher exclusively selects the literature for each performance. Students perform a maximum of once a semester according to the performance schedule created during the previous semester.

MUS 201  Music Theory III  3
The study of chromatic harmony and voice leading including the Neapolitan and Augmented Sixth chords, modal mixture and modulation to distant keys. Students will gain knowledge and develop skills in harmony and voice leading through the study, analysis, creation and performance of music examples. Prerequisite: MUS 102.

MUS 202  Form and Analysis of Western and Non-Western Music 3
In this culminating experience from MUS 101, 102, and 201, students will learn how all the elements of music shape its structures in Western and non-Western music. Opportunities for creative and critical thinking will be provided through discussion and compositional techniques used in selected Western and non-Western musical examples. Students will also learn ways to clearly and effectively articulate their ideas and observations about music through written expression. Fulfills writing-intensive requirement. Prerequisite: MUS 201.

MUS 203  Advanced Ear Training and Solfege  2
Intermediate to advanced sight singing and melodic, harmonic and rhythmic dictation. Prerequisite: MUS 104.

MUS 204  Advanced Ear Training and Solfege  2
Intermediate to advanced sight singing and melodic, harmonic and rhythmic dictation. Prerequisite: MUS 203.

MUS 211  Instrumental Techniques: Brass I for the Instrumental Music Education K-12 Students 1
Teaching techniques for trumpet and horn. Fall
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 212</td>
<td>Instrumental Techniques: Brass II for the Instrumental Music Education K-12 Student</td>
<td>1</td>
<td>Teaching techniques for trombone, euphonium and tuba. Spring</td>
</tr>
<tr>
<td>MUS 213</td>
<td>Instrumental Techniques: Woodwinds I for the Instrumental Music Education K-12 Student</td>
<td>1</td>
<td>Teaching techniques for clarinet instruction. Clarinet students will spend a semester on oboe or bassoon. Fall</td>
</tr>
<tr>
<td>MUS 214</td>
<td>Instrumental Techniques: Woodwinds II for the Instrumental Music Education K-12 Student</td>
<td>1</td>
<td>Teaching techniques for flute and saxophone instruction. Flute and saxophone students will spend a semester on oboe or bassoon. Spring</td>
</tr>
<tr>
<td>MUS 215</td>
<td>Instrumental Techniques: Percussion I for the Instrumental Music Education K-12 Student</td>
<td>1</td>
<td>Teaching techniques for percussion instruction in elementary and middle schools, to be integrated with an advanced pedagogical approach to these levels. Fall</td>
</tr>
<tr>
<td>MUS 216</td>
<td>Instrumental Techniques: Percussion II for the Instrumental Music Education K-12 Student</td>
<td>1</td>
<td>Teaching techniques for a more advanced approach to upper middle school and high school percussion pedagogy, correlated with instruction at all levels. Spring</td>
</tr>
<tr>
<td>MUS 217</td>
<td>Instrumental Techniques: Strings I for the Instrumental Music Education K-12 Student</td>
<td>1</td>
<td>Elementary approach to string pedagogy with an emphasis on violin, and the organization of beginning string classes. Fall</td>
</tr>
<tr>
<td>MUS 218</td>
<td>Instrumental Techniques: Strings II for the Instrumental Music Education K-12 Student</td>
<td>1</td>
<td>Students study advanced string pedagogy for the cello and double bass. At the conclusion of this course, students will be able to demonstrate knowledge, performance skill (NYSSMA level II for cello) and proficiency in educational instruction and practical application of a variety of string teaching techniques and procedures. Prerequisite: MUS 201. Spring</td>
</tr>
<tr>
<td>MUS 221</td>
<td>Instrumental Conducting</td>
<td>3</td>
<td>Conducting techniques are explored with varied instrumental score analysis, style, interpretation and programming. Spring</td>
</tr>
<tr>
<td>MUS 223</td>
<td>Choral Techniques</td>
<td>1</td>
<td>A companion course to Choral Conducting in which students refine conducting techniques and rehearsal procedures, learn program planning and literature for elementary and secondary school choral groups. Prerequisite: MUS 224. Spring</td>
</tr>
<tr>
<td>MUS 224</td>
<td>Choral Conducting</td>
<td>3</td>
<td>An introductory course to the art of choral conducting in which all phases of conducting techniques are explored. Topics include conducting gesture, baton technique, score analysis, style and interpretation as related to selected choral literature representing all style eras from Renaissance through Contemporary. Fall</td>
</tr>
<tr>
<td>MUS 225</td>
<td>Introduction to Wind and Percussion Instruments</td>
<td>3</td>
<td>Each student will learn applicable performance and pedagogical skills on flute, clarinet, saxophone, trumpet, trombone and percussion instruments in homogenous settings. Students will maintain a comprehensive portfolio and pass an individual basic skills test on each instrument. This course is required for Music Education K-12 Keyboard, Voice, and Guitar students. Fall or Spring</td>
</tr>
<tr>
<td>MUS 228</td>
<td>String Techniques for Non-Music Education Majors</td>
<td>1</td>
<td>An elementary approach to string techniques, pedagogy and literature. This course is required for Music Education K-12 Keyboard, Voice, and Guitar students. Spring</td>
</tr>
</tbody>
</table>
MUS 250  Music for the Elementary School Classroom Teacher 3
Fundamentals of music and music reading that will enhance the elementary general classroom will be covered. A survey of classroom music literature and instruction including music and movement; music and language arts, and integration of music in the general education curriculum is included. Open to all students. Recommended for Childhood Education majors. Fulfills Interdisciplinary/Integrative Studies requirement. Spring (L05)

MUS 251  Introduction to Music 3
This course is a study of the fundamentals, composers, genres and historical periods of music. Emphasis on listening skills with identifications of forms and specific pieces for the purpose of appreciation and enjoyment. Open to all students. Fulfills diversity requirement. (L05)

MUS 253  Jazz: Historical Overview 3
A history of jazz, America’s only original art form. A survey of the art from its West African origins to the present. Open to all students. Fulfills diversity requirement. Fall (L05)

MUS 254  History of Rock 3
A study of the development of rock and roll from its rhythm and blues roots to the present. Open to all students. Fulfills diversity requirement. Spring (L05)

MUS 255  Survey of Music 1 3
A brief history of western music from antiquity to Beethoven. The innovations of musical styles are highlighted. Open to all students. Fall (L05)

MUS 256  Survey of Music 2 3
Romantic period to the present. Special emphasis on post-Romantic, current trends, and American Musical Theater. Open to all students. Spring (L05)

MUS 257  Music Technology 3
Project-based course utilizing computer applications including word processing, spreadsheet, database, web and media presentations. Special focus on Macintosh music software and hardware encountered in the interaction of music technology with the creative process. Includes MIDI sequencing, notation, CAI, and digital recording. Course activities focus on computer use in a Digital Audio Workstation/Recording Studio environment. Open to students with at least a basic knowledge of piano as well as music reading, writing, and arranging competency. (L05)

MUS 258  Music Fundamentals 3
The study of reading and writing music, music theory, and basic knowledge of the piano keyboard. Open to all students. Fall (L05)

MUS 267  Chamber Music: Strings 0-1
Students are placed in various combinations of chamber music ensembles involving stringed instruments (trios, quartets, quintets, or sextets), wind and piano combinations with strings permitted. There will be an emphasis on chamber music skills related to rehearsing, cues, ensemble, blend, balance, and intonation. Repertoire may include Baroque, Classical, Romantic, or Contemporary literature. Students will have the opportunity to participate in group coaching and performances. Audition or permission of instructor required. (L05)

MUS 273  Woodwind Quintet 0-1
A chamber ensemble that will explore and perform works written for flute, oboe, clarinet, bassoon, and French horn.

MUS 274  Classical Guitar Ensemble 0-1
A study and performance of guitar ensemble literature representing a variety of styles. Students will perform in duets, trios, quartets, and larger groups. Course will culminate with a public performance of major works.

MUS 275  Vocal Chamber Music Ensemble 0-1
Performance of accompanied and a capella vocal music for two, three or four voices from the 16th through 20th Century. Music majors only. No audition required.

MUS 276  Men’s Glee Club 0-1
An ensemble dedicated to performing quality literature for male voices. Open to all students. No audition required for membership. (L05)

MUS 277  Women’s Chorale 0-1
An ensemble dedicated to performing quality literature for women’s voices. Open to all students. No audition required for membership. (L05)
MUS 278 Madrigal Ensemble 0-1
Madrigal Ensemble is a small choral ensemble whose repertoire comes from the 16th century madrigal genre as well as 19th and 20th century adaptations of the style. Repertoire requires refined technical and sight reading skills, and vocal independence. By permission of instructor for appropriate size and balance. (L05)

MUS 279 Chamber Music: Clarinet 0-1
Clarinet performance ensemble.

MUS 280 Studio Musicians’ Recording and Ensemble 0-1
The Studio Musicians Recording Ensemble provides students the opportunity to develop performance and improvisation skills, as well as explore original compositions and arrangements. Small combos of varying instrumentation in actual session rehearsals and recordings.

MUS 281 Keyboard Harmony 3 2
Skills include scales, progressions, inversions, cadences, sight-reading and harmonization in all major and minor keys; diatonic harmonies and all parallel concepts learned in music theory. Basic improvisation, harmonization of classroom and fakebook literature and appropriate repertoire are included. Prerequisite: Previous semester or permission of instructor. (For advanced keyboard harmony students MUS 281-282 may substitute for MUS 181-182).

MUS 282 Keyboard Harmony 4 2
Skills include scales, progressions, inversions, cadences, sight-reading and harmonization in all major and minor keys; diatonic harmonies and all parallel concepts learned in music theory. Basic improvisation, harmonization of classroom and fakebook literature and appropriate repertoire are included. Prerequisite: Previous semester or permission of instructor. (For advanced keyboard harmony students MUS 281-282 may substitute for MUS 181-182).

MUS 283 Chamber Music: Flute Ensemble 0-1
Students are placed in various combinations of flute ensembles. Emphasis is placed on sight reading, as well as on rehearsing appropriate repertoire for performances. Audition or permission of instructor required. (L05)

MUS 284 Chamber Music: Winds Ensemble 0-1
The Chamber Winds are select groups of graduate and undergraduate woodwind, brass, string, and percussion students who perform chamber music written for a specific instrumentation, most associated with the Viennese Octet (2222/0000). The ensembles present regular formal concerts, perform at convocations and local schools, and provide service music appropriate to the campus. Membership is by audition only.

MUS 285 Chamber Music: Brass 0-1
Students will have the opportunity to rehearse and perform in various small brass ensembles from trios through octets. Repertoire will include traditional and contemporary literature. Audition or permission of instructor required. (L05)

MUS 286 Chamber Music: Saxophone Ensemble 0-1
Students are placed in various combinations of saxophone ensembles. Emphasis is placed on sight reading, as well as on rehearsing appropriate repertoire for performances. Audition or permission of instructor required. (L05)

MUS 287 Jazz Guitar Ensemble 0-1
This ensemble incorporates aspects of modern music performance and recording. The course includes sight reading, improvisation, comping and working with a rhythm section utilizing various recording techniques as applied to different styles of music. Creative assignments of various styles, composed and arranged by each student and performed in the studio by the ensemble, are used in conjunction with other repertoire. Audition or permission of instructor required. (L05)

MUS 288 Trombone Choir 0-1
Students will have the opportunity to rehearse and perform in various trombone ensembles. Repertoire will include traditional and contemporary literature. Audition or permission of instructor required. (L05)

MUS 289 Chamber Orchestra 0-1
This ensemble is open to all string players, with limited enrollment for woodwind, brass, and percussion instrumentalists. No audition required. (L05)
MUS 290  College Campus Band  0-1
The College Campus Band is an ensemble designed for Music majors, non-Music majors, secondary instrumentalists, and graduate-level conductors. The group rehearses in the evening one day a week and performs one or two concerts each semester. The ensemble's repertoire consists of transcriptions, original wind band literature, marches, and lighter musical theater works. Open to the College community/no audition required for non-Music majors. Music majors are placed in this ensemble based on the results of their audition for MUS 292-Wind Ensemble.

MUS 291  Masterworks Chorale  0-1
Large, mixed-voice chorus that presents at least two major concerts per academic year. Performance repertoire consists of a wide variety of major historical choral works, from Gregorian chant to works of contemporary composers. The Chorale performs with a professional orchestra, occasionally sings for local religious, civic and festival occasions, and tours in the eastern New York region. Audition not required for music majors. Permission of instructor required for non-music majors. (L05)

MUS 292  Wind Ensemble  0-1
The Wind Ensemble consists of the highest-level wind and percussion performers at the College. Composed primarily of graduate and undergraduate Music majors, the group performs concerts on campus, as well as at invitational performances locally, and at the state and national level. They perform the highest quality of repertoire available for winds and percussion. Membership is by audition and open to all students. All wind and percussion majors MUST audition each semester for proper placement. Students may use Campus Band (MUS 290) for their major performing ensemble credit only after performing an audition and receiving appropriate placement. Students who do not audition will not receive major ensemble credit toward graduation regardless of enrollment. (L05)

MUS 293  Chamber Singers  0-1
Auditioned mixed-voice ensemble that specializes in choral literature demanding technical skill and vocal independence from the performers. Fulfills diversity requirement. (L05)

MUS 294  Brass Choir  0-1
A brass ensemble that surveys and performs representative brass choir literature on and off campus. Audition or permission of instructor required. (L05)

MUS 295  Jazz Ensemble (Vocal)  0-1
Membership is open to all students and members of the College community. The group performs repertoire encompassing music from various styles and genres in the jazz idiom. Emphasis is placed upon individual and group singing, improvisation and stylistic practices. (L05)

MUS 296  Percussion Ensemble  0-1
Small chamber group allowing for a high level of participation not always possible in larger ensembles. Various percussion instruments offer rhythmic and technical challenges. Provides ensemble context for applied study. At least one concert is presented on campus each semester, often joined by percussion ensembles from nearby campuses and other Saint Rose chamber groups. Audition or permission of instructor required. (L05)

MUS 297  Opera Workshop  0-1
Performance of staged operatic scenes and brief works. Experience in movement, acting and staging. Music majors only. No audition required.

MUS 298  Jazz Ensemble (Instrumental)  0-1
An 18-piece Big Band, this group performs frequently throughout the school year on and off campus. Band members are chosen by audition each Fall. Repertoire for the ensemble is varied and spans the history of Big Band jazz from the 1920s to the present day. Emphasis is placed on solo improvisation as well as on carefully rehearsed ensemble playing. (L05)

MUS 299  Jazz Chamber Ensemble  0-1
A small jazz group that performs the standard jazz repertoire from the 1940s through present day. Membership is by audition and is open to jazz instrumentalists and vocalists. (L05)

MUS 301  Music History 1  3
A study of the evolution of musical style, the individuals and societal issues influencing that evolution and representative music literature from ancient Greece to the conclusion of the Baroque era. To facilitate understanding of
issues related to style, students will analyze, perform and create music examples. Prerequisite: MUS 102. Fall

MUS 302 Music History 2 3
A study of the evolution of music style, the individuals and societal issues influencing that evolution and representative music literature from the pre-Classical era to the present. The course will include units in vernacular music (jazz and popular music) and World Music. To facilitate understanding of issues related to style, students will analyze, perform and create music examples. Spring

MUS 303 World Music 3
This course is open to students of all majors as an in-depth survey of music cultures from around the world and here at home. Through traditional research, field studies, and creative assignments, the student will learn how other cultures produce music (instruments, musical systems, etc.) and gain a deeper understanding for how music functions within individual societies. (L05)

MUS 315 Liturgical Music and Rites 3
This course provides an overview of liturgical music and rites in many faith traditions. Emphasis is on hymnody, psalmody, and administration of liturgical music programs. Also included is service playing, music and choral materials, planning for the liturgical year, as well as assessing the music program as a whole. A 15-hour supervised field experience is required with this course. Co-requisite: MUS 316.

MUS 316 Lab: Liturgical Music and Rites 1
A 20-hour supervised field experience is required with MUS 315 as part of this course.

MUS 331 Instrumental Methods 1 3
Developing an instrumental music program for primary and secondary levels. Topics include: sociological factors of music education; history and philosophy of music education; curriculum development; assessment and evaluation of instruction; research as a basis for instructional decisions; and motivation. A 25-hour supervised field experience for Instrumental Music Education K-12 majors is required with this course. Co-requisite: MUS 339.

MUS 332 Instrumental Methods 2 3
This course gives students information about developing an instrumental program for primary and secondary levels. Topics include: motivation (continued); instruction in instrumental music; recruitment and retention; administration; music education as a career; uses of technology; and multiculturalism. A 35-hour supervised field experience for Instrumental Music Education K-12 majors is required with this course. Co-requisite: MUS 340.

MUS 334 Orchestration and Instrumentation 3
The basic principles of orchestration; explanation of different types of voicing, examination of musical instrument playing ranges, transpositions, and textures. Fall

MUS 335 Elementary Vocal Music Methods 3
An integrated approach, K-6, using Kodaly, Orff and Dalcroze as the basis for exploring a more creative approach to teaching children. Emphasis is on planning, the exploration of sequence in planning, and assessment, as well as the development of original creative materials. A 35-hour supervised field experience for Vocal Music Education K-12 majors is required with this course. Co-requisite: MUS 337. Fall

MUS 336 Secondary Vocal Music Methods (Grades 7-12) 3
A supplemental course to MUS 335, this class focuses on methods for developing and implementing appropriate curricula for Vocal and Choral Ensembles, Group Vocal Instruction, Classroom Music, and General Music, grades 7-12. The topics include: instructional strategies, methodologies, rehearsal techniques, program administration, scheduling, use of technology, lesson and unit planning, development of presentation and motivation skills, sequencing, assessment and evaluation of choral and vocal literature and instructional materials including textbooks. The New York State and National Standards will be referenced. A 35-hour supervised field experience for Vocal Music Education Major, K-12 is required with this course. Co-requisite: MUS 338. Spring

MUS 337 Laboratory Teaching: Vocal 1
A 35-hour supervised field experience for Vocal Music Education K-12 majors is required with MUS 335 and 336 as part of this course.
MUS 338 Laboratory Teaching: Vocal
A 35-hour supervised field experience for Vocal Music Education K-12 majors is required with MUS 335 and 336 as part of this course.

MUS 339 Laboratory Teaching: Instrumental 1
A 35-hour supervised field experience for Instrumental Music Education K-12 majors is required with MUS 331 and 332 as part of this course.

MUS 340 Laboratory Teaching: Instrumental 2
A 35-hour supervised field experience for Instrumental Music Education K-12 majors is required with MUS 331 and 332 as part of this course.

MUS 341 Choral Arranging
Students explore and utilize the tools and techniques for writing and arranging music for voices. Assignments consist of projects exploring various aspects of the arranger’s art and skill. Different styles and genres, voice combinations and accompaniments will be included. Prerequisite: MUS 202. Fall

MUS 350 Recording Engineering
Studio course focusing on multi-track recording techniques and equipment operation. On-site experience in professional sound studio. Fall

MUS 351 Jazz Arranging
Students are taught to apply jazz harmonic principles to arranging music for jazz/pop groups. Prerequisite: MUS 334. Spring

MUS 352 Songwriting Workshop
A workshop in contemporary song writing techniques, students learn how to compose and record original songs and commercial jingles. Permission of instructor is required. Spring

MUS 353 Music Business Survey
A survey of the recent history and evolution of the music business, this course acquaints students with career options in the music field. It examines the legal requirements and procedures encountered by the professional musician and music professional involved with creation, performance, protection, publication, recording and promotion of commercially viable music. Fall (L05)

MUS 358 Artist Management
Talent development for recording and stage. Emphasis on communication skills and creative problem solving in effective presentation of individual and group acts. Study of concepts and skills relating to entrepreneurship and analysis of entertainment trends in contemporary culture. Open to all students.

MUS 359 Arts, Aesthetics and Law
A survey of contracts, licensing and administration with emphasis on intellectual property. Case studies and exploration of fiduciary and contractual relationships in the entertainment business. (L05)

MUS 393 Applied Music Primary Instrument
Fourteen 50-minute private music lessons. Prerequisite: Student must have successfully completed MUS 262.

MUS 394 Applied Music Secondary Instrument
Fourteen 25-minute, or seven 50-minute, private music lessons.

MUS 367 Improvisation I
Structures of improvisation from the most basic principles to a level commensurate with the student’s skill on his/her instrument. Fall (L05)

MUS 368 Improvisation II
Structures of improvisation for intermediate-level performers. Spring (L05)

MUS 369 Improvisation III
Structures of jazz improvisation for advanced-level performers. Fall (L05)

MUS 380 Topics in Music Education
Selected topics and areas of the music and music education fields are explored.

MUS 434 Vocal Diction
This course is designed to define and refine articulation for speech and particularly singing. It offers an authentic approach to languages encountered in song literature. The anatomy of voice production is part of this course.
MUS 435 Vocal Pedagogy 2
This course facilitates an understanding of the science and the process of singing and presents instructional strategies for teaching singing. Students gain proficiency in the use of International Phonetic Alphabet as a pronunciation guide for singing in English and foreign languages. Open only to juniors and seniors.

MUS 450 Senior Performance 0
With faculty approval, students in the Music Education K-12 curriculum choose a final recital format. This project will include at least one of the following: (1) a one-half hour shared recital, (2) a full-hour solo recital. Students must be enrolled in applied music during the semester in which they present their senior performance.

MUS 452 Record Production Workshop 4
Studio course in which the student assumes the role and responsibilities of a staff producer at Saints and Sinners Sound Studio and focuses on mastery of production skills, as well as intermediate and advanced recording and mixing techniques. Prerequisite: MUS 350. Spring

MUS 453 Senior Studio Project/Seminar 3
An individualized semester of studio production in which the student undertakes an album-length project in consultation with the Music Industry Program coordinator. This project gives the student the opportunity to incorporate writing, arranging, performing, producing, engineering and mixing skills acquired during the four-year course of study in a preoccupational setting. To be eligible for this option, students must successfully complete MUS 350, MUS 351 and MUS 452 with a B in each and receive approval of the project proposal.

MUS 454 Music Industry Internship 3
Field placement in an area of the music industry.

MUS 455 Topics in Music Industry 3
Selected topics in the music industry. (L05)

MUS 484 Piano Proficiency 0
All students must successfully pass this piano proficiency prior to student teaching for music education or the senior project for music industry. It is administered during final exam week and may be taken during subsequent semesters until passed. Students will play scales, progressions, four-part open score, harmonization, solo repertoire, and an accompaniment for four performers. Prerequisites: MUS 281 and MUS 282.

MUS 486 Student Teaching Seminar/Portfolio 2
This is a required course for all Music Education K-12 students enrolled in student teaching and is designed to provide support during the student teaching semester. It is a pass/fail course, which allows opportunities for the student teacher to come together with colleagues, and instructors to discuss issues that relate to teaching as a profession, in general, as well as those that relate to individual classroom situations. Topics to be discussed will include classroom management and discipline issues, inclusion, the use of Language Arts in the music class, assessment issues, unionization of professions, ethics and the law. Co-requisites: MUS 487 and MUS 488.

MUS 487 Student Teaching: Vocal 10
This culminating field experience is required of all Instrumental and Vocal Music Education students seeking K-12 certification in Music Education. This experience is a one-semester, full-time experience that includes placement at both elementary and secondary levels. All experiences will incorporate inclusion with special needs students. The student teacher will complete a 15-hour field experience preceding each placement, including observation in the classroom for detection of the objectives and skills used by the cooperating teacher, the use of the NYS Learning Standards for English Language Arts, the inclusion of the NYS and National Standards for the Arts, and school and community research. The student teacher will keep a journal for each placement. The College supervisor and the cooperating teachers provide assessment during all segments of the student teaching experience. Prerequisites: All core professional courses and piano proficiency satisfactorily completed at The College of Saint Rose.

MUS 488 Student Teaching: Instrumental 10
This culminating field experience is required of all Instrumental and Vocal Music Education students seeking K-12 certification in Music Education. This experience is a one-semester, full-time experience that includes placement at both elementary and secondary levels. All experiences will incorporate inclusion with special needs students. The student teacher...
will complete a 15-hour field experience preceding each placement, including observation in the classroom for detection of the objectives and skills used by the cooperating teacher, the use of the NYS Learning Standards for English Language Arts, the inclusion of the NYS and National Standards for the Arts, and school and community research. The student teacher will keep a journal for each placement. The College supervisor and the cooperating teachers provide assessment during all segments of the student teaching experience. Prerequisites: All core professional courses and piano proficiency satisfactorily completed at The College of Saint Rose.

**MUS 494 Liturgical Music Internship 3**
The culminating field experience is required of all liturgical music minors. This experience is a 10-week placement at a religious site chosen by the professor in discussion with the student. The student will keep a journal during the placement. The College supervisor and the cooperating liturgical musician provide assessment during the field experience.

**MUS 499 Independent Study 1-4**

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### Physical Education Courses

**PED 103 Tennis 1**  
Basic tennis skills, history, etiquette, rules, scoring, etc. Offered at nearby courts within walking distance. Fall (L12)

**PED 104 Bowling 1**  
Basic bowling skills, history, etiquette, rules, scoring, etc. Offered at nearby lanes within walking distance for a fee. Spring (L12)

**PED 105 Ballroom, Folk and Square Dancing 1**  
A variety of popular dances will be taught including the waltz, polka, Irish jig, Mexican hat dance, swing plus more. Spring (L12)

**PED 107 Aerobics 1**  
Warm-ups, cardiovascular workouts, cool-downs and toning exercises performed to popular music selections. (L12)

**PED 109 Swimming/Aquatics 1**  
Individualized instruction in all levels of American Red Cross swim courses and lectures on aquatic-related topics. Non-swimmers welcome. Spring (L12)

**PED 110 Water Aerobics 1**  
Warm-ups, cardiovascular workouts, and cool-downs performed to music selections in the pool. Fall (L12)

**PED 111 Hydroslimnastics 1**  
A wide variety of water exercises for muscle toning and lectures on aquatic-related topics. Fall (L12)

**PED 112 Deep Water Aerobics 1**  
Warm-ups, cardiovascular workouts, cool-downs, and toning exercises performed on steps in the pool. All done to popular music. (L12)

**PED 113 Lifeguarding 3**  
American Red Cross course designed to train one to be a lifeguard. Instruction on safety aquatic skills and information, as well as CPR. If certification is achieved, a $10 fee will be charged. 550 yard continuous swim prerequisite. Spring (L12)

**PED 114 Water Safety Instructor 3**  
American Red Cross certification course designed to train one to be a swim instructor. Fall (L12)

**PED 116 Canoeing 1**  
American Red Cross course designed to instruct the student on basic canoeing skills, rope work, history, terminology, trip planning. Prerequisite: basic swimming skills. Offered off-campus. Summer 2012 (L12)

**PED 117 Figure Skating 1**  
Forward/backward stroking, forward/back crossovers, swizzles and stops as well as history, terminology, and ice safety. Offered at a rink within walking distance. Spring (L12)

**PED 118 First Aid and CPR 3**  
American Red Cross certification in both First Aid and Cardiopulmonary Resuscitation Skills for immediate and temporary care of the injured or ill. Spring (L12)

**PED 120 Self Defense 1**  
The most adaptable weaponless defense methods taken from various self defense programs. (L12)

**PED 123 Sailing 1**  
Basic sailing skills, history, terminology, nautical rules, weather principles, etc. Includes off-campus lake outings. Fall (L12)
PED 126  Golf  1
Basic golf skills, history, etiquette, rules, scoring, etc. Fees required. Transportation needed to off-campus activities and allow extra driving time. Fall (L12)

PED 128  Jogging  1
This course will assist the student to design and implement a jogging program. Spring (L12)

PED 129  Hiking  1
Outdoor skills for hiking a variety of terrains. Includes numerous mandatory off-campus hikes. Transportation needed. Fall (L12)

PED 132  Winter Fitness  1-2
Winter Fitness is a 3-day January immersion course that will be held at the ‘Sound of Music’ Trapp Family Lodge in Stowe, Vermont. The course will instruct the students on Austrian style lodging, cuisine, and winter fitness activities such as cross-country skiing, snow-shoeing, and winter hiking as well as spa activities such as using a sauna and a hot tub. If students do not have their own equipment, rentals are provided at the lodge. Students need to provide their own transportation. The student fee for lodging, meals, and trail passes will be about $350-$550.

PED 135  Racquetball  1
Basic racquetball skills, history, etiquette, rules, scoring, etc. Offered off-campus. Transportation needed. Spring (L12)

PED 136  Spring Fitness  1
A 3-day study of wellness/fitness activities through Norman Rockwell's artistic perception. This course will be held at the Red Lion Inn in Stockbridge, Massachusetts. The course will instruct the students on wellness as well as spring fitness activities such as walking, hiking the trails, and bicycling. Lectures will be held on rocking chairs, hot tubs, and the Berkshires. The student fee for lodging, meals, the Norman Rockwell museum, and rentals will be about $350. Transportation needed.

PED 137  Summer Fitness  1
A 3-day weekend fitness course in September that will be held at the Silver Bay Inn on Lake George. The course will instruct the students on wellness as well as summer fitness activities such as hiking Adirondack Boy Scout trails, canoeing or kayaking, archery, and rock climbing. Fee for lodging, meals, and rentals will be about $250. Transportation needed to off-campus activity. Fall (L12)

PED 138  Project Adventure  1
Unique course which emphasizes cooperation rather than competition, low-skill rather than high-skill activities as well as problem solving games, trust activities, and challenges by choice. A valuable course for any age student. Spring (L12)

PED 140  Introduction to Clowning  1
Beginning skills of clowning including single and double stunts, tumbling, mime, juggling, balloonology, circus arts, make-up, costuming, etc. (L12)

PED 142  Body Sculpting  1
Cardiovascular exercise improves your cardiovascular endurance and burns calories while resistance training strengthens bones and sculpts the body using body weight and dynabands. Spring (L12)

PED 143  Cardio and Strength Training  1
This course is a combination of cardiovascular exercise and strength training using hand weights. Fall (L12)

PED 144  Weight Training  1
This course will instruct the student on the major muscle groups, weight training guidelines/principles and how to design an individualized program. Course focuses on weight machines, etc. (L12)

PED 150  Physical Education for the Elementary Teacher  1
Methods, materials, and programs to use when teaching physical education. Recommended for all students whose majors involve K-6 children and want ‘hands on’ teaching experience with children. (L12)

PED 151  Adapted Physical Education  1
Teaches students how to adapt a physical education program for children with special needs. Transportation needed for off-campus visit to Double H Ranch. Summer (L12)

PED 152  Shape-Up  1
This course will instruct the student on a variety of activities such as aerobics, weight training, walkercise, jogging, etc., as well as wellness/fitness principles and guidelines. Spring (L12)
PED 154  Fly Fishing  1
Introduction to the sport of fly fishing including casting, hiking, outdoor wellness issues as well as history, terminology, and environmental issues. Transportation needed for off-campus activity. Spring (L12)

PED 156  Step Aerobics  1
Warm-ups, cardiovascular workouts, cool-downs, and toning exercises performed on steps as well as the floor. All done to popular music. (L12)

PED 157  Walkercize  1
This course is designed to instruct the students on different ways (hiking, mall walking, treadmills, walkathons, etc.) to enjoy the activity of walking. Transportation needed for off-campus activity. Summer (L12)

PED 162  Bicycling  1
History, terminology, equipment selection, and bicycle maintenance, etc. as well as a short off-campus and long (10-mile) off-campus mandatory Saturday bicycle tour. Course is designed for all ages/fitness levels. Transportation and bicycles needed. Summer (L12)

PED 170  Water Shape-Up  1
Various programs are introduced to accentuate exercise in the aquatic environment such as resistance exercises, lap swimming, water games, water walking/jogging, water obstacle courses, etc. Spring (L12)

PED 171  Water Step Aerobics  1
A cardiovascular aquatic fitness course done on steps to popular music. Spring (L12)

PED 173  Multicultural Wellness  3
Various aerobic and relaxation programs as well as in-depth lectures on wellness principles with regards to different cultures. Fall (L12)

PED 174  Smoking/Addictions Cessation  1
Course designed to assist students addicted to smoking or other addictions in quitting the unhealthy habits. Fall (L12)

PED 175  Wellness  3
Various aerobic, resistance weight training, relaxation programs, as well as in-depth wellness principles. Summer (L12)

PED 176  Career Wellness  3
Various aerobic, resistance training, relaxation programs as well as in-depth lectures on wellness principles with special emphasis on how to stay well in the work environment. Spring (L12)

PED 177  Wellness/Fitness for Women  3
Various aerobic, resistance training, relaxation programs as well as in-depth lectures on wellness principles with special emphasis on women’s health concerns/current issues concerning women. This course is suggested for Women’s Studies minor students. Fall (L12)

PED 178  Wellness/Fitness for the Maturing Adult  3
Various aerobic, resistance training, relaxation programs as well as in-depth lectures on wellness principles with special emphasis on the maturing/aging process which we all begin at birth. Summer 2012 (L12)

PED 179  Stress Management  1
This course is designed to instruct the student on a wide variety of stress management techniques as well as lectures. (L12)

PED 181  Wellness/Fitness for Life  1
This course will instruct the student on the basics of the five dimensions of wellness (spiritual, physical, intellectual, emotional, and social). Summer (L12)

PED 499  Independent Study  1-2

Professional Studies Courses

PFS 112  Sales and Marketing  3-6
Significant learning experience and progressive responsibility related to areas such as: sales, sales promotion and campaigns, sales management, advertising, customer relations, and public relations. Portfolio credit for majors in Interdepartmental Studies - Professional Studies only.

PFS 113  Reporting and Auditing  3-6
Significant learning experience and progressive responsibility related to areas such as: preparation of work papers and reports, bookkeeping, accounts payable and receivable, and internal auditing. Portfolio credit for majors in Interdepartmental Studies - Professional Studies only.
PFS 114 Personnel Management 3-6
Significant learning experience and progressive responsibility related to areas such as: employee benefits, training management, employment screening, labor relations, legal reporting, personnel issues and management communication. Portfolio credit for majors in Interdepartmental Studies-Professional Studies only.

PFS 115 Cash Management/Business Asset Management 3-6
Significant learning experience and progressive responsibility related to areas such as: cash budgets, cash flow reports and responsibility, taxes, cash transfers and investments, business finance, credit policy accounts payable, receivable, and inventory management. Portfolio credit for majors in Interdepartmental Studies - Professional Studies only.

PFS 116 General Business 3-6
Significant learning experience and progressive responsibility related to areas such as: real estate, insurance and other licenses, insurance, risk and safety issues, project management, business environments and structures, business ethics, and development and planning. Portfolio credit for majors in Interdepartmental Studies - Professional Studies only.

PFS 117 Communication in Workplace 3-6
Significant learning experience and progressive responsibility related to areas such as: written, oral, and interpersonal business communication. Portfolio credit for majors in Interdepartmental Studies-Professional Studies only.

Philosophy Courses

PHI 102 Ethics and Values 3
A general introduction to ethics, examining both the historical development of ethical theory and its application to selected contemporary issues. (L06)

PHI 104 Yoga and Meditation 3
A class in the practice of Yoga and Meditation. Some classics of meditation will be read, but class participation will be a substantial portion of the grade. Participants must be able to do some stretching and lying on the floor, and medical approval is required.

PHI 110 Invitation to Philosophy 3
What is wisdom? How do we seek it? This course offers a general introduction to some of the central questions and critical methods of philosophical thinking.

PHI 140 Women and Philosophy 3
From Plato to Bordo and beyond. How do philosophers conceive of sexual difference? Why do they think the way they do? What are the practical effects of these ideas? This course engages in a critical analysis of classical, modern, and contemporary philosophies of sexual difference. Fulfills diversity requirement. (L06)

PHI 141 Critical Thinking 3
This course in informal reasoning and arguments will examine the basic logical steps in clear thinking, and analytical problem solving. Students will build sound arguments and analyze fallacies in unsound arguments, and learn to critically evaluate statistical and problem-solving data. The course is a good preparation for the logical and analytical reasoning sections of the LSAT.

PHI 142 Symbolic Logic 3
This course teaches formal techniques for analysis of arguments and language in symbolic logic. Topics covered include translation of sentence arguments into formal logic structure, using derivation rules, proof construction, establishing validity or invalidity of arguments.

PHI 160 Women and Culture 3
A cross-cultural and historical study of sex/gender systems, examining the ways in which sexual difference shapes the institutions of work, family, sexuality, ideology, economics, politics and religion. Fulfills diversity requirement.

PHI 180 Seminar in Ethics 3
In the context of human experience, problems and controversies arise in the fields of medicine, business, environmental issues, sexuality, race relations, peace and social justice, and many others. Alternating the topics under discussion, this course aims to respond to the increasing complexity of our times by applying the insights of moral philosophy to the controversies arising in these fields. (L06)
PHI 205  Business Ethics  3
This course equips students with the theoretical and practical tools needed to identify, analyze, and resolve ethical issues in business. Possible topics include: the social responsibilities of corporations, product and workplace safety, advertising, consumerism, human right and global markets, and/or economic development versus environmental protection. Drawing on everyday ethical dilemmas arising in the workplace, course materials also teach practical critical thinking and problem-solving skills. (L06)

PHI 210  Human Being and Being Human  3
What is distinctive about the human condition? This course conducts a descriptive and normative inquiry into human nature. Both canonical and contemporary views of human nature will be considered.

PHI 220  Philosophy of Art  3
This course studies classic and contemporary problems in aesthetics. What kind of a thing is art? What's special about our experience of it? What makes it good? Why should we care about art in the face of other serious human concerns? Fulfills writing-intensive requirement.

PHI 227  Philosophy of Mind  3
Explores the question, 'What is a mind' through the work of traditional thinkers, such as Plato and Descartes, and disputants of cognitive science such as Daniel Dennett, David Chalmers, John Searle, and Christoph Koch. Students will read about recent developments in artificial intelligence, cognitive psychology, epistemology and logic. Recommended for psychology and computer science students, and anyone interested in the contemporary debates about consciousness.

PHI 230  American Philosophy  3
A critical investigation of the course and historical development of philosophic thought in America, especially pragmatism, in order to perceive and evaluate its distinctive characteristics in light of the present situation.

PHI 235  Epistemology  3
An examination of questions concerning the nature of knowledge: What is knowledge, how do we acquire it, and what methods, justifications, or principles of verification are appropriate?

PHI 236  Metaphysics  3
An introductory examination of questions concerning the nature of reality. What is reality? Does reality consist of substances, relations, causes, time or objects? What is cosmology? What is matter?

PHI 240  Social and Political Philosophy  3
A critical examination of classic and contemporary issues: justice, equality, liberty, and the state. (L06)

PHI 250  Makers of the Modern Mind  3
An examination of the critical shift to modern consciousness that begins with Descartes and culminates in the debates of the Enlightenment. Fulfills writing-intensive requirement. (L06)

PHI 260  Asian Philosophy  3
A study of the thinking of philosophers from China, India and Japan. Fulfills diversity requirement.

PHI 272  Philosophy of Horror  3
Vampiric invasion. Monstrous possession. Shocking violations to the human body. Why are we fascinated by that which repels us? This course conducts a philosophical inquiry into the meaning and value of popular horror art.

PHI 281  Trash Aesthetics  3
What myths, mental orientations, and values are affirmed or subverted by American popular culture? This course engages in a philosophical study of mass art.

PHI 290  Ancient Philosophy  3
An examination of the main themes of classical Greek philosophy, including the work of Socrates, Plato and Aristotle, as well as a comparative assessment of these thinkers from diverse perspectives.

PHI 300  Philosophy and Film  4
A study of film as art. Course materials focus on film's philosophical content and cultural significance.

PHI 303  Environmental Ethics  3
A discussion of the moral issues arising from a consideration of the relationship between human beings and their environment. Issues include: the comparison of Western and non-Western attitudes toward nature, anthropocentrism, holism, pollution, animal rights, and interspecies relations. (L06) Recommended
for upper-level students. Interested lower level students are advised to consult with the instructor.

**PHI 305  Philosophy of Religion**  
A study of religious experience, the relationship between reason and belief; consideration of the difficulties of the language of religion; the believer’s arguments for God’s existence, and the atheist’s arguments against beliefs in transcendent realities. Fulfills writing-intensive requirement.

**PHI 310  South East Asian Philosophy**  
A study of the philosophy of the Vedic religious tradition, focusing especially on the Upanishads, the Bhagavad Gita, Shankara and Advaita Vedanta. Fulfills diversity requirement. Recommended for upper-level students. Interested lower level students are advised to consult with the instructor.

**PHI 315  Medieval Philosophy**  
A study of that period in philosophy which links the ancient and modern worlds and contributes in a singular way to the development of Western thought and culture. Issues to be explored include: the effort to reconcile faith and reason, and the conflict between the sacramental view of the world and the rapid development of scientific thought. Fulfills writing-intensive requirement.

**PHI 325  Radical Philosophy**  
An examination and assessment of those thinkers of the 19th and 20th century whose work engages in a fundamental critique of Western culture. Fulfills writing-intensive requirement.

**PHI 330  Philosophy of Law**  
A survey of the basis for, and arguments about, the nature of law, especially in the United States. Fulfills writing-intensive requirement. (LO6) Recommended for students interested in Law School.

**PHI 350  Existentialism**  
A study of the fundamental questions raised by the existential thinkers. Topics to be addressed include: the existence of God, the role of emotion in thought, the absurdity of human existence, the contemporary crises of conscience in the face of death, cruelty, dehumanization, self-deceit and mediocrity. Fulfills writing-intensive requirement.

**PHI 355  Military Rules of Engagement**  
A study of Just War Theory, both in its historical development, and in its current use in The US, and in international relations. A variety of sources will be used including philosophical texts, autobiographies of war, official documents of the US and the UN, and popular videos about war. (LO6) Recommended for upper-level students. Interested lower level students are advised to consult with the instructor.

**PHI 370  Philosophy of Mathematics**  
A study of various understandings of the nature and epistemological status of numbers and mathematical reasoning. Fregian Platonism, intuitionism and functionalism and constructivism will be investigated. Prerequisite: MAT 220 or PHI 142.

**PHI 375  Philosophy of Science**  
From rationalism to skepticism: theories of the nature of science and its function and how these theories have shifted over the last century. Fulfills writing-intensive requirement. Recommended for upper-level students. Interested lower level students are advised to consult with the instructor.

**PHI 380  Special Topics**  
The purpose of this course is to provide flexibility within the course offerings and an opportunity for students and faculty to explore areas of current or topical interest which are not available in the regular course offerings.

**PHI 381  Bioethics**  
This course addresses significant ethical issues and controversies that occur in healthcare, medicine, and the life sciences. The course will focus particularly on health system issues, including the relationship between healthcare professionals and patients, informed consent, competency, confidentiality, conflicting loyalties, ethics committees, end-of-life decision-making, reproductive technologies and abortion. Recommended for upper-level students. Interested lower level students are advised to consult with the instructor. (LO6)

**PHI 382  Post 9/11: Healthcare Ethics in Disaster Planning and Response**  
After 9/11, preparing for and responding to disasters - natural, accidental, and intentional - have assumed a new level of urgency. Ethical issues intersect on macro, institutional, micro, social, cultural, and personal levels. This course
examines issues specific to healthcare. Our health system faces daunting questions regarding the reach of government powers, the scope of health professionals' duties, coercive measures for public safety, and the rationing of scarce medical resources (e.g. vaccines, ventilators, ICU beds). Lessons from the past and from other cultures will challenge us to reflect on whether we as a society can sufficiently balance individual rights and interests with the public good and common ground. While not recommended for first-year students, interested first-year students are advised to consult with the instructor. (L06)

PHI 383 Global Healthcare: Ethical Challenges 3
Through examining healthcare ethics within a global context, this course addresses far-reaching challenges. These include specific issues regarding the relationship between healthcare professionals and patients, the scope of decision-making authority, relevance and degrees of informed consent, and views of health, illness, disease, and death. Our course investigates these issues within broader socio-cultural perspectives that affect healthcare resource allocation, access, disparities, and outcomes. We will thereby also explore adverse health impacts upon poor, vulnerable, and marginalized populations. Our course integrates clinical and public health concerns particularly in light of moral and legal principles of justice and human rights. While not recommended for first-year students, interested first-year students are advised to consult with the instructor. (L06)

PHI 385 Continental Philosophy 3
Major developments in European philosophy after Kant. Possible topics include: Marxism, structuralism, postmodernism, French feminism, and deconstruction. Fulfills writing-intensive requirement.

PHI 411 Philosophy of Language 3
Contemporary discussion of the nature and function of language: from analytical, continental, and developmental points of view. Fulfills writing-intensive and diversity requirements. (L02) Recommended for upper-level students. Interested lower level students are advised to consult with the instructor.

PHI 412 Analytic Philosophy 3
An examination of the Vienna Circle, verificationism and the debate these movements sparked. The course will examine key figures in the history of analytical philosophy such as Russell, Quine, Carnap, Lewis, Davidson and Kripke. Fulfills writing-intensive requirement. Recommended for upper-level students. Interested lower level students are advised to consult with the instructor.

PHI 498 Senior Portfolio 3-6
Independent portfolio writing capstone project for seniors designed to deepen research done as part of the major program of study. Fulfills writing-intensive requirement.

PHI 499 Independent Study 1-4
An opportunity for a student to study a topic not offered this semester or not in the catalog, one on one with a professor. The topic must be arranged with an instructor prior to registration.

Physical Science Courses

PHY 190 Fundamentals of Physics 1 3
The first course of a three-semester sequence in physics, concentrates on the mechanics of motion. Topics include linear motion and projectiles, circular motion and forces, friction, work, energy and momentum. Applied topics include rotational motion, harmonic motion, gravitation and fluids. PHY 190L Laboratory required. Knowledge of algebra and calculus required. A suitable score on the math placement exam is required. Fall, Spring (L09)

PHY 190L Fundamentals of Physics 1 Lab 1
Lab Fee. (L09)

PHY 191 Fundamentals of Physics 2 3
The second course in physics concentrates on waves and microscopic level systems. Topics include waves and sound, thermodynamics, electrostatics and DC circuits. PHY 191L Laboratory required. A suitable score on the math placement exam is required. Prerequisite: PHY 190. Spring (L09)

PHY 191L Fundamentals of Physics 2 Lab 1
Lab Fee. (L09)
PHY 200  Physics Seminar  3
Discussion of a series of physics topics using the current research literature in the area of consideration. Offered to all science and education science majors and minors. Offered as needed.

PHY 302  Modern Physics  3
The third course in physics, concentrates on magnetism, light and modern physics. Topics include magnetic forces and fields, magnetic induction and AC current, electromagnetic waves and light, geometric and physical optics, relativity, quantum physics, atomic physics, nuclear physics, solid state physics and elementary particles. PHY 302L Laboratory required. Prerequisite: PHY 191 or permission of the instructor. Offered as needed.

PHY 302L  Physics III Lab  1
Lab Fee.

PHY 370  Topics in Physics  1-4
An in-depth study of a topic of current interest. Offered as needed.

PHY 400  Research  1-4
Lab fee. Cannot be used to replace any required courses within the major or minor. One credit of research is equivalent to a minimum of 3 hours of research per week.

PHY 496  Physics Research Honors  0
Qualified students intending to pursue honors research in physics must register for this course during the semester in which they complete their written thesis. Please refer to the Honors Research section of the undergraduate catalog for information on the requirements for honors research. Written permission from department chair required for registration for this course.

Political Science Courses

POS 100  Introduction to History and Political Science  0-1
(Cross-listed with HIS 100) This course examines introductory research and analytical techniques for locating and interpreting primary and secondary historical documents. Students are introduced to basic methods for constructing historical arguments based on the compilation of evidence. Finally, students will explore the impact of ideology and identity on the evolution of historical perspectives and schools of thought. Fall

POS 110  Invitation to Politics  3
This is an introduction to politics and political science. The goal is to introduce the main concepts and theories that political scientists use in the context of specific issues in domestic and/or international politics. Fulfills diversity requirement. (L10)

POS 111  Introduction to United States Politics  3
This course offers an institutional, historical, and theoretical survey of United States politics with a consideration of contemporary policy issues, the distribution of power in the United States, and the relationship between politics and economics. (US) Fall, Spring (L10)

POS 112  Critical Analysis United States Politics  4
This course offers an institutional, historical, and theoretical survey of United States politics with a consideration of contemporary policy issues, the distribution of power in the United States, and the relationship between politics and economics. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fall, Spring (US) (L10)

POS 141  Introduction to Political Ideologies  3
This course examines the major competing political thought systems of totalitarianism and democracy with a focus on liberalism, capitalism, fascism, Marxism, socialism, communism, and identity politics. Spring (PT) (L10)

POS 142  Political Ideologies  4
This course examines the major competing political thought systems of totalitarianism and democracy with a focus on liberalism, capitalism, fascism, Marxism, socialism, communism, and identity politics. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Spring (PT) (L10)

POS 170  Introduction to International Relations  3
This course studies major contemporary international problems utilizing salient concepts and theories in the discipline. Fulfills writing-intensive requirement. Fall (IR) (L10)
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<th>Course Code</th>
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<tbody>
<tr>
<td>POS 171</td>
<td>International Relations</td>
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<td>POS 172</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
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<td>POS 173</td>
<td>Comparative Politics</td>
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<td>POS 180</td>
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<td>POS 212</td>
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This course studies major contemporary international problems utilizing salient concepts and theories in the discipline. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills writing-intensive requirement. Fall (IR) (L10)

This entry-level course introduces students to the different theories and methods employed in comparative political analysis. It will examine diverse political systems in the international arena, highlighting subjects such as political culture and socialization, modernization and political development, group politics, class analysis, the political elite approach, functionalism, and systems analysis. (CP) (L10)

This course introduces students to the different theories and methods employed in comparative political analysis. It will examine diverse political systems in the international arena, highlighting subjects such as political culture and socialization, modernization and political development, group politics, class analysis, the political elite approach, functionalism, and systems analysis. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. (CP) (L10)

The purpose of this course is to provide flexibility within the course offerings and an opportunity for students and faculty to explore areas of current or topical interests which are not available in the regular course offerings. (L10)

This course is an introduction to the approaches and methods in Political Science. Students will be introduced to the various research traditions, theories and analytical frameworks that have informed inquiry in Political Science. Fulfills diversity requirement. Open to Political Science majors or with permission of the instructor. (PT) (L10)

Given that there is disagreement over not only the ends of politics but also the uses to which we put politics (defined broadly as the way we settle, if only temporarily, how we live our collective lives), might some of that disagreement come from seeing and experiencing the world differently based on one’s gender or racial background? This course examines the ways in which gender intersects with race, ethnicity, class, sexuality, and geography to structure political participation, policy, and the very definition of politics itself. Fulfills diversity requirement. (US and PT) (L10)

Given that there is disagreement over not only the ends of politics but also the uses to which we put politics (defined broadly as the way we settle, if only temporarily, how we live our collective lives), might some of that disagreement come from seeing and experiencing the world differently based on one’s gender or racial background? This course examines the ways in which gender intersects with race, ethnicity, class, sexuality, and geography to structure political participation, policy, and the very definition of politics itself. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. Fulfills diversity requirement. (US and PT) (L10)

This course examines the structures, functions, and/or activities of national and imperial states. Students will explore the evolution of civil society, competing interpretations of citizenship, myriad articulations of power, and the contestation of sovereignty in the modern world. Open to HIS/POS majors or with permission of the instructor. (L10)

This course provides an overview of the politics of education, including the politics surrounding issues of desegregation, standardized testing, and school funding. Educational politics throughout the history of the United States will be discussed, but particular empha-
sis will be placed on issues that have occurred since the mid-1950's. The politics of education in urban areas will be a special focus.

**POS 226 The Presidency 3**
This course examines the office of the President, with attention to constitutional foundation, evolution, structure, power, and functions. (US) (L10)

**POS 227 Critical Analysis of the Presidency 4**
This course examines the office of the President, with attention to constitutional foundation, evolution, structure, power, and functions. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. (US) (L10)

**POS 236 Politics and Environmental Regulations 3**
This course examines how various governmental agencies at the federal, state, and local levels regulate the environment. (US) (L10)

**POS 237 Environmental Politics 4**
This course examines how various governmental agencies at the federal, state, and local levels regulate the environment. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. (US) (L10)

**POS 240 Introduction to Islam and Politics in Africa 3**
Africa was home to the first Muslim community outside Mecca, the birth place of Islam. Currently, Africa is home to the second largest population of Muslims in the world, with Muslim communities found in every African country. In fact, there are more Muslims in Africa than the Middle East. Clearly, Africa holds a cardinal position in the world of Islam. This course explores the spread of Islam in Africa since 620 C.E. when Africa served as a safe haven for the first Muslim community. It examines the methods, tenets, and impact the religion has had on its African adherents and the influence of African traditions on the practice of the faith itself. (L10) (CP)

**POS 241 Islam and Politics in Africa 4**
Africa was home to the first Muslim community outside Mecca, the birth place of Islam. Currently, Africa is home to the second largest population of Muslims in the world, with Muslim communities found in every African country. In fact, there are more Muslims in Africa than the Middle East. Clearly, Africa holds a cardinal position in the world of Islam. This course explores the spread of Islam in Africa since 620 C.E. when Africa served as a safe haven for the first Muslim community. It examines the methods, tenets, and impact the religion has had on its African adherents and the influence of African traditions on the practice of the faith itself. To effectively explore these issues, the course will be organized around major themes: Section 1 examines The Islamization of Africa and the Africanization of Islam; Section 2 addresses Islam, Slavery and Political Islam; Section 3 focuses on Colonialism and Islam in Africa, and Section 4 explores Contemporary Africa and Islam in Africa. Given the scope of the continent, the intent here is to broadly address these themes. (L10) (CP)

**POS 242 Introduction to Gender and Politics in Africa 3**
Gender is a fundamental component of human identity; i.e. it is fundamental to the way humans organize social reality and lend meaning to their experiences. Gender Relations in Africa are complex and often evoke contradictory images, particularly in Western literature. African women are usually portrayed as powerless victims seeking intervention on their behalf while African men are presented as powerful dominant figures colluding with colonial and postcolonial institutions to deepen women's subjection. (L10) (CP)

**POS 243 Gender and Politics in Africa 4**
Gender is a fundamental component of human identity; i.e. it is fundamental to the way humans organize social reality and lend meaning to their experiences. Gender Relations in Africa are complex and often evoke contradictory images, particularly in Western literature. African women are usually portrayed as powerless victims seeking intervention on their behalf while African men are presented as powerful dominant figures colluding with colonial and postcolonial institutions to deepen women's subjection. This course explores how categories of masculinity and femininity relate to and inform one another. It analyzes
how these identity categories interact with other elements of social and political power such as ethnic affiliation, economic status and age in various places and times. For organizational purposes the course will be divided into five broad sections: Sexuality, Domesticy, Patriarchy, Matriarchy, and Governance. (L10) (CP)

**POS 250** Irish Politics 4
This course examines the government and politics of Ireland. Ordinarily taught by Irish scholars in the department’s faculty exchange program with the University College Cork, the course begins with a historical context, outlining the foundation and development of the Irish state. It then explores Irish political culture, which is crucial to any understanding of contemporary Irish politics. The Irish constitution provides the framework for the Irish political landscape. Both it and key political institutions including the legislature, executive, bureaucracy and Presidency are explored in some depth. The course concludes with an examination of major policy issues in Ireland today, including social partnership arrangements; Irish foreign policy; and the dawn of a new era in Northern Ireland. Fall (CP) (L10)

**POS 261** The Legislative Process 3
This course offers a functional study of the legislative bodies and the process of legislation, covering the organization of Congress, operation of the committee system, procedures, bill drafting, and controls over legislative policymaking. (US) (L10)

**POS 262** Critical Analysis of Legislative Process 4
This course offers a functional study of the legislative bodies and the process of legislation, covering the organization of Congress, operation of the committee system, procedures, bill drafting, and controls over legislative policymaking. The course is a preparatory course designed for majors and Social Studies concentrators, emphasizing enhanced development of analytical and research skills. Open to HIS/POS majors and Social Studies concentrators, or with permission of the instructor. (US) (L10)

**POS 264** Introduction to Globalization 3
This course introduces the students to the issues and challenges arising from globalization. Issues of social justice, inequality, poverty, and development will be discussed. In addition students will explore the similarities and contrasts in the United States’ viewpoints, attitudes and policies towards global issues. Fulfills diversity requirement (CP) (L10)

**POS 300** Advanced Practicum for Social Studies Education Majors 1
(Cross-listed with HIS 300) This course introduces students to advanced research and analytical techniques in the disciplines of History and Political Science, with emphasis on organization and presentation of research results. Required for and restricted to Social Studies: Adolescence Education majors; to be taken prior to enrollment in 300-level POS courses.

**POS 305** Reform Movements and the Modern State 4
(Cross-listed with HIS 305) The unprecedented expansion of state power into areas of social and individual life is a major hallmark of modernity. This course will explore how reformist campaigns emanating from civil society interpellated state power by re-defining its relationship with and responsibilities toward its subjects/citizens. New technologies of surveillance generated by state intervention, the popular contestations they evoked, and the implications for different social groupings targeted by reformers will be a particular focus of this course. Fulfills writing-intensive requirement. Prerequisite: HIS/POS 205.

**POS 327** United States Political Parties and Elections 4
This course analyses the manner in which citizens are nominated and elected to office, including the historical roots and structure of U.S. political parties, voting behavior, and campaign activities (with particular attention to the ways in which campaigns are financed). One of the central issues in this course is the relationship between political parties and electoral arrangements. POS 327L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: POS 112. (US)
POS 328  Social Movements, Power and the State  4
This course is designed to trace the rise of the nation-state, the national social movement, and the increasing visibility of transnational activism. There will be an analysis of what conditions are ripe for the rise of collective action, why people choose to participate in social movements (or fail to do so), why certain groups or claims tend to be attached to certain kinds of tactics and tropes, what forms of organization do movements adopt, and what types of goals do movements seek? Does any of this change with greater numbers of transnational organizations against which increasingly transnational claims can be made? In other words, might transnational activism ultimately supplant the national social movement? Fulfills writing-intensive requirement. Prerequisites: POS 112 and/or POS 142. (US) (PT)

POS 330  Urban Politics and Government  4
This course examines the political factors and functions of governmental units that are found in the American urban scene, concluding with a look at the future of these units. Fulfills writing-intensive requirement. Prerequisite: POS 112. (US)

POS 332  U.S. Public Policy  4
This course analyzes the institutional structure of policy making in the United States and then examines a select group of contemporary domestic and/or foreign policy issues. Fulfills writing-intensive requirement. Prerequisite: POS 112. (US)

POS 340  Politics of Race and Ethnicity  3
This course examines the academic treatment of race and ethnicity as political structures in the United States. Readings and discussions include close examinations of theories about race and ethnicity, especially comparing 'constructivist' and 'essentialist' approaches. Fulfills writing-intensive requirement. Prerequisite: POS 112. (US)

POS 344  Race and Education Policy  3-4
This course examines education policy in the United States from a public policy perspective. It first considers basic theories of interpreting public policy and then applies these theories to individual education policies. Educational policies throughout the history of the United States will be considered, but particular emphasis is placed on post-1950s issues. Students will learn some techniques for interpreting public policies, as well as the substance of several different education policies. Prerequisite: POS 112. (US)

POS 350  European Political Systems  3-4
This course examines the role of historical, ideological, economic, political and social factors in the current political systems in Europe. This course includes a comparison of their methods of dealing with current social, economic, and political problems. Fulfills writing-intensive requirement. Prerequisite: POS 171 or 173. (CP)

POS 351  International Organizations and Global Politics  4
Utilizing both theoretical works and the real experiences of international diplomatic actors, this course will explore the origins, role, and evolution of international organizations since their inception in ancient times to their current manifestations and operations. In addition to an examination of the League of Nations, the United Nations system and the European Union, students will explore other international and regional organizations such as the Organization of Petroleum Exporting Countries (OPEC), the Arab League, the Organization of American States (OAS), and the still-evolving Asian Pacific Economic Forum. Fulfills writing-intensive requirement. Prerequisite: POS 171. (IR)

POS 352  Politics of the Developing and Modern 3rd World  4
This is a course about the domestic and international problems associated with economic and political development in Third World countries. It starts with a review of theories about development and economic growth and proceeds to examine the experiences of selected Third World countries in meeting the challenges of development and modernization. POS 352L. Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: POS 171 or 173. (CP)
broad regions such as North and West Africa and Central Asia while highlighting the policies of specific nations such as Egypt, Iran, Israel, Saudi Arabia and Turkey. Fulfills writing-intensive requirement. Prerequisite: POS 171.

**POS 354 USA, USSR, Russia and CIS**  
This course examines the development of Soviet-American relations since the Bolshevik Revolution, with special emphasis on the Gorbachev era, the dissolution of the USSR, and the emergence of Russia and the Commonwealth of Independent States. Fulfills writing-intensive requirement. Prerequisite: POS 171. (IR)

**POS 355 International Relations of the Pacific Rim**  
This course will examine both the theory and practice of international relations within the evolving Pacific Rim region. Students will explore such transborder issues as nuclear proliferation, environmental regulations, and economic development as well as topics of regionalism and human rights. The course will highlight the foreign policies of specific countries such as Japan, the Peoples' Republic of China, and members of ASEAN. Fulfills writing-intensive requirement. Prerequisite: POS 171. (IR)

**POS 356 United States Foreign Policy**  
This course explores theories of U.S. foreign policy decision making and examines how U.S. foreign policy affects various nations and social groups. Fulfills writing-intensive requirement. Prerequisite: POS 171. (IR)

**POS 357 Readings in International Relations Theory**  
This course will explore the works of ancient, modern and contemporary thinkers such as Thucydides, Machiavelli, Kant, Wilson, DuBois, Lenin, Morgenthau, and Nye, among others, to analyze the major ideas and theories such as war and peace, power, and trade, that have shaped the study of international relations within the discipline of political science. Students will also study the actual practice of statecraft in the global environment. Fulfills writing-intensive requirement. Prerequisite: POS 171. (IR)

**POS 358 Human Rights in Global Perspective**  
This course will provide a basic introduction to global human rights issues by examining the following questions: What are human rights? What are their origins? What are the main global human rights agreements? What are some of the problems of global human rights agreements? Are regional human rights agreements more effective than those of the United Nations? In addition to these questions, we will look at contemporary case studies like Darfur, Rwanda, Bosnia, or the Middle East. POS 358L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive and diversity requirement. Prerequisite: POS 171 or 173. (CP)

**POS 359 Politics and Development of Sub-Saharan Africa**  
This comparative politics course will focus on the political, economic, and social diversity of African political systems south of the Sahara. Selected contemporary countries will serve as case studies in the assessment of different theories of political and economic development. POS 359L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: POS 173. (CP)

**POS 360 The Supreme Court and Property**  
This course is an historical examination of the changing meaning and significance of property rights in the United States. We will analyze the role of the Supreme Court in dealing with the contradictory claims between private rights of property and the public's right to regulate property for the common good. The course extensively utilizes Supreme Court cases. POS 360L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: POS 112 (US)

**POS 361 The Politics of Global Conflicts**  
This course will give students the analytical tools to tackle questions such as: what are the causes of conflicts? Are ancient hatreds, ethnic or religious extremism, colonialism, resource competition, class warfare, ideology and/or state failure to blame, or must we look elsewhere for explanation? Moreover, how and why do conflicts end? What is the role of the global community in resolving some of these conflicts? Better still, what can be done to pre-
vent some of these conflicts from erupting in the first place? POS 361L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive and diversity requirement. Prerequisite: POS 171 or 173. (CP)

POS 362 Constitutional Law: Civil Liberties 4

This course will examine the development of civil liberties throughout American history. Students will examine changing conceptions of such provisions of the Bill of Rights as the 1st Amendment’s guarantee of freedom of speech, the 4th Amendment’s prohibition on unreasonable searches and seizures, and the 8th Amendment’s prohibition on cruel and unusual punishment. Most reading will consist of Supreme Court case law.

POS 363 Civil Rights in U.S. Society Advanced Research Lab 1

This course deals with the issue of equality by focusing on the legal dimensions of this issue. We will examine the initial constitutional provisions on this issue and the revolutionary changes promised by the Thirteenth, Fourteenth, and Fifteenth Amendments. The course will emphasize race since the majority of legal controversies and Supreme Court cases have dealt with racial inequality. However, it will also cover the legal dimensions of gender, sexual orientation, and class. The course extensively utilizes Supreme Court cases. Fulfills writing-intensive requirement. Prerequisite: POS 112. (US)

POS 364 The Politics of AIDS 4

This course will explore a range of issues surrounding the politics of the AIDS pandemic, including conflicts around prevention and drug policies; discrimination (race and gender) and human rights; and international (non-)cooperation. Assigned readings will offer some theoretical background, case studies and historical perspectives, as well as introduce students to the types of research in the field of HIV/AIDS, broadly defined. Some of the questions to be considered in the course are: How do the politics of ethnicity, gender, and geography shape responses to HIV/AIDS? What role do global hierarchies play in the concentration of the pandemic in certain geographic regions? What is the role of knowledge and power in the prevention debate? POS 364L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive and diversity requirement. Prerequisite: POS 171 or 173. (CP) Fall

POS 365 American Constitutional Development 4

This course examines American Constitutionalism as it has developed through history, with a particular emphasis on the role of the power of the federal government. Students will examine the key constitutional controversies of several major eras in American history, including the Founding, the Civil War and Reconstruction, and the New Deal. In addition to some landmark Supreme Court decisions, the course will also analyze other materials relevant to constitutional development (such as statutes, newspaper articles, and statements by elected officials.) (US) POS 365L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: POS 111 or 112.

POS 370 Modern Political Thought 4

This course initially surveys modern political thought from Machiavelli to John Rawls. There will be a particular emphasis on the changing conceptions of politics, power, democracy, and justice and what they imply for the possibility of achieving fairness and the good life. POS 370L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: POS 142. (PT) Spring

POS 373 Democratic Theory 4

In this seminar we will explore various theories of democracy with particular emphasis on the relationship between democracy and inequality and between democracy and justice. In particular, we will examine the challenges ‘difference’, ‘foreignness’ poses for democracy. With highly mobile populations and the expansion of globalization (and global capitalism), there are few places that are homogenous in ways early scholars had in mind (if they ever were to begin with!). Does a radical plurality of interests, perspectives, identities, and ways of life render democracy incoherent and ill-advised? Or maybe homogeneity is not a necessary component of democracy at all. In fact, maybe democracy requires inclusion of ‘difference’ or ‘foreignness’ and is actually enriched and strengthened by meaningful inclusion. But even if these things are true, what would ‘meaningful inclusion’ look like? And how might it be attained? POS 373L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: POS 142. (PT)
POS 374  Black Political Thought  4
This course will examine the intellectual contributions of Black American political leaders, social leaders, and intellectuals from the time of Frederick Douglas and the early abolitionists to Black Conservatives of the Reagan/Bush era. Fulfills writing-intensive requirement. Prerequisite: POS 142. (PT)

POS 376  Feminist Theory  4
This course analyzes the construction and meaning of gender in the political realm. Particular attention will be paid to the relationships between gender and democracy, gender and ideology, gender and jurisprudence, gender and knowledge, and gender and power. POS 376L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement. Prerequisite: POS 142. (PT) Fall

POS 380  Special Topics  3-4
The purpose of this course is to provide flexibility within the course offerings and an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular course offerings. POS 380L Advanced Research Lab required if course is offered as 3-credit plus lab. Fulfills writing-intensive requirement.

POS 490  Directed Readings  1-3
Prior consent of faculty is required.

POS 494  Internship in Government  1-15
Supervised work in federal, state, or local government offices and/or agencies. Internships are also available with community organizations, labor unions, and public interest groups. Brochure listing internship opportunities is available from Intern Director, Dr. Ryane Straus. Restricted to upper-class students.

POS 498  Capstone Seminar  4
Capstone Seminar Topic: THE SUPREME COURT. This class will examine the Political Science literature on the Supreme Court. Rather than reading case law the primary focus will be on theoretical and empirical literature that assesses the impact of the Supreme Court on American politics. In particular, we will examine the relationships between the courts and the political branches and the Supreme Court's role in political change. Fall

POS 499  Independent Study  1-4

Psychology Courses

PSY 110  Foundations of Psychology I  3
An overview of the foundational theoretical perspectives and empirical findings in psychology. Topics to be covered include the history of psychology, psychological research methods, biological bases of behavior, sensation and perception, states of consciousness, conditioning and learning, memory, motivation and emotion, health and stress and basic statistical applications of psychology. Transfer students who have taken Introduction to Psychology elsewhere would receive credit for this course. Fall, Spring (L11)

PSY 111  Foundations of Psychology II  3
An overview of the theoretical perspectives, empirical findings and applications in the major sub disciplines of psychology. Topics to be covered include a review of psychological research methods, developmental psychology, cognition and creativity, intelligence and sexuality, personality, abnormal behavior, therapies, social behavior, cultural psychology, industrial/organizational psychology, community psychology and other areas of applied psychology. Fall, Spring (L11)

PSY 200  Human Sexuality  3
The evolution of psychosexual behavior from conception through old age. Emphasis is placed on the interplay of cognitive, affective, familial, and cultural influences in shaping adult attitude and behavior. Topics include the biological basis of sexuality and gender differentiation; infantile and childhood sexuality; puberty and adolescence; adult sexuality; sex and love; aging sexuality; history of sex attitudes and sex research; sexual identity and gender dysphoria; the sexual response cycle; sexual orientation; the nature and treatment of sexual dysfunction; sexual abuse; and the paraphilias. Fulfills diversity requirement. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Not open to freshmen. Fall, Spring

PSY 250  Developmental Psychology: Childhood  3
A study of the major frameworks of child development and child psychology. Topics to be covered include principles of development, prenatal development and birth, infancy, attachment and separation, early experience,
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deprivation and plasticity, cognitive development, language development, styles of parenting, maladaptive parenting, pro-social behavior and moral development, and gender typing and gender identity. Emphasis on the reciprocal influence of parents and children in the family setting. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Spring (L11)

**PSY 252 Developmental Psychology: Adolescence and Adulthood** 3

An empirical study of physical, cognitive, social and emotional development through adolescence, the transitional period, early adulthood, middle and old age. Emphasis is on the predictable crises and developmental tasks faced during each period. Topics include puberty, identity formation, autonomy, maturity, sexuality during adolescence, the college years, dating and marriage, love, parenthood, divorce, singleness, cohabitation, work, mid-life crisis, menopause, infidelity, adult sexuality, retirement and aging. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Fall

**PSY 255 Parenting: Psychology Theory and Research** 3

A review of psychological findings and theories applicable to parenting. A research-oriented approach will be emphasized. Topics to be covered include prenatal and childcare issues, theoretical perspectives, research on attachment and effective discipline strategies and techniques for building healthy parent-child relationships across the life span. Prerequisite: Successful completion of PSY 110 or PSY 111 with a C or better. Offered as needed.

**PSY 260 Psychology of Gender** 3

A study of the major theories of the psychology of gender. Empirical research will be analyzed to ascertain how gender influences both women’s and men’s attitudes, aspirations and actions. Topics to be covered include gender differences and similarities, stereotypes, sex roles, achievement, women and work, intimate relationships, female sexuality and the psychology of men. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Offered as needed.

**PSY 262 Forensic Psychology** 3

PSY 262 Forensic Psychology is cross listed with CJS 262. This course will explore the application of behavioral science to the civil and criminal justice system. Addressing key topics in each of three major course areas - criminal behavior, forensics, and social behavior in law. This course will explore how forensic behavioral science has contributed to the understanding of the criminal and crime prevention.

**PSY 280 Psychology of Love** 3

An introduction to the psychological study of loving relationships. From a developmental perspective, contemporary theories and empirical evidence on young adult relationships (the initiation and casually dating stage), love and relationship development (the in-love and seriously dating stage), premarital relationship decay and termination and the development of marital relationships are covered. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Offered as needed.

**PSY 290 Thanatology** 3

An academic study of adaptation to separation and loss in human development. Emphasis on death as the ultimate loss. Topics include attachment and loss throughout the life cycle; grief, mourning, and bereavement; disenfranchised grief; anticipatory grief; parental grief; complicated mourning; helping the bereaved cope; nearing-death awareness; the symbolic language of dying; hospice care; aid in dying; children’s concept of death; children’s grief; the terminally-ill child. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Fall, Spring

**PSY 292 Motivation** 3

An examination of the factors that serve to initiate, maintain, and direct human and animal behavior. Theories and research in motivation from the biological, behavioral, and cognitive/social perspectives will be considered. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Offered as needed.

**PSY 295 Research Methods and Statistics I - Quantitative Methods** 4

An introduction to psychological research strategies and statistical applications. Topics to be covered include an overview of the most commonly used descriptive and basic inferential statistics that are used in psychological research, basic research design and an intro-
duction to using SPSS for analyzing and understanding data. Prerequisites: successful completion of PSY 110 with a C or better. Students must achieve an appropriate score on the Mathematics Placement exam. Co-requisite: Students must have completed already (with a C or better) or be concurrently enrolled in PSY 111. Fall

PSY 299 Research Methods and Statistics II - Quantitative Methods 4
A continuation of PSY 295. This course involves further examination of psychological research strategies and statistical applications. In this course, students will be required to complete a psychological study that includes a review of the relevant literature, hypothesis formation, data collection, data analysis and interpretation, and submission of a final report that conforms to the format detailed for manuscripts in the Publication Manual of the American Psychological Association (Fifth Edition). Fulfills writing-intensive requirement. Prerequisite: successful completion of PSY 295 with a C or better. Spring

PSY 301 Social Psychology Film 3
This course will apply basic social psychological perspectives to character studies in major motion pictures. Perhaps more than any other discipline, psychology and its constructs are often conveyed in film, many times correctly and completely, but sometimes dramatic effect takes precedence. Major topics to be covered include attribution and interpersonal communication, persuasion and attitude change, prejudice, friendships and loving relationships, social influence, aggression and altruism. In short, we will examine how psychological research corresponds to current pop culture portrayals in the movies. What we know about psychology, based on empirical evidence, is not always what is illustrated for entertainment value. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Offered as needed.

PSY 310 Social Psychology 3
An analysis of individual behavior in a social setting through the use of the scientific method. Emphasis will be placed on empirical research in the areas of social perception, cognition, attitude development and change, prejudice, obedience, altruism, interpersonal attraction, conformity, aggression and environmental psychology. Fulfills diversity requirement. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Spring (L11)

PSY 320 Physiological Psychology Lab 4
An examination of the biological basis of behavior. Included are examinations of the brain, nervous system and endocrine system, and their respective roles in the production of behavior and cognition. Lab Fee. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Spring and Fall semesters

PSY 330 Neuropsychology 4
The purpose of this course is to provide a detailed understanding of brain/behavior relationships in humans. Students will learn the neural substrates (cortical and subcortical) responsible for producing behavioral deficits following different forms of brain damage. General behavioral topics may include mnemonic impairments, emotional abnormalities, and motivational deficits. Students may examine the neurobiology of neuropsychiatric disorders such as Alzheimer’s Disease, Parkinson’s Disease, and Schizophrenia. Students may learn about current issues in neuropsychology including learning disabilities, recovery of function following neural damage, and some basic assessment of neuropsychological disorders. This course will not involve the use of laboratory animals. Lab Fee. Prerequisite: successful completion of PSY 110 or PSY 111 and PSY 320 with a C or better. Spring

PSY 345 Introduction to Psychopharmacology 3
This course will review a variety of drug treatments for clinical disorders including depression, mania, anxiety disorders, insomnia, schizophrenia, epilepsy, Parkinson’s, Alzheimer’s and stroke. Pharmacological treatment issues associated specifically with pediatric and geriatric issues will also be discussed. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Offered as needed.

PSY 350 Forgetting and Amnesia 3
A detailed coverage of the literature on special topics related to forgetting and amnesia. Topics of discussion may include context dependent forgetting, retrograde and anterograde amnesia, traumatic brain injury, effects of emotion on memory, and the concept of multiple memory systems. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Offered as needed.
PSY 352 Health Psychology 3
An examination of the applications of psychological research and theories to health. Topics covered include: stress and coping, motivations for health protective or health compromising behaviors, pain, psychoneuroimmunology, the relationship between health care professionals and patients, coping with chronic illness and death, as well as issues involved in specific diseases (cardiovascular disease, cancer, AIDS and diabetes). Throughout the course, a biopsychosocial model of health will be emphasized. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Offered as needed.

PSY 360 Social Neuroscience 3
Social neuroscience examines how the central and peripheral nervous systems, endocrine system, and immune system play a role in sociocultural processes. This integrative discipline looks at the reciprocal relationship between the brain and social cognition and behavior. Social neuroscience uses a systems approach to integrate the relatively molar level of analysis provided by social psychology with the relatively more molecular levels of analysis provided by biopsychology. Social neuroscience also combines both the methodologies and theories from social psychology and neuroscience. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Offered as needed.

PSY 363 Abnormal Psychology 3
An analysis of how psychologists diagnose, study and treat persons with psychological disorders. Emphasis will be placed on the etiology, prognosis and prevalence of the major mental disorders recognized by the American Psychological Association. Major disorders and their treatments are covered, including Anxiety Disorders, Mood Disorders, Dissociative Disorders, Sexual Disorders, Addiction Disorders, Personality Disorders and Schizophrenia. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Spring and as needed. (L11)

PSY 365 Introduction to Psychotherapy 3
This course provides an overview of the major systems of psychotherapy, including cognitive, behavioral, analytic, and family systems approaches. Theories, techniques, processes and assessment of the practice of therapeutic approaches will be discussed. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Open only to juniors and seniors. Permission of the instructor or department chair required. Offered as needed. Fall

PSY 370 Behavioral and Cognitive Neuroscience 4
This course involves an advanced exploration of the neuroscientific mechanisms of behavior and cognition. Topics may include action potentials, neurotransmitter release, spatial cognition, attention, learning, memory, language and communication, executive functions, and consciousness. Lab Fee. This course involves the use of laboratory animals. Students with severe animal allergies or concerns about the use of animals in research should consider PSY 330 for their lab course. Prerequisites: successful completion of PSY 110 or PSY 111 and PSY 320 with a C or better or instructor's permission. Offered alternating fall semesters.

PSY 385 Cross-Cultural Psychology 3
What does psychology look like outside of the USA, Canada, and Europe? Can western psychological theories, methods and findings provide accurate understandings of people in other cultures? How might a psychologist best understand people from cultures other than one's own? How is 'indigenous' psychology developing in countries across the world and what do they contribute to our understanding of basic psychological development and functioning? We will seek to address these questions in the course by comparing US/Canadian/European cultures and psychologies with those of Japan, India, China, Southeast Asia, Ghana, Taiwan and other places around the world. Prerequisite: successful completion of PSY 110 or 111 with a C or better. Fall

PSY 391 Learning 4
An overview of the major theories that attempt to account for the dynamics of behavior and learning and their neurobiological mechanisms in animals and humans. Emphasis is on the empirical research findings that describe the processes of classical and operant conditioning. Lab Fee. This course involves the use of laboratory animals. Students with severe animal allergies or concerns about the use of animals in research should consider PSY 330 for their lab course. Prerequisite: successful completion of PSY 110 or PSY 111 and PSY 320 with a C or better. Alternating Fall Semesters
PSY 400  Personality  3
An in-depth examination of the major personality theorists, including Psychodynamic, Humanistic, Trait, Behavioral, Social Learning, and Cognitive perspectives. Emphasis will be placed on the evaluation and empirical validity of each perspective. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Fall and offered as needed. (L11)

PSY 401  Preparation for a Career in Psychology  0
This course will provide students with information on how to apply to graduate school and/or obtain a job after obtaining their bachelor's degree. Students will be expected to research specific careers and/or graduate programs, write a resume and cover letter, write a personal statement, and participate in practice interviews. Class discussions will surround these topics as well as related topics (e.g., GRE).

PSY 410  Psychometrics  3
Psychological and statistical techniques applicable to the measurement of human behaviors and characteristics. Attention is paid to the theoretical constructs and social issues underlying psychological testing, as well as to the technical issues of sampling, reliability, validity and interpretation. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Psychology majors must also complete PSY 295 with a C or better. Offered as needed.

PSY 415  Seminar in Clinical Psychology  3
This course will provide a focused discussion of topics and issues that are central to the practice of psychology in the helping professions. Specific therapeutic approaches and/or theoretical perspectives will be explored in detail as a capstone experience for students in the Clinical concentration. An overview of the ethical concerns and responsibilities faced by professional psychologists will also be presented. Students will be required to complete a major term paper. Spring

PSY 420  Cognitive Psychology  3
A study of how humans attend to, recognize, learn and remember information. Applied topics that will be covered include language, consciousness, and creativity. Emphasis will be placed on empirical research findings that provide a theoretical understanding of mental processes. Prerequisite: successful completion of PSY 110 or PSY 111 with a C or better. Fall and offered as needed.

PSY 490  Psychology Internship  1-6
Students should identify a location for an internship in conjunction with a full-time Psychology department faculty member. Interns must be supervised by a full-time member of the department and by an on-site supervisor throughout the semester. Students must have a minimum overall cumulative GPA of 3.0 and a Psychology GPA of 3.0 to qualify for an internship. Students must also receive permission of the department prior to registering for an internship.

PSY 493  Independent Research I  3
Students will develop an empirical research prospectus which, upon completion, will be submitted to their advisor for departmental approval as described in the Independent Research Guidelines available on the Psychology Department web page. Upon approval of the prospectus, students will acquire permission to conduct their research from the appropriate oversight committee (IRB or IACUC) and will accumulate the materials necessary for data collection. This course is open to all students meeting the prerequisites, but has been designed specifically for students seeking Research Honors in Psychology. Students must take Independent Research I and Independent Research II in consecutive semesters unless specific permission is otherwise obtained. Students must select a primary advisor who will oversee the project during both semesters and must earn a grade of B or higher in order to be eligible for Research Honors. Course Prerequisites: PSY 299 and permission of a project advisor from the Psychology Department. Research honors Requirements: A minimum GPA of 3.2 overall and in Psychology at the time of graduation and a grade of B or higher in this course.

PSY 494  Independent Research II  3
Students will collect and analyze their data, compose a publication quality manuscript, and do a public oral presentation and defense of their research project proposed in Independent Research I. Students should consult the Independent Research Guidelines on the Psychology web page for details regarding this course. Independent Research II is open to all students meeting the prerequisites, but has been designed specifically for students seeking Research Honors in Psychology. Students must take Independent Research I and Independent Research II in consecutive...
semesters unless special permission is obtained. Course Prerequisites: PSY 493 and permission of a project advisor from the Psychology department. Research Honors Prerequisites/Requirements: A grade of B or higher in PSY 493 and a minimum GPA of 3.2 overall and in Psychology at the time of graduation is required.

**PSY 495 Directed Research 1-6**
Students must make specific arrangements for Directed Research with a full-time faculty member in the Psychology department prior to registration.

**PSY 497 Senior Seminar: History and Systems 3**
This course will provide an opportunity to study the intellectual roots of modern psychology, including contributions from ancient and modern philosophy and evolutionary theory. The founders and other figures in the history of psychology are discussed, as well as their schools of thought: structuralism, functionalism, gestalt psychology behaviorism, psychoanalysis, humanism, cognitive psychology, and contemporary and modern psychology, including efforts to create a unified theory of psychology. Additional topics included are the history of clinical psychology (views and treatment of mental illness) and the rise of mental testing. Fulfills writing-intensive requirement. Prerequisite: PSY 299 completed with a C or better. Successful completion of the seminar with a grade of C or better and successful completion of the comprehensive exam are required for graduation. Open only to senior Psychology majors. Spring

**PSY 498 Senior Seminar in Psychology: Research in Psychology 3**
This course is designed to provide Psychology majors with a capstone experience. Each student in this course will be required to successfully complete and present a project on a significant question or topic that is being addressed by psychologists currently working in the discipline. Students will also prepare for the department’s comprehensive examination that will provide an outcome assessment of each student’s accomplishments within the major. Students must pass the comprehensive exam to successfully complete this course. Fulfills writing-intensive requirement. Prerequisite: PSY 299 completed with a C or better. Successful completion of this seminar, with a C or better, is required for graduation. Open only to senior Psychology majors. Fall

**PSY 499 Independent Study 1-6**
Students must receive instructor approval on an Independent Study Proposal form prior to registration. Independent studies are permitted only for topics that are not already covered in courses offered by the department.

**Religious Studies Courses**

**RLS 100 Introduction to Religious Studies 3**
Examines methods of study and approaches used to study religious thought, practice and language.

**RLS 102 Ethics and Values 3**
A general introduction to ethics, examining both the historical development of ethical theory and its application to selected contemporary issues. (L06)

**RLS 110 Introduction to Theology 3**
A survey of the languages and theories of faith: systematic, dogmatic, Biblical and moral theology as analysis of the languages through which individuals and churches express the relationship between the human and the divine. (L06)

**RLS 121 World Religions 3**
Introduction to the major world religious traditions: Shinto, Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism. Fulfills diversity requirement. (L06)

**RLS 122 Christian Traditions 3**
An historical and theological review of the Christian tradition. Topics include the formative period, the Councils, the East-West schism, the Reformation, the challenges of science and secularism, and the Ecumenical movement. (L06)

**RLS 124 New Religious Movements 3**
A survey of ‘alternative’ or ‘radical’ religious groups: Mormonism, Christian Science, Seventh Day Adventism, Nation of Islam, Odinism/Asatru, schismatic Roman Catholic traditionalists, Protestant snake-handlers. Consideration will be given to the reasons why the nation’s views of religious freedoms contribute to the rise of such ‘separatist’ groups. Fulfills diversity requirement. (L06)
RLS 126  Religion and Sustainability 3
A study of the religious and philosophical underpinnings of locally sustainable living: how the individual lives in awareness of and dependent upon his or her immediate environment by growing one's own food, buying locally, supporting cooperatives, and encouraging organic and fair trade. (LO6)

RLS 128 Introduction to Christian Ethics 3
An inquiry into questions about Christian practices and commitments amid contemporary life. (LO6)

RLS 171 Sacred Place: Sacred Space 3
Religious Architecture: The way in which the sacralization of space both shapes and is shaped by religious experience. May examine folk objects, landscapes, food ways and other material or spatial ways in which people encounter the sacred.

RLS 180 Angels, Roadside Crosses and Garage Sales: Informal Religious Dimensions of American Culture 3
This course explores unofficial, unorganized ‘people’s’ religion and the spontaneous development of both ritual and theology at the grassroots level of culture. American spirituality is reflected through its material icons. (LO6)

RLS 185 Heroes, Scapegoats, Victims: The Phenomenology of Religious Rituals of Purification, Atonement and Sacrifice 3
A cross-cultural examination of the theology and practice of ‘cleanliness’, purity rituals, as well as the concepts of atonement and sacrifice expressed in theology and enacted in rite. A survey of both historic and contemporary religious beliefs. (LO6)

RLS 190 Religion and Film 3
Cave paintings, illuminated manuscripts, Nativity stories. What does seeing have to do with believing? Religions have always depended on rich visual imagery and colorful parables to communicate their teachings. Today, films mirror and model our deepest values and shape our religious imaginations. This course invites critical reflection on what popular films say about religion and values.

RLS 203 Hebrew Scriptures 3
A comprehensive history of the origins, development and religious significance of the Old Testament (Tanach) text. (LO6)

RLS 204 New Testament Studies 3
An introduction to the community behind the Christian Scriptures; the origins, development and religious significance of the New Testament text. (LO6)

RLS 212 American Religious History 3
From the Mayflower to the present, a study of religion in American culture: the building of a nation, church-state relations, alternative movements and problems of assimilation into American life.

RLS 220 Ethics and World Religions 3
Is a religious life a morally good life? Why? How? Beneath the obvious diversity in religious values, are there common values? Alternating focus from particular religious traditions to religion in general, this course critically examines the moral visions of the world’s religions and the diversity in religious values. (LO6)

RLS 230 Myth, Symbol, and Story 3
A study of the form and content of symbolic imagery employed to tell sacred stories (parables, myths, dreams, fairy tales, etc.) from multiple theoretical perspectives. (LO6)

RLS 235 Primal Perspectives 3
Spirituality expressed as religious practice and belief outside the boundaries of major world religious traditions: Native African, Polynesian, Native Australian, Siberian; traditions and assessment of their contemporary relevance. Fulfills diversity requirement.

RLS 240 Native American Religions 3
A survey of the general characteristics of Native American religions in both North and South America, with special emphasis on the Iroquois of New York State. Fulfills diversity requirement.
RLS 250  African-American Womenist Theologies: The Religious Experience of Black America  3
Cave paintings. Illuminated manuscripts. Nativity stories. What does seeing have to do with believing? Religions have always depended on rich visual imagery and colorful parables to communicate their teachings. Today, films mirror and model our deepest values and shape our religious imaginations. This course invites critical reflection on what popular films say about religion and values.

RLS 253  African/Afro Caribbean Religion  3

RLS 271  Religion and the Right: Studies in Conservative and Fundamentalist Faiths  3
A lecture/seminar study of the relationship between conservative ideology and religion (specifically, Christianity and Judaism), as well as the emergence of global fundamentalism as a social, political and economic force. Fulfills writing-intensive and/or diversity requirements.

RLS 273  Utopias and Dystopias  3
This course examines how religious individuals and communities have attempted to construct perfect societies, and the degrees to which such attempts have succeeded or failed.

RLS 280  American Catholicism  3
A survey course of Catholic intellectual and cultural life in the United States from the colonial period to the present. Recommended for upper-level students. Interested lower level students are advised to consult with the instructor.

RLS 281  Touchdown Jesus: Sports and Religion  3
Everybody uses religious language to discuss sports and sports fans, so why not study the two? Sports function as a religion for many Americans (for example, watch TV on an October Sunday), and religions have often used sports as proof of their American identity. Therefore, this course will study a wide variety of sports (baseball, football, basketball, X-games) and religious communities (Catholics, Mormons, Jews, et al.) in both historical and contemporary contexts. This course will involve classroom discussion as well as a substantial online component involving professional team websites, internet video, and statistical research.

RLS 290  Religion, Conflict, and Peace  3
Whose side is God on? This course examines the role faith and religion play in the effort to promote alternatives to violence, inequality, and injustice, especially those resulting from personal, public, national, and/or international differences and conflicts. (LO6)

RLS 302  Catholic Social Justice  3
Contrary to popular opinion, the Catholic Church teaches more than conservative attitudes toward sex. The church’s consistent agenda transcends a simplistic ‘liberal-conservative’ spectrum. This seminar examines the Roman Catholic Church’s vast and diverse teachings on economics, the family, racial justice and just war doctrine. Special attention is paid to John Paul II’s gospel of life. (LO6)

RLS 305  Philosophy of Religion  3
A study of religious experience, the relationship between reason and belief; consideration of the difficulties of the language of religion; the believer’s arguments for God’s existence, and the atheist’s arguments against beliefs in transcendent realities. Fulfills writing-intensive requirement.

RLS 316  Mysticism, Contemplation, and Prayer  3
A survey of the mystical tradition of all religions. Mystical faith and practice as understood by its practitioners and as interpreted by philosophical and psychological theory. Special attention to Theresa of Avila and John of the Cross. Fulfills writing-intensive requirement.

RLS 320  Process Theology  3
Examines how philosophers and theologians who consider processes more metaphysically important than substances have offered reconsiderations of traditional theological categories such as God’s transcendence, omniscience and omnipotence. Philosophers and theologians considered will include Whitehead, Hartshorne, and Sri Aurobindo.
RLS 325 Morality of Killing 3
A seminar investigation of how religious traditions regard death, killing, and warfare. Topics include just war theory, abortion, euthanasia, capital punishment, vegetarianism, and the treatment of sentient beings. Fulfills Writing Intensive Requirement. (LO6)

RLS 330 Contemporize Christian Theology 3
A seminar study of texts by 20th-21st century theologians: Barth, Tillich, Schillebeeckx, Rahner, Hauerwas, Tracy, Murphy, McFague and others. Special attention to emerging feminist and liberation theologies. Fulfills writing-intensive requirement. Recommended for upper-level students. Interested lower level students are advised to consult with the instructor.

RLS 332 Sacraments, Worship and Praise 3
A seminar study of the Christian community's diverse ritual traditions, hymnody, liturgy, holidays, weddings/funerals. This course requires several weekend field trips. Fulfills writing-intensive and/or diversity requirements.

RLS 340 Theology and Politics 3
A study of political theology and liberation movements (e.g., theology after the Holocaust, Latin-American liberation and American civil religion). Fulfills writing-intensive requirement. Recommended for upper-level students. Interested lower level students are advised to consult with the instructor. (LO6)

RLS 341 Marriage and Family 3
Tradition and contemporary religious interpretations of the fundamental institution of society; human sexuality as sign and symbol.

RLS 345 Doctors of the Church 3
The legacy of the intellectual history of Western Christianity: Augustine, Jerome, Duns Scotus, Aquinas, Catherine of Siena and Teresa of Avila. Fulfills writing-intensive requirement. Recommended for upper-level students. Interested lower level students are advised to consult with the instructor.

RLS 360 Religion Conversion in Art and Literature 3
Examines Religious art and literature to explore the aesthetic manifestations of religious expression, religious conversion and the fervor of faith.

RLS 365 Religion: Race, Class and Gender 3
A class which explores the moral dimensions of the social construction of race, class and gender, and how this has been influenced by religions. Conversely, the study will also explore how the social construction of religions has been influenced by race, class and gender. Recommended for students interested in Women's Studies. Fulfills writing-intensive and diversity requirements. (LO6)

RLS 380 Special Topics 3
This course provides the opportunity for students and faculty to explore topics of current interest not regularly scheduled. Applicability to major elective requirements depends on the topic when the course is taken.

RLS 421 The Holocaust: A Study of Historical Tragedy 3
This course will explore historical, psychological and religious components of a very tragic event in the history of civilization. By understanding the events which led up to the rise of Nazi Germany and all that took place 1933-1945, one will gain deeper insights into human nature, prejudice and racial and political bigotry. (LO6)

RLS 492 Internship 3 or 6

RLS 498 Senior Portfolio 3-6
Independent capstone portfolio project for seniors designed to deepen research done as part of the major program of study. Fulfills writing-intensive requirement.

RLS 499 Independent Study 1-4
An opportunity for a self-directed student to study a topic not offered this semester or not listed in the catalog, one on one with a particular professor. Must be arranged with a professor for a specific topic prior to registration.

Russian Courses

RUS 101 Elementary Russian Language and Culture 1 3
A proficiency-based approach to the alphabet, elementary structures, expressions and vocabulary of the Russian language, with a significant focus on cultural aspects and/or current events of the Russian speaking world. Students with more than two years of high school Russian may not take this course. Fall (LO2)
RUS 102  Elementary Russian Language and Culture 2  3
A continuation of RUS 101. A proficiency-based approach to the alphabet, elementary structures, expressions and vocabulary of the Russian language, with a significant focus on cultural aspects and/or current events of the Russian speaking world. A student who is interested in having some meaningful experience with the language should take the two semesters of elementary Russian in consecutive semesters. Students with more than three years of high school Russian may not take RUS 102. Prerequisite: RUS 101 or equivalent. Spring (L02)

Science Courses

SCI 100  Fundamentals of Science I 4
This course will serve as the scientific foundation for Special Education and Childhood Education non-science concentrators as a general science laboratory course designed to address the New York State Education Department science and technology standards for the K-6 students. Students will utilize concepts and processes taught in the classroom and in a laboratory setting for the purpose of problem solving, as well as learning and applying scientific techniques. Students completing this course are expected to take SCI 200 to complete the required 7-credit hour science sequence for Special Education and Childhood Education majors. Laboratory required.

SCI 200  Fundamentals of Science II 4
This course is a continuation of SCI 100, and it is designed to add to the scientific foundation of knowledge needed by Special Education and Childhood Education non-science concentrators. The course fulfills 3 credits of the science Liberal Education requirement and is designed to help prepare future teachers to address New York State Education Department science and technology standards with students in grades K-6 through the adoption of issues- and problem-based teaching and learning strategies. Prerequisite: SCI 100.

SCI 350  Science in Modern Society 2
This course will serve as the capstone course for Childhood Education and Special Education/Childhood Education majors with concentrations in Biology, Earth Science or General Science. Current Issues in Science Education will examine interdisciplinary scientific concepts (biology, chemistry, physics and ecology) and apply the tools of science to topical public issues. Students in the education science concentrations must have taken 24 credits in the concentration prior to enrolling in the capstone course. Prerequisite: CHM 105 or CHM 190 or PHY 190. Fall

SCI 399  Natural Sciences Colloquium 0
A series of four lectures per semester delivered by invited scientists to provide a forum for the exchange of ideas on current scientific issues and laboratory investigations. The lectures are designed to provide an opportunity for students to become acquainted with a variety of scientific disciplines and possible career choices. All science majors must enroll in this course each semester they are on campus.

Adolescence Education (Grades 7-12) Courses

SEC 365  Curriculum and Instruction 7-12 4
This course is designed to enable Adolescence Education students to develop knowledge and skills in the development of curriculum and instruction. Students will complete a 25-hour field experience and analyze that experience with regard to the major components of the teaching process: curriculum, lesson and unit planning, presentation and implementation skills, management, assessment, and motivation. Research-based instructional models and strategies for teaching learners with the full range of abilities will be examined and implemented in field experiences. There will be an emphasis on reading, writing, listening and speaking across the curriculum, and on the use of all types of texts (i.e., textbooks, trade books, periodicals, student-generated texts) to engage pupils in the curriculum. Such topics as the demographics and sociology of the classroom, community-school relations, curriculum modifications for learners with exceptionalities, IEPs, parental involvement, technology, gender equity, service learning, and professional development will also be addressed. Students will receive the initial guidance for the develop-
ment of their professional portfolios. Students must obtain fingerprint clearance prior to beginning field experiences. Open only to majors at Saint Rose. Not open to freshmen or sophomores. One credit of literacy is embedded in this course. Fall, Spring

SEC 371  Literacy and Literature in Middle and Secondary Schools  2 or 4

This course is designed to prepare students to develop language and literacy skills in pupils in middle and secondary schools in accordance with standards for the English Language Arts posed by New York State and by professional literacy organizations (NCTE and IRA). The use of all types of texts for adolescents and young adults in content area instruction is emphasized, as well as reading and writing in the content areas, across the curriculum. The development of pupils’ study and investigative skills is addressed, particularly in regard to the use of information technologies and the critical evaluation of the information obtained. Students will develop skills for assessing pupils’ abilities and needs. Strategies and methods for adapting literacy instruction in the content areas to meet the needs of pupils with the full range of abilities, including pupils whose native language is other than English, will be examined. Methods for collaborating with reading specialists and other special educators will be addressed. A 10-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Fall, Spring

*English: Adolescence Education majors may take this course for two credits rather than four credits because of extensive coverage of the English Language Arts in their major courses.

SEC 374  Methods of Teaching English in the Secondary School  4

The course provides students with practical approaches in implementing the NCTE/IRA and New York State Standards for the English Language Arts within an integrated curriculum. The course presents holistic approaches to teaching literature, the writing process, speaking and listening, literature circles, reader response, cooperative group work, and peer editing. Course topics will include project based teaching and learning, research and presentation skill building, multicultural education, gender equity, instructional adaptations for students with the full range of abilities, use of technologies, homework and assignments, instructional materials, questioning techniques, teacher modeling, inquiry methods of learning, service learning, and analysis of standardized and student based assessments (including portfolio evaluation, public speaking, and dramatic performance). Students will use a process approach to writing objectives, lesson plans and unit plans. Students will complete a 25-hour field experience in conjunction with the course. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: SEC 365. One credit of literacy is embedded in this course. Fall, Spring

SEC 375  Methods of Teaching Foreign Language in the Secondary School  4

The course provides students with practical approaches to implementing the New York State Learning Standards for Languages other than English within an integrated curriculum. This course will focus on effective instructional strategies to foster the development of foreign language proficiency areas: listening, speaking, reading, and writing. Emphases will be placed on identifying strategies and methods that develop communicative competencies in contextual, functional language learning situations, providing for students with special needs, using authentic materials, developing assessment measures that align with the curriculum, and using literature and trade books to promote reader response. The course will include project based teaching and learning, service learning, use of technologies, research and presentation skill building, multicultural education, analysis of standardized and alternative assessments, and specific strategies for the inclusion student. Students will complete a 25-hour field experience in conjunction with the course. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: SEC 365. One credit of literacy is embedded in this course. Fall

SEC 376  Method of Teaching Mathematics in the Secondary School  4

This course provides students with practical approaches to implementing the NCTM and New York State Standards for Mathematics within an integrated curriculum. Strategies for engaging pupils in reading, writing, listening, and speaking in the content area of mathematics are examined and implemented in field experiences. Instructional technologies, project based teaching and learning, service learning, mathematical and interdisciplinary...
problem solving, communication, reasoning and connections between mathematics and with the real world for all pupils, including multicultural and exceptional populations, are explored. Course topics also include use of manipulatives and concrete materials, the ability to design and write mathematical tasks, the need to structure the environment so that pupils construct their own learning (i.e., pupil-centered instruction), and the design of assessment techniques, including portfolio evaluation. Students will complete a 25-hour field experience in conjunction with the course. Students must obtain fingerprint clearance prior to beginning field experiences. One credit of literacy is embedded in this course. Prerequisite: SEC 365. Fall, Spring

SEC 377  Methods of Teaching Science in the Secondary School  4
This course provides students with practical approaches to implementing the New York State Standards for Math, Science and Technology within an integrated curriculum. Lecture, laboratory, demonstration and inquiry methods and their appropriateness for various instructional purposes are discussed. The use of trade books and literature to promote reading and writing in the science curriculum, the use of instructional technologies, project based teaching to promote inquiry, service learning, research and presentation skill building, multicultural education and global education within various disciplines are stressed. The secondary science curriculum is studied, and students develop lesson and unit plans. Assignments, homework, review and assessment techniques are discussed. Students will complete a 25-hour field experience in conjunction with the course. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: SEC 365. One credit of literacy is embedded in this course. Fall, Spring

SEC 378  Methods of Teaching Social Studies in the Secondary School  4
This course provides students with practical approaches to implementing the NCSS and New York State Standards for Social Studies. Practical approaches to curriculum implementation for current events, economics, history, political science, government and sociology are stressed. Methods of teaching geography, multicultural education and global education within various disciplines are included. Literature based instruction, expository texts, writing across the curriculum, project based teaching and learning, service learning, instructional technologies, research and presentation skill building, analysis of standardized and alternative assessments, and the inclusion of diverse learners are addressed. Organizing the classroom for social studies instruction in a variety of ways is considered. Social studies process skills, such as the use of primary and secondary sources, scientific method, and reporting skills receive attention, as do teaching writing, speaking and study skills through social studies. Students will complete a 25-hour field experience in conjunction with the course. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: SEC 365. One credit of literacy is embedded in this course. Fall, Spring

SEC 387  Advanced Field Experience in Education Grades 7-12  3-6
A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A syllabus for this experience must be devised with cooperation and approval of the faculty advisor and the course mentor prior to registration for the course. The student must also complete an application for this experience. Open to Saint Rose students only. Students must obtain fingerprint clearance prior to beginning field experiences. Offered occasionally by individual request.

SEC 470  Student Teaching in the Secondary School 7-9 and 10-12  10
This culminating field course is a one-semester, full-time experience that includes placements at two grade levels: 7-9 and 10-12. Prior to student teaching, students complete a 20-hour field experience in each of their placements that involves a thorough analysis of home, school and community composition and dynamics, which is done under the supervision of the College of Saint Rose student teaching supervisor. The candidate will develop and implement a service learning project. Application must be made by February 1 for the Fall semester, and by October 1 of the preceding Fall semester for a Spring student teaching placement. Prerequisites: good standing in the School of Education; required GPAs (2.75
in major and in education courses, 2.5 overall); grade of C or better in every required education course; completion of education sequence; completion of violence prevention, child abuse, health and safety, and substance abuse workshop requirements. Students must obtain fingerprint clearance prior to beginning field experiences. Co-requisite: SEC 498. Open only to majors at Saint Rose. Fall, Spring

SEC 498 Seminar for Adolescence Education Student Teachers 3

This course is designed to provide support during the student teaching semester. Topics and issues related to teaching in the middle and high school and to the teaching profession that support and complement the student teaching experience are addressed. It is a pass/fail course which allows opportunities for student teachers to come together with colleagues and the instructor to discuss topics and issues that are related to teaching and learning and to students’ classroom situations. Topics include, but are not limited to, ethics, education law, adolescents with disabilities, classroom management, working with parents and community resources, shared decision-making, service learning, and assessment. Students will also complete their professional portfolios that were initiated earlier in their education sequence. Open only to majors at Saint Rose. Co-requisite: SEC 470. Fall, Spring

SEC 499 Independent Study 1-4

Special Education Courses

SED 125 Legal and Social Perspectives of Disability in Education 1

This course is designed to assist pre-service educators in developing an understanding of the legal foundations for including pupils with disabilities in public education along with the policies and procedures that guide school practice. Content will focus on the legal, historical and cultural context for special education services and inclusive practices including specific policies and procedures mandated within New York State. Candidates will examine their roles in educating pupils with disabilities in the context of a larger team of professionals and family members. Candidates also will examine how their own experiences and knowledge affect their attitudes toward individuals with disabilities in school and society.

Candidates who have taken SED 146 or SED 225 should not enroll in this course. Fall, Spring, Summer

SED 146 Individuals with Disabilities and Exceptionalities in the School and Community 4

A course designed to provide candidates with an understanding of children with disabilities and exceptionalities, the similarities and differences that occur among individuals who are defined as exceptional, and how these variations relate to typical development. A focus on the 13 primary disability categories provided by IDEA and Part 200 is provided. Legal, historical and cultural perspectives of disability within our culture are provided as candidates evaluate current issues in the field. Topics related to working with families and children from diverse backgrounds, including those with limited English proficiency, early identification of children with disabilities, and intervention models are included. The type and range of services available within national, state and local communities are examined, with a focus on home-school-community partnerships. One credit is earned through participation in, and implementation of, class content within an 18-hour field experience. Fulfills diversity requirement. Fall, Spring

SED 225 Including Pupils with Disabilities in General Education Classrooms 3

This course is designed to assist pre-service educators in developing the knowledge, skills and attitudes that will facilitate the successful participation of pupils with disabilities in their classrooms. Content will focus on the legal, historical and cultural context for special education services and inclusive practices including specific policies and procedures mandated within New York State. Candidates will come to understand their roles and responsibilities for collaboration and teaming with special educators, related service personnel, administrators, and family members in pre-referral interventions, referral to the Committee on Special Education, and the development and implementation of Individual Education Plans. Candidates will develop an understanding of the variation within and across disability categories, the impact of disability on classroom performance, and potential environmental, curricular, instructional, testing, grading, and social accommodations and adaptations that can be used to support pupils with disabilities.
in general education settings. Candidate will be able to apply positive behavior supports and interventions to address student and classroom management. It is recommended that candidates take this course concurrently with an instructional methods or curriculum course in their field of study. A 15-hour supervised field experience is required for this course. Fall, Spring.

**SED 260 Positive Behavior Supports for Young Children with Disabilities** 4

This course will provide candidates with an overview of the literature and practices on positive behavior supports. Effective means for responding to challenging behaviors of young children in the context of home and school settings will be examined. Emphasis will be given to determining appropriate interventions to prevent behavior, as well as effective methods of responding to problem behavior based on the developmental level of the child. Group management, as well as individualized programming, will be addressed. Candidates will complete a functional behavioral assessment and intervention plan for an individual child with a disability. An 18-hour field experience is required. Prerequisites: SED 146 and EPY 245. Spring.

**SED 322 Autism Spectrum Disorders** 3

This course addresses the characteristics, definitions, and theories of etiology proposed for individuals with autism spectrum disorders. Students will review assessment procedures, interventions, instructional methods and programs used throughout the life span, while considering the diversity of abilities and needs of individuals with autism spectrum disorders. Emphasis is given to social, academic, communication, and behavioral needs. A 15-hour practicum experience is required. Prerequisite: SED 146 or SEE 149 or survey course in disabilities. Fall.

**SED 328 Partnering with Families** 3

This course is designed to provide candidates with the skills and dispositions necessary to work with families in our increasingly diverse and multicultural society. Emphasis is placed upon understanding one's own background and values and how this affects one's responses to families who express different viewpoints regarding child rearing, behavior, schooling, disability and independence. Candidates will spend time examining their own communication skills and develop skills in problem-solving, reflective listening, and conflict resolution. Course projects will provide an opportunity for service learning. A variety of case studies is used as a means for expanding the candidate's understanding of diverse families. Minimum 8 field experience hours for service learning. Prerequisite: SED 146, ECE 230 Fall, Spring.

**SED 333 Practicum in Social Interventions for Children and Youth with Autism Spectrum Disorders** 0-1

This experience is open to candidates interested in volunteering as an aide in the Social Intervention Program in the Emery Clinic. Candidates must complete a face-to-face interview with the program director, attend an opening orientation session and attend weekly sessions. A 15-hour practicum experience is required. Fall, Spring. Prerequisites: Interview and instructor approval is required.

**SED 340 Assessing and Teaching Young Children with Significant Disabilities** 4

A course designed to provide candidates with method and strategies for assessing and teaching young children (ages 0-7) in home, school and community settings. Emphasis is placed on teachers working within a transdisciplinary team of service providers including families. Physical, communication, social, cognitive, and self-help areas of development and intervention will be addressed. A 21-hour field experience is required. Prerequisites: EPY 245, SED 146 and CMD 235.

**SED 344 Social Interventions for Children and Youth with Autism Spectrum Disorders: Research to Practice** 3

The content of this course focuses on the social and emotional needs of individuals with high functioning autism spectrum disorders including Asperger syndrome, high functioning autism and PDD-NOS. It will include content related to specific models and interventions for addressing the needs of individuals across a wide age span including children and adolescents. Methods for supporting youngsters in school environments as well as interventions for developing social understanding and social skills will be addressed. A 15-hour
practicum experience is required. Spring. Pre-
requisites: Interview and instructor approval is
required.

SED 347 Curriculum and Instruction for Pupils with Significant Disabilities 4
A course designed to provide candidates with methods and strategies for assessing and teaching pupils with severe disabilities in inclusive and other special education settings. Emphasis is placed upon assessment procedures that incorporate family involvement and consider functional skills across various levels of development. Curriculum development includes the areas of applied academics, communication, literacy, social skills, behavior and life skills with emphasis upon age-appropriate skills, transdisciplinary planning, and community-referenced instruction in the context of New York Learning Standards and the alternative performance indicators. Procedures for Alternative Assessment will also be addressed. One credit is earned through participation in, and implementation of, class content within a required 21-hour field experience. Prerequisites: SED 146, SEE 245, SEE 249, CMD 235 and EPY 244. Prerequisites or co-requisites: EPY 350 and SEE 360. Fall, Spring

SED 380 Topics in Special Education 0-3
A general course offering that allows faculty to offer a variety of special topics related to the field of special education. Instructor approval required to register. Offered occasionally.

SED 499 Independent Study 1-4
Students must submit application with proposal for study prior to registering.

Special Education/Childhood Education Courses

SEE 100 Introduction to the Profession 0
Candidates in the dual majors of Special Education/Childhood Education and Early Childhood Education/ Special Education will have an opportunity during their first year on campus to learn about the professional and service learning opportunities available to them while engaged in the study of their major. Fall, Spring.

SEE 106 Introduction to Portfolio 0
Candidates enroll in this workshop concurrently with their first course in the pedagogical core. An overview of the portfolio process is introduced to candidates along with guidelines for the standards and criteria used in portfolio evaluation. This workshop provides candidates with expectations for portfolio development early in the program so that they can begin collecting and organizing data as they progress through their courses and field experiences. Candidates should enroll concurrently with SED 146 or SEE 245. Fall, Spring

SEE 245 Curriculum and Instruction Grades 1-6 4
This course is designed for Childhood Education/Special Education (SEED) majors to develop knowledge and skills in the development of curriculum and instruction. Emphasis is placed on NYS Learning Standards, the impact of these standards on instruction, and instructional design to meet the needs of culturally diverse populations and children with the full range of abilities found in today's schools. Candidates engage in the development of goals and instructional objectives, Individual Education Plans, lesson plans and thematic units that address all domains and incorporate principles of service learning. The integration of technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. Research-based instructional models, strategies, methods and procedures are introduced and linked to theoretical and factual knowledge of learning processes and human development. Assessment of learner progress, appropriate classroom accommodations and modifications for students with the full range of abilities and the development of collaborative teaching partnerships are also examined. One credit is earned through participation in, and implementation of, class content within a 15-hour supervised field experience. Prerequisite: SED 146. Fall, Spring
SEE 249  Principles and Procedures for Promoting Effective Classroom Management and Individualized Behavior Support 4
A course designed to provide the candidate with principles and practices of classroom and pupil behavior management. Emphasis is placed upon those classroom management techniques that will enhance both individual and group learning in a safe and well-organized classroom environment. Interventions will be presented that assist the teacher in providing positive learning environments to support students' academic and social skills development. Specific attention to the development and implementation of functional behavioral assessment and intervention is provided in this course. One credit is earned through participation in, and implementation of, class content within a required 18-hour field experience. Prerequisite: SED 146 Pre- or co-requisite: SEE 245. Fall, Spring

SEE 328  Partnerships with Families 3
This course is designed to provide candidates with the skills and dispositions necessary to work with families in our increasingly diverse and multicultural society. Emphasis is placed upon understanding one's own background and values and how this affects one's responses to families who express different viewpoints regarding child rearing, behavior, schooling, disability and independence. Candidates will spend time examining their own communication skills and develop skills in problem-solving, reflective listening, and conflict resolution. Course projects will provide an opportunity for service learning. A variety of case studies is used as a means for expanding the candidate's understanding of diverse families. Minimum 8 field experience hours for service learning. Prerequisites: SED 146 and ECE 230. Fall, Spring

SEE 350  Developmental Assessment of Young Children 3
Assessment practices with young children in the cognitive, communication, social, motor, and self-care domains are presented. Emphasis is placed on observational methodologies, using developmental, criterion-referenced and standardization instruments, as well as curriculum-based assessment. Information is linked to Individualized Family Service Plans (IFSP's), Individual Education Plans (IEP's) and instruction. Prerequisites: EPY 245, SED 146 and CMD 235. Fall

SEE 360  Literacy and Literature for Young Children Grades 1-3 4
This course is designed to prepare candidates to evaluate and develop children's literacy in primary grade classrooms in accordance with standards for the English Language Arts established by New York State and other professional organizations. Emphasis is placed on identifying approaches to literacy and the ways in which various approaches foster the development of young students' phonics, fluency, vocabulary, comprehension, and composition. Additional emphases include strategies for early diagnosis and intervention, evaluating developmentally appropriate children's literature, and fostering optimal learning environments for all learners. A variety of assessment methods, teaching strategies and materials will be critiqued and used in an effort to address the needs of heterogeneous learners including pupils with exceptional skills, pupils with disabilities, and pupils who are English Language Learners. Fulfills writing-intensive requirement. A 10-hour supervised field experience is required for this course. Students must have fingerprinting clearance from The New York State Department of Education to complete the required field experience. Prerequisites: EPY 244 or 245. Pre- or co-requisites ECE 253, SEE 245, or EDU 245. Prerequisite CSD 235 (SEED majors). Fall, Spring

SEE 362  Literacy in the Primary Grades 1
This course addresses literacy instruction for grades 1-3 in accordance with English Language Arts standards established by New York State and other professional organizations. Candidates will examine early literacy program models, instructional materials, and assessments. Candidates will conduct early literacy assessments with a pupil in grades 1-3. Students who transfer in a course that is equivalent to SEE 360 for 3 credits must also take SEE 362 for 1 credit.

SEE 380  Literacy and Literature for the Intermediate Grades 4-6 4
This course prepares pre-service teachers to effectively instruct, assess, and remediate children's literacy development in the intermediate grades in accordance with the New York State Standards for English Language Arts and
that of other professional literacy organizations. Emphasis is placed on teaching reading comprehension and writing composition and developing skills for reading and writing in the content areas. A variety of assessment methods, teaching strategies, and materials, including intermediate grade literature, will be critiqued and used in an effort to address the needs of heterogeneous learners including pupils with exceptionalities. Fulfills writing-intensive requirement. A 10-hour supervised field experience is required for this course. Students must have fingerprinting clearance from The New York State Department of Education to complete the required field experience. Prerequisite: SEE 360. Fall, Spring.

SEE 385 Social Studies and English Language Arts Instruction: Teaching in Inclusive Elementary Settings 4

This course is designed to provide candidates with theory and practice related to teaching the required elementary content areas in English Language Arts and Social Studies in inclusive classrooms grades 1-6. Emphasis is placed on the integration of content areas and the ability to design lessons and units in accordance with New York State Learning Standards, as well as standards developed by professional groups in each of the content areas (NCTE, SCSS, IRA). Research-based instructional practices will include direct and literature-based instruction, inquiry, the project approach, and the principles of service learning. Emphasis is on helping diverse learners to develop proficient communication skills (writing, reading, listening, and speaking) across the curriculum. Topics will include the writing process, critical thinking, problem-solving, concept development, values, moral development and service to the community. The integration of technology as a teacher resource and instructional tool will be covered. The connection among English language arts, social studies and other content areas will be examined. The development and use of a repertoire of instructional practices and assessment techniques to meet the needs of a wide variety of learners is fostered through substantial work in inclusive elementary classrooms. Curriculum modifications for learners with a full range of needs and abilities will be considered and implemented in inclusive classrooms. A 35-hour supervised field experience in an elementary school is required for this course. This course must be taken concurrently with SEE 386. Prerequisites: SED 146, SEE 249, SEE 245, SED 347, SEE 360, CMD 235, EPY 244 and EPY 350. Fall, Spring.

SEE 386 Mathematics, Science and Technology Instruction: Teaching in Inclusive Elementary Settings 4

This course is designed to provide candidates with theory and practice related to teaching the required elementary content areas of mathematics, science, and technology in inclusive classrooms grades 1-6. Emphasis is placed on the integration of content areas and the ability to design lessons and units in accordance with New York State Learning Standards, as well as standards developed by professional groups in each of the content areas (NCTM and NSTA). Research-based instructional practices will provide the basis for student-centered, constructivist, inquiry-based approaches, and the principles of service learning in the planning, implementation, and evaluation of instruction. Examination of formal and informal assessment methods will be included. The integration of technology as a teacher resource and instructional tool will be covered. The connection among mathematics, science, technology, and other content areas will be examined. The development and use of a repertoire of instructional practices and assessment techniques to meet the needs of a wide variety of learners is fostered through substantial work in inclusive elementary classrooms. Curriculum modifications for learners with a full range of needs and abilities will be considered and implemented in inclusive classrooms. A 35-hour supervised field experience in an elementary school is required for this course. This course must be taken concurrently with SEE 385. Prerequisites: SED 146, SEE 249, SEE 245, SED 347, SEE 360, CSD 235, EPY 244 and EPY 350. Fall, Spring.

SEE 481 Student Teaching Seminar in Early Childhood Education/Special Education: Birth-Grade 2 2

This is a required course for all Early Childhood Education/Special Education majors who are enrolled in student teaching. The seminar deals with issues relevant to the teaching profession, particularly inclusive settings. Topics are selected to support and complement the student teaching experience. It is
a pass/fail course, which allows opportunities for the student teacher to come together with colleagues and the instructor to discuss issues that relate to teaching as a profession, in general, as well as those that relate to individual classroom situations. This course gives prospective teachers an opportunity to reflect critically on the profession and their role in the classroom, to explore alternatives, to consider consequences (intended and unintended) of various classroom actions, and to begin to assume responsibility for their own continuing professional development. The student teacher will develop and implement a service learning project during the student teaching experience as part of the unit plan requirement, under the guidance of cooperating teachers and College of Saint Rose personnel. Only open to students who have met requirements for SEE 492. Students must register for SEE 482 and SEE 492 concurrently. Fall, Spring

**SEE 482 Portfolio in Early Childhood Education/Special Education**

This is a required course for all Early Childhood Education/Special Education majors who are enrolled in student teaching. The portfolio development and presentation process is presented to candidates early in the semester to facilitate the final evaluation of candidate performance in the Early Childhood Education/Special Education program. Teams of faculty will evaluate materials presented by students such as exemplary lessons, units, service learning projects, teacher-made materials, and children’s works (used with permission). Only open to candidates who have met requirements for SEE 492. Students must register for SEE 481 and SEE 492 concurrently. Fall, Spring

**SEE 485 Student Teaching Seminar in Special Education/Childhood Education**

This is a required course for all Special Education/Childhood Education majors who are enrolled in student teaching. The seminar deals with issues relevant to the teaching profession, particularly inclusive settings. Topics are selected to support and complement the student teaching experience. It is a pass/fail course, which allows opportunities for the student teacher to come together with colleagues and the instructor to discuss issues that relate to teaching as a profession, in general, as well as those that relate to individual classroom situations. This course gives prospective teachers an opportunity to reflect critically on the profession and their role in the classroom, to explore alternatives, to consider consequences (intended and unintended) of various classroom actions, and to begin to assume responsibility for their own continuing professional development. The student teacher will develop and implement a service learning project during the student teaching experience as part of the unit plan requirement, under the guidance of cooperating teachers and College of Saint Rose personnel. Only open to students who have met requirements for SEE 495. Students must register for SEE 486 and SEE 495 concurrently. Fall, Spring

**SEE 486 Portfolio in Special Education/Childhood Education**

This is a required course for all Special Education/Childhood Education majors who are enrolled in student teaching. The portfolio development and presentation process is presented to candidates early in the semester to facilitate the final evaluation of candidate performance in the SEED program. Teams of faculty will evaluate materials presented by students such as exemplary lessons, units, service learning projects, teacher-made materials, and children’s works (used with permission). Only open to candidates who have met requirements for SEE 495. Students must register for SEE 485 and SEE 495 concurrently. Fall, Spring

**SEE 492 Student Teaching in Early Childhood Education/Special Education: Birth-Grade 2**

This course is a culminating field experience required of all candidates in the Early Childhood Education/Special Education: Birth-Grade 2 program. The candidate will spend 41/2 full days each week in an early childhood setting. Candidates will be placed with both a special education teacher and a general education teacher in Pre-K or Kindergarten setting and grade 1 or 2 setting during the semester in two of the following three options for a minimum of 6 weeks in each setting: inclusive education, special education, general education. The candidate will observe, participate, teach, and assume responsibility within the classroom, under the guidance of cooperating teachers and College personnel. The candidate is responsible for developing and implementing a service learning project during the student teaching experi-
ence as part of the unit plan requirement. Prerequisites: SEE 106, EPY 245, SED 146, EDU 252, ECE 230, ECE 231, SEE 328, SEE 260, SED 340, SEE 350, SEE 360, ECE 385, CSD 235; all required field experiences; a substance abuse workshop; HIV/AIDS, communicable diseases, and safety workshop; the child abuse and abduction workshop; the violence prevention workshop; and final approval of the application by the program faculty. Students must register for SEE 481 and SEE 482 concurrently. Applicants for student teaching must attend an application meeting early in the semester prior to the student teaching semester. Applications for student teaching must be submitted by February 1 for a Fall semester placement and by October 1 for a Spring semester placement. Fall, Spring

**SEE 495 Student Teaching in Early Childhood Education/Special Education: Grade 1-6** 9

This course is a culminating field experience required of all candidates in the SEED program. The candidate will spend 41/2 full days each week in an elementary school. Candidates will be placed with both a special education teacher and a general education teacher in grades 1-6 during the semester in two of the following three options for a minimum of 6 weeks in each setting: inclusive education, special education, and elementary education. The candidate will observe, participate, teach, and assume responsibility within the classroom, under the guidance of the cooperating teachers and College personnel. The candidate is responsible for developing and implementing a service learning project during the student teaching experience as part of the unit plan requirement. Prerequisites: SED 146, SED 347, SEE 249, SEE 245, SEE 385, SEE 386, SEE 360, SEE 380, CSD 235, EPY 244, EPY 350, EDU 300; all required field experiences; a substance abuse workshop; HIV/AIDS, communicable diseases, and safety workshop; the child abuse and abduction workshop; the violence prevention workshop; and final approval of the application by the program faculty. Students must register for SEE 485 and SEE 486 concurrently. Applicants for student teaching must attend an application meeting early in the semester prior to the student teaching semester. Applications for student teaching must be submitted by February 1 for a Fall semester placement and by October 1 for a Spring semester placement. Fall, Spring

**SEE 499 Independent Study** 1-3

Students must submit application with proposal for study prior to registering.

**Sign Language Courses**

**SLG 250 Sign Language I** 3

Instruction in the history and use of sign language. Opportunities to use and practice American Sign Language are provided. A portion of this course includes an introduction to Signing Exact English. Fall, Spring, Summer (L02)

**SLG 255 Sign Language II** 3

Advanced instruction in the use of American Sign Language. A portion of this course includes instruction in Signing Exact English. Prerequisite: SLG 250. Fall, Spring, Summer (L02)

**SLG 300 Sign Language III** 3

Advanced instruction in the use of conversational American Sign Language. Prerequisites: SLG 250 and SLG 255. Fall, Spring (L02)

**Sociology Courses**

**SOC 111 Introduction to Sociology** 3

A systematic introduction to the major sociological concepts for understanding the structure and dynamics of contemporary society. Topics will include culture, deviance, bureaucracy, inequality, race, gender, and social institutions. Fulfills diversity requirement. (L11)

**SOC 112 Social Issues** 3

An analysis of contemporary conflicts and issues that divide and influence society today; studied in historical context through such concepts as power, values, and interests. Topics covered generally include the nature of corporate and government power, economic inequality in a democratic society, the contradictions of racist consciousness and practices, varieties of sex and gender discrimination (contested women’s roles, homophobia, the divisiveness and implications of abortion and gay marriage), the impact of social life and political decisions on our physical environment and the impact of a changing environment on us. Fulfills diversity requirement. (L11)
SOC 212 Societies and Social Welfare 2
(Cross-listed with SWK 212) A study of the factors which have led to the development and change of social welfare institutions and policies in various societal contexts. SOC 212 introduces students to the policy area of the major and introduces students to the definition of generalist practice. Prerequisite: SOC 111 or by permission of the instructor. Fall

SOC 213 Social Changes and Social Services 3
(Cross-listed with SWK 213) A study of the historical, socio-economic and political factors which have led to changes in social welfare policy; an examination of change as it applies to social services; volunteer experience in a local social services agency. Open to both Sociology and Social Work majors, the course introduces students to the policy area of the Social Work major. SOC 213 also introduces codes of ethics and the definition of generalist practice. Prerequisite: SOC 111 or by permission of the instructor. Fall

SOC 214 Deviance And Control 3
The course reviews the theories of deviance, studies the circumstances under which behavior and people are defined as deviant, and how deviance is handled by society, organizations and individuals. Other topics include the process of becoming deviant and the consequences of deviant behavior. Spring (L11)

SOC 223 Creating Social Justice 3
This course provides students with the knowledge and skills that they need to participate fully in today's social justice movements. The course examines (1) revolutionary and reformist social movements that have attempted to shape society according to differing concepts of social justice, and (2) the practical skills required of individuals who want to participate in such movements. Spring (L11)

SOC 231 Criminal Behavior 3
This course provides a comprehensive presentation of the sociological theories of criminal and delinquent behavior, the nature of legal definitions of crime and the extent of crime in America. The course also provides a sociological analysis of law enforcement. Finally, a brief introduction is made to selected parts of the criminal justice system (e.g., the police, courts, prisons). Spring (L11)

SOC 243 Mass Media as a Social Force 3
A sociological analysis of the influence of mass media on beliefs, values, and social relations, as well as the ways media are interconnected with political and economic institutions. Topics covered generally include basic communications theory, the roles and implications of consumer culture and advertising, the nature of journalism in print and broadcast media, comparisons of mainstream media news with non-U.S. and alternate media sources, representations of class, gender, and ethnic/racial images in TV programming, the role of the FCC in governing media possibilities, promises and limitations of the internet. Spring (L11)

SOC 244 Sociology Through Literature 3
A look at social behavior and social institutions through the eyes of fiction writers. The class will read a selection of modern short fiction and view several contemporary movies. Fulfills diversity requirement. Spring (L11)

SOC 252 Family 3
An examination of the institution of the family - its evolution, functions and relationship to the larger society. Historical and cross-cultural comparisons will be emphasized. Fulfills diversity requirement. Fall (L11)

SOC 253 Childhood and Society 3
This course will examine the status and role of children in contemporary society with an emphasis on historical and cross-cultural comparisons. Topics will include socialization, children and families, children and the state, children and poverty, children’s peer culture, and children as social problems. Fulfills diversity requirement. Spring (L11)

SOC 256 Old Age in American Society 3
An examination of forces acting on the elderly: biological, psychological, social and cultural; an investigation of the plight of the elderly, including problems of retirement, employment discrimination, inadequate income, housing and transportation and physical and emotional health problems; a review of government policies and programs. Fulfills diversity requirement. Fall (L11)
SOC 260  Race and Minorities  3
This course seeks to examine, describe and explain the conditions that surround a number of racial and minority groups in contemporary America. A variety of theoretical, historical and topical concerns will be addressed during the course (e.g., slavery, prejudice, definitions of race). Fulfills diversity requirement. Fall (L11)

SOC 262  Sociology of Sexualities  3
This course examines the social forces that shape our sexual identities (heterosexual, homosexual, lesbian, bisexual, transgender, etc.) and our gender (male and female). It also will discuss socialization, society, and other factors that regulate the ways we express our sexual identities. Attention will be paid to social justice issues involving sexual oppression and discrimination based on sexual orientation. Fulfills diversity requirement. Spring (L11)

SOC 270  Introduction to Public Health  3
This course is designed to introduce the various aspects of Public Health which is a field that is meant to better the health of all those in society. Areas included will be the history of public health, the tools of public health research, a look at various diseases that cause a public health risk, the laws and policies set up to control public health, and the health care system. Special attention will be placed on understanding difference in health by various groups and the readiness of society for disaster management.

SOC 272  Medical Sociology  3
This course addresses a wide range of topics related to health, illness, medicine, and alternative forms of treatment. The intersection of race, class, gender, age, and the distribution of health and illness are explored. The social meaning of health and illness is evaluated at many different levels from a national and international perspective.

SOC 280  Special Topics  3
This course allows faculty and students to explore topical interests not covered in other course offered by the department. This course will be offered at the discretion of the Sociology faculty. Prerequisites: Completion of Sociology 111 with a grade of C or better.

SOC 281  Special Topics Public Health  2-4
This course allows faculty and students to explore a Public Health topic of interest not covered in other courses offered by the department. This course will be offered at the discretion of the faculty.

SOC 288  Social Statistics  4
A survey of elementary descriptive and inferential statistics that focuses on the data and methods used by social scientists. Beginning with percentages and ratios, the course examines various measures of central tendency, dispersion, and correlation, then proceeds through estimation, hypothesis testing, regression, and other appropriate topics. Prerequisite: at least two years of high school mathematics. Admission to this course is contingent on a mathematics placement exam. Fall

SOC 312  Epidemiology  4
This course covers the principles and methods of epidemiologic investigation including describing the patterns of illness in populations and research designs for investigating the etiology of disease. It also introduces quantitative measures to determine risk, association and procedures for standardization of rates. Prerequisites: SOC 270 and SOC 288. Spring.

SOC 351  Introduction to Social Research  4
The purpose of this course is to teach the rudiments of research design. Students will learn the nature, strengths and weaknesses of scientific inquiry, the use of a variable language and how to operationalize concepts, the nature of the three research methods basic to sociological inquiry (experimentation, questionnaire design/survey research, field research), and procedures for analyzing, critically assessing, and conducting research. The intent of this course is to learn by doing in a small-class setting under the guidance of an instructor who will act as mentor. The student is expected to complete the course with a written research proposal that defines a problem or question, provides and integrates a literature review of the subject, operationalizes key concepts, and develops a research design (including an instrument) for satisfactorily addressing the problem/question. Open to students in the social sciences. Prerequisites: SOC 111 and SOC 288. Spring
SOC 358  Sociological Theory  4
A critical examination of the ideas formulated by sociologists in the history of sociology. The course focuses on the theories of Karl Marx, Max Weber, and Emile Durkheim, and on significant contributions of their followers and critics in developing the central theoretical orientations of contemporary sociology. In addition, attention may be paid to Freud's psychodynamic view of social development, theories of imperialism and the modern world system, and post-modernist theory. Prerequisite: SOC 111. Fall

SOC 360  Class, Race, and Gender  3
This course examines the mechanisms through which wealth, power and prestige are distributed in contemporary societies with special attention given to the role of property, occupation, education, sex, and race. We will also examine rates and patterns of social mobility, and we will look at how social class and inequality affect lifestyle and general well-being in modern societies. Prerequisite: SOC 111. Spring

SOC 361  Political Sociology  4
This course examines the major sociological approaches - Class Analysis, Pluralism, and Elite Theory - to political systems, organizations, ideas and practices. The course focuses on the United States but also examines other societies and world politics. Prerequisite: SOC 111. Fall

SOC 365  Organizations and Bureaucracy  3
This course explores a variety of formal organizations in terms of their origins, relations to society and their internal operations. The criminal justice system is employed as a case study and point of contrast to other formal organizations. Topics of study include: origins of organization, the impact of structure on process, motivation and control, impact of organizations on society. Prerequisite: CJS 230. Fall

SOC 490  Directed Readings  1-3
Directed readings with permission by and under the direction of a faculty member. Specific arrangements with the cooperating professor must be made prior to the beginning of the semester concerning the nature of the readings and the assignments required.

SOC 494  Internship in Sociology  2-4
Students will gain practical experience in their chosen career area within sociology by working in a public or private organization or agency. Open to juniors and seniors who meet the following GPA requirements: overall GPA 2.5 or better; Sociology GPA 3.0 or better. An Internship Proposal must be submitted and accepted by the supervising faculty member prior to registration.

SOC 495  Ethics in Criminal Justice  3

SOC 498  Senior Sociology Seminar  4
This seminar is open to Sociology majors in their senior year. A basic course goal is to help students integrate the knowledge and skills they have acquired in previous sociology courses. The seminar differs from other classes not only by requiring that students participate more actively, but also by requiring that they take a significant role in conducting class sessions. Course enrollment is limited to promote student involvement and participation. Significant reading and independent analysis are expected of seminar participants. Fulfills writing-intensive requirement. Spring

SOC 499  Independent Study  1-4
With permission by and under the direction of a faculty mentor, a topic is studied through extensive reading and periodic discussions with the mentor, culminating in a paper on the topic. Specific arrangements with the cooperating professor must be made prior to the beginning of the semester concerning the nature of the topic to be studied, as well as the readings and assignments to be required.

Spanish Courses

SPA 101  Elementary Spanish Language and Culture I  3
A proficiency-based approach to the elementary structures, expressions and vocabulary of the Spanish language, with a significant focus on cultural aspects and/or current events of the Spanish-speaking world. Students with more than two years of high school Spanish may not take this course. Fall, Spring (L02)
SPA 102  Elementary Spanish Language and Culture II 3
A continuation of SPA 101. A proficiency-based approach to the elementary structures, expressions and vocabulary of the Spanish language, with a significant focus on cultural aspects and/or current events of the Spanish speaking world. A student who is interested in having some meaningful experience with the language should take the two semesters of elementary Spanish in consecutive semesters. Students with more than three years of high school Spanish may not take SPA 102. Prerequisite: SPA 101 or equivalent. Fall, Spring (L02)

SPA 120  Spanish for Health Sciences 3
An elementary level conversation class for students planning a career in Health Sciences.

SPA 203  Intermediate Spanish Language and Culture I 3
A continuation of SPA 102. A proficiency-based approach to the intermediate structures, expressions and vocabulary of the Spanish language, with a significant focus on cultural aspects and/or current events of the Spanish speaking world. Elementary language proficiency is assumed. Prerequisites: SPA 101 and 102, or two to three years of Spanish in high school. Fall, Spring (L02)

SPA 204  Intermediate Spanish Language and Culture II 3
A continuation of SPA 203. A proficiency-based approach to the intermediate structures, expressions and vocabulary of the Spanish language, with a significant focus on cultural aspects and/or current events of the Spanish speaking world. Elementary language proficiency is assumed. Prerequisite: three or four years of high school Spanish, or SPA 203. Fall, Spring (L02)

SPA 207  Conversation and Culture 3
A course offered through affiliated high school departments, using history, politics, culture and film as a basis for developing conversational abilities.

SPA 216  Spanish Conversation 3
Development of fluidity in spoken Spanish. Special emphasis on pronunciation and correct intonation while broadening and utilizing everyday spoken language. Intermediate language proficiency is assumed. Prerequisites: three or four years of high school Spanish, or SPA 203 and SPA 204. May be taken concurrently with SPA 275 and/or SPA 265. Fall, Spring (L02)

SPA 265  Advanced Grammar and Composition 3
A proficiency-based course designed to develop writing skills in formal and informal settings, including blogs, presentations and online booklets. Significant emphasis is placed on developing rich descriptions, coherent narrations, and beginning opinions. Grammar is reviewed in relationship to each specific writing objective. This course may be taken concurrently with SPA 216. Fall, Spring (L02).

SPA 275  Reading for Comprehension 3
Development of reading skills through exposure to different kinds of reading material such as short stories and magazine/newspaper articles. Oral discussion in Spanish builds the students’ vocabulary and encourages oral expression. Intermediate language proficiency is assumed. This course must be taken prior to upper-level literature courses. Prerequisites: four years of high school Spanish, or SPA 203 and SPA 204. It is recommended that SPA 265 be taken prior to this course. Fall, Spring (L02)

SPA 302  Spanish for Heritage Speakers 3
A course designed to meet the special linguistic needs of heritage speakers, strengthening their abilities in the Spanish language. Students will be evaluated individually at the beginning of the semester, with individualized goals developed for each. The overall course objective is to improve students’ official level of language ability, with the ultimate goal to attain Advanced or Superior classification prior to graduation. Prerequisite: students must have been raised as Spanish-English bilingual speakers. Spring

SPA 304  Advanced Business Spanish 3
This course will develop skills that will be useful in jobs other than education. Students learn to communicate in business settings in Spanish, through emails, telephone conversations and written correspondence.
Additionally students will study the divergent fields of business, as well as the business environment in various Spanish speaking countries. Students will also prepare a CV in Spanish, and will seek out employment opportunities in Spanish speaking countries. Prerequisite: SPA 265.

**SPA 305 Survey of Spanish Literature I**  
A survey literature course covering the literature of Spain from El Cid to The Golden Age. A special emphasis will be paid to the influence of these works on contemporary cultural manifestations, such as cinema, music, or comics. Prerequisite: SPA 275. Spring 12, Fall 13, Spring 15

**SPA 306 Survey of Spanish Literature II**  
A survey literature course covering the literature of Spain from the 18th century to the present. There will be a special emphasis on the representation of some of these works in contemporary Spanish popular culture. Prerequisite: SPA 275. Fall 12, Spring 14

**SPA 307 Survey of Spanish-American Literature**  
This survey literature course selects a few key turning points in the cultural history of Latin America as departure points for reading and interpreting the literary production of the region. From literature produced by the civilizations that populated the continent before the arrival of the Spanish conquistadors, through the Latin American appropriations of European styles (barroco, neoclassico, romantico), to the development of a voice of their own by the writers of modernismo or el boom latinoamericano, this course is designed to cover a wide range of moments and genres, and has been conceived as a starting point for more advanced studies of Latin American literature. Prerequisite: SPA 275. Fall 11, Spring 13, Fall 14

**SPA 309 Hispanic Culture in the United States**  

**SPA 313 Spanish and Latin American Poetry**  
A study of Spanish and Spanish-American poets from Romanticism to the present. Prerequisites: SPA 265 and SPA 275. Fall 13

**SPA 315 Modern Spanish and Latin American Theater**  
A study of the characters, themes and social background of Spanish and Spanish-American modern drama. Prerequisites: SPA 265 and SPA 275. Fall 14

**SPA 325 Advanced Conversation**  
A course designed to strengthen and refine oral communication skills. The Oral Proficiency Interview (OPI) will be administered as part of this course. Prerequisites: SPA 216 and SPA 265. Fall, Spring

**SPA 335 Generation of ’98**  
The course analyzes the relation between Literature and Cinema in some of the works by Perez Galdos, Clarin, Valle Inclan or Unamuno. Prerequisites: SPA 265 and SPA 275.

**SPA 345 Latin American Film**  
Through the study of film as an artistic and cultural production, this course explores the multiple aesthetic trends, social and political movements, historical events, and contrasting realities that have shaped film-making in Latin America. Course prerequisites: SPA 265 and 275. Fall 11

**SPA 365 History of Spanish Language**  
A study of the evolution of the Spanish language from Latin and other languages, into the rich and varied Spanish spoken today. Prerequisite: SPA 265. Spring 13

**SPA 366 Culture and Civilization of Latin America**  
Through the review of historic and current information about Latin America, as well as the study of diverse manifestations of Latin American culture, with a focus on literature and film, this course has been designed to provide students with the beginnings of a deeper understanding of the region. Traveling in time and space, this course analyzes how the heritage of the ancient cultures that populated the region, as well as the violent process of the conquest, the independence wars, and the problematic relationship with the United States have shaped the multiple identities of what we know today as Latin America. Prerequisite: SPA 265. Spring 14
SPA 368  Culture and Civilization of Spain  
An introductory study of the historical and diverse cultural heritage of Spain, from its early civilizations to the present. Students will read the first volume of Don Quixote, using it as a basis for understanding the past and present in Spain. Prerequisite: SPA 265. Spring 12, Spring 15

SPA 370  Experiential Spanish  
Short-term, faculty-led study tour to a Spanish-speaking country. Additional charges are assessed for program and travel. Fulfills immersion requirement. Prerequisites: SPA 204 and permission of the instructor.

SPA 375  Phonetics and Phonology  
A study of the sounds and the sound system of the Spanish language. Advanced language proficiency is assumed. Prerequisite: SPA 265. (L02) Spring 12

SPA 380  Topics  
Readings in a selected genre, theme or chronological period in the language, literature or culture of Spain and Spanish-America. The specific topic for the semester is listed in the semester brochure. Students may take this course more than once under different topics. Prerequisites: SPA 265, SPA 275 and SPA 325, or permission of the instructor.

SPA 382  Short Story  
A panoramic study of Spanish-American and Spanish short story classics. Prerequisites: SPA 265 and SPA 275. Fall 12

SPA 385  Foreign Language Research Methodology  
An exploration of current trends in Foreign Language Research. Students will engage in critical analysis of current research in the field and create their own research projects. Prerequisite: SPA 265. Fall 13

SPA 395  International Practicum  
A one-month practicum experience, working in schools in Panama, from approximately early May-early June. Overseen by Universidad de las Américas. Additional program fees will be charged for airfare and lodging.

SPA 400  Contemporary Latin American Novelists  
Going from the Latin American literary boom of the sixties and early seventies, to a younger generation of writers invested in escaping the shadow of magical realism and reinventing their literary voices as transnational and global, this course explores the common threads that link different moments of contemporary Latin American fiction, as well as their connection with the literary production of the Latin American diaspora settled in the U.S. Prerequisites: SPA 265 and SPA 275.

SPA 401  Golden Age Literature  
An in-depth study of the Golden Age literature of Spain, and its influence on Contemporary Spain. Prerequisites: SPA 265 and SPA 275.

SPA 403  Seminar  
In this course students undertake an in-depth study of a cultural phenomenon, a selected genre, theme, trend, movement or author, in literature, film, and art, relevant for the understanding of Latin America’s and/or Spain’s multicultural societies. A rigorous theoretical approach to the interpretation of cultural phenomena, as well as the incorporation of new media (blogs, wikis, digital video, etc) to the student’s reflection and research process are key components of this course. Prerequisites: SPA 265, SPA 275 and SPA 325. Spring

SPA 411  Contemporary Spanish Novelists  
A study of representative contemporary novelists from Spain. The course addresses the role of memory dealing with The Spanish Civil War and Franco’s dictatorship in contemporary Spanish Literature. Prerequisites: SPA 265 and SPA 275. Fall 11

SPA 414  Applied Linguistics  
Primarily for Spanish: Adolescence Education majors, Childhood Education: Spanish, Early Childhood Education: Spanish, and Special Education: Spanish concentrators. An in-depth study of current methods, techniques and approaches to teaching the Spanish language. Action research methodology will also be presented. Adolescence Education students must take this course before their student teaching. Prerequisites: SPA 265 and SPA 325. Fall, Spring

SPA 420  Second Language Acquisition  
SPA 425  Translation  3
This course reviews theoretical issues related
to translation, as well as providing practical
advice and practice in completing translation
jobs. Students will also evaluate published
translations for errors and cultural suitability.
Prerequisite: SPA 265. Fall 14

SPA 430  Dialects of Spanish  3
A study of the major geographic variations of
Spanish. Students will undertake projects
examining data from diverse geographical
regions, identifying variants and understand-
ing their development. Prerequisite: SPA 265. Fall 12

SPA 455  Sociolinguistics and
Psycholinguistics  3
(Cross-listed with BLE 308, 508) A study of
Spanish sociolinguistics and psycholinguistics.
Advanced language proficiency is assumed.
Fulfills partial requirement for the Bilingual
Extension (L02) Spring 2015.

SPA 480  Reflections Workshop  0
An online workshop, focusing on topics related
to the study abroad experience. This workshop
will assist students in evaluating and articulat-
gains from the study abroad experience,
including repercussions in the student's home
and college life, and the student's greater world
perspective and understanding. Significant
focus will be placed on comparing cultural
values and norms, as well as clearly articulat-
g the value of the immersion experience for
the student's future. Open to all students returning
from semester, summer, or two-week immer-
sion experiences in Spanish speaking coun-
tries. Required for International Spanish
Certificate, Spanish Undergraduate Major
Portfolio, and Spanish/Adolescence Education
Undergraduate Major Portfolio. Fall, Spring

SPA 494  Internship  1-6
Students with adequate language abilities can
apply for a supervised internship in a Spanish-
speaking setting. The practical experience will
combine both academic and experiential
focus, while also cultivating professional con-
tacts in the community. This course requires 40
on-site hours per credit hour awarded. Fall, Spring

SPA 495  International
Independent Study
Program  3-6
A summer program designed individually by
students with previous experience in foreign
travel. Students will propose a three-credit or
six-credit independent program in a country
and city where the College has an established
affiliate previously approved by the Foreign
Language Department. Students will carry out
their independent projects abroad while main-
taining contact with the supervising faculty
member on the home campus. Additional pro-
gram fees will be assessed.

SPA 497  Spanish Portfolio  0
Spanish majors and Spanish Adolescence
Education majors must register for this course
in the semester they plan to present their
undergraduate portfolio, usually the semester
prior to graduation. Spring

SPA 499  Independent Study  1-3
Social Work Courses

SWK 113  The State of Welfare
Services  3
Designed for students who are not majoring in
Social Work or Sociology, the course critically
examines national and local social welfare
policy. The course addresses the ways in which
society's institutions and agencies meet or frus-
trate human needs. Fall

SWK 114  Introduction to Social
Work: Self-Awareness
and Social Relations  3
A workshop-style intensive course to assist stu-
dents in becoming more aware of their unique
ways of communicating and more ready to
communicate effectively with others. Fall (L11)

SWK 212  Societies and Social
Welfare  2
(Cross-listed as SOC 212) A study of the factors
which have led to the development and
change of social welfare institutions and poli-
cies in various societal contexts. SWK 212 intro-
duces students to the policy area of the major
and introduces students to the definition of
generalist practice. Prerequisite: SOC 111, an
A.A. degree in Human Services, or by permis-
sion of instructor. Fall
SWK 213  Social Change and Social Services  3
(Cross-listed as SOC 213) A study of the historical, socio-economic and political factors which have led to changes in social welfare policy; an examination of change as it applies to social services; volunteer experience in a local social services agency. Open to both Sociology and Social Work majors, the course introduces students to the policy area of the Social Work major. SWK 213 also introduces codes of ethics and the definition of generalist practice. Prerequisite: SOC 111 or by permission of instructor. Fall

SWK 215  Human Behavior in the Social Environment  3
An application of ecological model in the study of families, small groups and organizations. Prerequisite: Recommended co- or prerequisite: BIO 127. Fall (L11)

SWK 254  Child Abuse and Maltreatment  3
A course for professionals and students concerned with the problem of physical, sexual, and emotional mistreatment of children; a course designed to sensitize students to the problem from social, economic and psychological perspectives, to discuss methods and procedures in the evaluation and treatment of families and to provide a forum for the discussion of problems in providing services to families with abuse/neglect circumstances. Spring (L11)

SWK 255  Family Violence  3
Drawing on the fields of counseling, social work, psychology, women’s studies, history, sociology, and anthropology, this course explores many forms of family violence. Family violence will be presented within the framework of a systems model looking at the individual family, community, and societal factors that exist to allow, assist, as well as prevent, violence. Issues of gender, class, race and intervention will also be presented for discussion.

SWK 280  Topics: Human Behavior  1-3
The purpose of this course is to provide flexibility within the course offerings and an opportunity to explore areas of current or topical interest which are not available in the regular course offerings. Sample topics include marriage and family violence. (L11)

SWK 315  Human Behavior in the Social Environment II: The Individual in Culture  3
This course focuses upon the intersection of the person and cultural environment, and the ways in which they mutually interact. SWK 315 combines micro and mezzo elements learned in BIO 127, PSY 250/252, EPY 244 and SWK 215 with macro elements learned in SOC 358. Focus will include modernist and postmodernist theories.

SWK 322  Social Work Practice with Organizational and Community  3
Students learn assessment skills associated with the ecological model and intervention skills associated with the problem-solving model for reorganizing power structures and organizations to meet human needs at the macro level. Open solely to majors and minors in Social Work. Prerequisite: SWK 114. Recommended co-requisites: SWK 315, SWK 378, SWK 379, and SOC 360. Spring

SWK 363  Alcohol Abuse and Substance Abuse, Dependency and Treatment  3
An examination of alcohol and substance abuse and dependency and its individual, familial and societal dysfunction. This course will serve as an introduction to theory and treatment methods. Issues of diagnosis, comprehensive treatment planning, the use of self-help groups and impact on family members will be addressed. Special emphasis will also be given to needs of special client populations such as women, African-Americans, Hispanics, gays and lesbians, elderly and adolescents.

SWK 370  International Social Work  1-3
An intensive experience that uses the classroom and visits to a country or countries, this course provides the student with a firsthand look at social work practice in environments other than the United States. Students engage in readings, visits, discussions, journaling and analysis that provide an in-depth look at international practice and service delivery. Possible areas covered are health, mental health, substance abuse, child welfare and aging services. Topics vary from year to year. Prerequisite: SWK 114 or similar course in the student’s major. Open to all majors. Permission of the instructor is required. Spring or Summer.
SWK 375  Diversity Workshop  3
An intensive, experiential workshop exploring racial and ethnic backgrounds, traditions, values and statuses and intergroup tensions. Participation and evaluation of events devoted to ‘minority’ issues. Time devoted to this cultural immersion is scheduled for one weekend day early in the semester, occasional class meetings during the semester, and in the community at diverse events by arrangement as they become available. Open to all students. Social Work majors should take SWK 375 in their junior year. Spring (L11)

SWK 378  Pre-Field Experience  3
An orientation to the principles, values, concepts, and methods of beginning, generalist social work practice through direct observation and participation in a social service setting. Students engage in direct experience under supervision in an agency for eight hours per week and meet on campus in a discussion group one hour per week with faculty and fellow students. Prerequisites: SWK 212/213, SWK 114, SWK 215; full participation in the multi-session ‘Orientation to Pre-Field’ program held the Fall previous to enrollment in this course; and SWK 375 (pre- or co-requisite) with grades of C or better. To be taken concurrently with SWK 379. Students who earn a grade of D or F may retake SWK 378 only by permission of the faculty. Spring

SWK 379  Social Work Practice with Individuals, Groups, and Families  3
Students learn the early phases of generalist intervention with micro and mezzo systems. Learning includes interviewing skills associated with engagement, empathy, the problem-solving model, and early assessment of the functioning of client systems. To be taken concurrently with SWK 315 and SWK 378. Open solely to Social Work majors and minors. Fulfills writing-intensive requirement. Prerequisites: SWK 212, 213, SWK 114 and SWK 215. Spring

SWK 451  Social Work Research Methods  3
This course emphasizes content on skills within a scientific, analytic, and ethical context for the purposes of designing and evaluating both qualitative and quantitative studies. Emphasis is on evidence-based social work practice.

SWK 452  Family Dynamics  3
Aims to help students integrate the learning of the major components of the concentration in Family Studies. Students will pull together learning from all three disciplines in the concentration in order to conceptualize the dynamic interactions within a variety of family systems. Although the course focuses primarily on the internal workings of family life, SWK 452 also pays attention to the relationship of families and their social environment. Prerequisites: PSY 150, PSY 200, PSY 250, PSY 252, SOC 252, SOC 253, SOC 256, SWK 114, SWK 254 and SWK 375.

SWK 480  Field Practicum  4
A beginning, generalist social work practice experience of 12 hours per week in a field placement different from the SWK 378 setting. Students also attend a weekly integrative field class on campus with faculty and fellow students. The field placement includes direct practice with individuals, families, groups, organizations, and communities with an added emphasis on research and evaluation. September through May. Students also practice in their agency for 40 hours during the break between the Fall and Spring semesters. To be taken concurrently with SWK 481 and SOC 351. Prerequisites: SWK 378 and SWK 379. Students who earn a grade of D or F may retake SWK 480 or SWK 482 only by permission of the faculty. Fall

SWK 481  Social Work Practice with Individuals and Families  4
Students are presented with the major theories related to social work practice on the mezzo and micro level. Students are expected to demonstrate the use of a generalist practice framework to practice in the field of social welfare. This course builds on generalist practice principles from SWK 378 and 379, but challenges students to apply a critical lens to assessment, intervention, and practice evaluation. The course also encourages students to understand the role of professional history and research in shaping social work epistemology, values, and trends. Fulfills writing-intensive requirement. Prerequisites: SWK 378, SWK 379. Co-requisite SWK 480. Fall

SWK 482  Field Practicum continued  4
See course description for SWK 480. Taken concurrently with SWK 483 and SWK 489. Spring
SWK 483 Social Work Practice with Groups 3
The seminar serves as a laboratory for the study of group dynamics. Further, students learn concepts, principles and methods for beginning generalist social work practice with groups including task groups, support groups, community groups and organizational groups. Taken concurrently with SWK 482. Prerequisites: SWK 379 and SWK 481. Spring

SWK 484 Expansion of Social Work Field Practicum 1-4
An opportunity to increase the practice experience afforded in SWK 482. Students may increase practice time in agencies in units of four hours per week, equaling one additional credit per unit over the semester. Open to seniors taking SWK 482 provided they have (1) the consent of the agency, and (2) a written rationale for the increased time that is acceptable to the Director of Field Education. Spring

SWK 489 Understanding and Influencing Policy 3
In this macro practice course, students will have the opportunity to identify and critique social policies at a variety of levels from the personal to the national, as well as opportunities to identify, develop and influence policy through several practical experiences including using the media, participating in civil actions, and lobbying. Through 'The Policy Project;' a series of assignments in which students employ the problem-solving approach, students will make major contributions to their field organizations and/or to larger populations of clients. Taken concurrently with SWK 482 and SWK 483. Spring (L11)

SWK 490 Directed Readings Program 1-3
SWK 499 Independent Study 1-4

Urban Education Courses
URB 245 Curriculum and Instruction 1-6: Urban Classrooms 4
This course is designed to develop knowledge and skills in the development of curriculum and instruction. Emphasis is placed on NYS Learning Standards, the impact of these standards on instruction, and instructional design to meet the needs of culturally diverse populations and children with the full range of abilities found in today's schools. Course-related themes will explore how research, theory and practice of curriculum and instruction shape learning outcomes for both dominant and marginalized groups. Students engage in the development of goals and instructional objectives, Individual Education Plans, lesson plans and thematic units that incorporate all domains. The integration of technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. Research-based instructional models, strategies, methods and procedures are introduced and linked to theoretical and factual knowledge of learning processes and human development. Service learning will be explored. Assessment of learner progress, appropriate classroom accommodations and modifications for students with the full range of abilities and the development of collaborative teaching partnerships are also examined. A 15-hour supervised field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Not open to freshmen or first-semester sophomores.

URB 300 Foundations of Education: Urban 3
This course considers the philosophical, historical and social factors that impact and shape American educational policies, practices and institutions toward dominant and marginalized groups. Current educational aims, goals, curricula and instructional practices are examined in light of their philosophical, historical and sociological antecedents and their relationship to culturally diverse groups, family, school and society. Not open to freshmen.

URB 399 Urban Scholars Learning Community 0
The course is required and designed to support students who are Urban Education Scholars in the Touhey Urban Education Initiative. Students will be engaged in the study of the special satisfactions and challenges of teaching in urban settings. The course is collaboratively offered by College and P-12 faculty. A field experience is required (as described on the course syllabus), and may engage the student in community or school settings. Students register for the course every semester. Open only to accepted students in the Touhey Urban Initiative. Fall, Spring.
Women’s & Gender Studies Courses

WST 100  Introduction to Women’s Studies  3
This course introduces students to the origins, purposes, subject matters, and methods of Women’s and Gender Studies and considers fundamental questions such as the definition of a woman, the role of culture in gender construction, and the ways that gender, race, class, ethnicity, and sexual orientation intersect. Through interdisciplinary investigation of an evolving body of scholarship about women and gender, this course asks students to consider women’s lives from social, psychological, historical, political, economic, and cultural frames of reference, with the goal of introducing analytical concepts and critical frameworks for thinking about gender as a spectrum. Fulfills diversity and interdisciplinary studies requirements. Offered as needed.

WST 320  History of Feminist Thought  3
This course explores the evolution of theoretical and ideological explanations of women’s past and present prescriptions and visions for the future; it provides a critical analysis of feminist and non-feminist theories of the relation of women and gender to the social, economic and political worlds. Prerequisite: WGS 100. Fulfills diversity and interdisciplinary studies requirements. Spring.

WST 380  Topics  3
This topical course examines issues of contemporary relevance to the understanding of women’s experience and/or gender from a variety of disciplinary perspectives.

WST 490  Project in Women’s Studies  3
A student who has completed a minimum of 15 credits in Women’s and Gender Studies may arrange to complete an Advanced Project on a topic appropriate to Women’s and Gender Studies under the guidance of a faculty mentor. The student’s proposed project must be approved by the faculty mentor and the director of Women’s and Gender Studies. Prerequisites: WGS 100 and WGS 320. Offered as needed.

WST 494  Internship in Women’s Studies  3-4
Internships are designed to provide students with the opportunity to apply their feminist and gender studies education to professional and/or activist work within the community so that they can explore career choices and better understand their own interests and values. Prerequisites: WGS 100, WGS 320. Offered as needed.

WST 498  Capstone  3
This capstone seminar will ensure that students have developed the critical and research abilities needed to integrate their theoretical knowledge from many disciplines and their practical experience in their internship in the context of Women’s and Gender Studies. Students will prepare and present substantial research projects that demonstrate their recognition of sex/gender as social constructs, their analysis of existing models and paradigms, their understanding of the intersections between societal structures and other social divisions such as race, class, sexual orientation, age, and disability. Open only to Women’s and Gender Studies majors who have completed 90 credits. Prerequisites: WGS 100, and WGS 320. WGS 490 or WGS 494 must be taken prior to, or concurrently with, WGS 498. Offered as needed.

WST 499  Independent Study  1-3
Individual reading and research under direction of an affiliated faculty member of the Women’s and Gender Studies program in a topic not regularly offered in the curriculum. Permission of instructor required.
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Brian Gordon, Senior Associate Athletics Director, B.A., Rider University

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**Michael Brannigan**, Professor, *George and Jane Pfaff Endowed Chair in Ethics and Moral Values*, B.A., Our Lady of Providence; B.A., Ph.B., M.A., Ph.L., Ph.D., Universiteit te Leuven (2007)

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Deborah Zlotsky, Associate Professor of Art, B.A., Yale University; M.F.A., University of Connecticut (1996)

Adjunct Faculty from Clinical Affiliates

For the Cytotechnology Program in conjunction with the Albany College of Pharmacy:

Pratama Kunchala, M.D., Medical Director

Indra Balachandran, Ph.D., SCT, CFIAC, Program Director

For the Medical Technology Program in conjunction with Rochester General Hospital:

Nancy C. Mitchell, M.S., MT (ASCP), DLM, Program Director For the Medical Technology Program in conjunction with Rochester General Hospital

Rebecca Johnson, M.D., Medical Director

Faculty Appointed to Professor Emeritus

Steven Alger, (1976-2007), Professor Emeritus of Sociology

Carmen Artino, (1967-2010), Professor Emeritus of Mathematics

Sister Agnes Rose Burton, CSJ, (1971-2002), Professor Emeritus of Political Science

Margaret A. Byrnes, (1969-2002), Professor Emeritus of Music

Sondra G. Cadman, (1970-1997), Professor Emeritus of Public Communications

*deceased
Patricia Clahassey, (1969-1997), Professor Emeritus of Art
Sister Anne L. Clark, CSJ, (1966-1997), Professor Emeritus of Education
Sister Ida C. DeCastro, CSJ, (1966-1998), Professor Emeritus of Business
Sister Francine Dempsey, CSJ, (1966-1999), Professor Emeritus of English
Natalie S. Finder, (1970-1986), Professor Emeritus of Education
Sister Rita Catherine Haber, CSJ, (1949-1988), Professor Emeritus of Business
Kristine Herrick, (1985-2009), Professor Emeritus of Graphic Design
Julian "Randy" Kolod, (1968-2010), Professor Emeritus of Mathematics
Suzanne La Vigne-Mest, (1970-2006), Professor Emeritus of Music
Kathleen Lyon, (1986-2009), Professor Emeritus of Reading
RoseMarie Manory, (1969-1996), Professor Emeritus of History
Irene Junkum McDermott, (1955-1990), Professor Emeritus of Business
Sister Katherine McPeak, CSJ, (1972-1998), Professor Emeritus, Library
Richard Medved, (1973-2009), Professor Emeritus of Special Education
A. Yolanda Ortal, (1964-1991), Professor Emeritus of Spanish
Sister Mary Rehfuss, CSJ, (1953-1988), Professor Emeritus of Chemistry
Dr. Kathleen Scott, (1986-2010), Professor Emeritus of Teacher Education
Sister Mary Karol Smolka, CSJ, (1965-1988), Professor Emeritus of Biology
Sister Joanne St. Hilaire, CSJ, (1980-2004), Professor Emeritus of English
Carl Swidorski, (1980-2009), Professor Emeritus of Political Science
Richard W. Wunderlich, (1980-2005), Professor Emeritus of Sociology
Sister Theresa Wysolmerski, CSJ, (1959-2003), Professor Emeritus of Biology

Alumni Association

The College of Saint Rose Alumni Association welcomes all alumni as lifetime members upon graduation. Founded in 1924 and incorporated in 1949, the Association boasts more than 34,000 members to date. Under the leadership of an elected board, comprised of five officers and fifteen directors, as well as appointed representatives from the faculty, the Alumni Association provides alumni with opportunities for connecting with current students, networking with leaders in diverse professional fields, and participating in career and personal enrichment activities. Many alumni also become involved with their local chapter of the Association, joining Saint Rose graduates in planning and hosting alumni events right in their own neighborhoods.
Alumni enjoy a wide variety of exciting activities through the office of Alumni Relations and the Alumni Association: class reunions, constituency reunions (gatherings of former teammates, club members, etc.), travel programs, get-togethers for recent alumni, student/alumni networking programs, regional sporting events, special interest lectures, and a variety of other events hosted on the Saint Rose campus and around the country. In order to further connect with the student community, The College of Saint Rose Student Alumni Association has formed in order to network with alumni, entice personal and career development, to foster Saint Rose tradition, and to develop a culture of philanthropy. Together with the office of Alumni Relations, the Alumni Association Board represents the interests of the alumni body to the College and develops initiatives designed to promote alumni engagement with their alma mater. The office of Alumni Relations is located on the first floor of Moran Hall, 979 Madison Avenue. The Alumni Relations team can be reached at (518) 454-5105 or via email at alumni@strose.edu.

Scholarships

Monsignor Delaney Family Scholarships
The Monsignor Delaney Family Scholarship is a four year scholarship award of $1,000 per year given to two incoming freshmen who are the children, grandchildren, siblings, nieces/nephews, or spouses of Saint Rose alumni. Students must be granted admittance to the College before an award decision is determined.

Awards

Distinguished Alumni Award
Annually, one alumna/us is honored as exemplifying a Saint Rose education through outstanding accomplishments or significant contribution to society in one of the following areas: professional, academic, cultural, service, or creative expression.

Dr. Thomas A. Manion Distinguished Faculty Award
Annually, one faculty member is honored for excellence in teaching, outstanding professional accomplishment, and concern for students as demonstrated by strongly influencing their personal and professional lives.

Sister Catherine Francis Soulier Junior Appreciation Award
Annually, one junior is awarded $500 based upon leadership, service, and commitment to Saint Rose and the greater community.

Student Alumni Association
The Student Alumni Association (SAA) helps students create meaningful connections with successful alumni. It creates avenues for Saint Rose students and Saint Rose alumni to network and build relationships in order to foster the Saint Rose spirit among the undergraduate community. Membership in the SAA provides students unique leadership roles on campus, a variety of resume-building experiences, as well as opportunities to participate in fun student events and rewarding volunteer efforts. There are no dues for SAA membership. To contact the Student Alumni Association, call (518) 454-5196 or email alumni@strose.edu.

KnightWire
KnightWire is a team of enthusiastic, highly motivated student ambassadors who play an invaluable role in securing alumni contributions for The Saint Rose Fund. One of the highest paying student job opportunities available, KnightWire offers flexible evening hours, resume-building experiences, exciting incentives, and a friendly and dynamic work environment. KnightWire members are a critical part of the Alumni Relations and Annual Giving team and enjoy the many benefits of getting to know Saint Rose alumni and learning the inner workings of professional fundraising. Applications are accepted on an ongoing basis. To apply for a position or to learn more, call (518) 454-5105 or visit www.strose.edu/annualfund.
Directions to The College of Saint Rose

The College of Saint Rose is located between Western and Madison Avenues in Albany. Directions are provided to the Office of Undergraduate Admissions, Scanlon Hall, 1001 Madison Avenue.

Parking is available behind The Office of Undergraduate Admissions in the Lally Parking Lot. Entrance into the Lally Parking Lot is at 432 Western Avenue. There are several ‘Admissions Guests’ parking spots available.

From the North: Take the Northway (I-87 South) to I-90. Proceed east on I-90 to exit 5 (Everett Road). At the end of the exit ramp, turn right onto Everett Road and look for the signs for The College of Saint Rose. At the second light, turn left onto Route 5 (Central Avenue). Continue through four lights and then turn right onto North Main Avenue. Proceed on North Main for four blocks, and then turn left onto Madison Avenue. The office of Undergraduate Admissions will be coming up on your left, next door to the Thelma P. Lally School of Education, and across the street from the Massry Center for the Arts.

From the South: Take the New York State Thruway to exit 23 (I-787). Proceed north on I-787 to I-90 West. Continue traveling west on I-90 to exit 5 (Everett Road). At the end of the exit ramp, turn left onto Everett Road and look for the signs for The College of Saint Rose. At the third light, turn left onto Route 5 (Central Avenue). Continue through four lights and then turn right onto North Main Avenue. Proceed on North Main for four blocks, and then turn left onto Madison Avenue. The office of Undergraduate Admissions will be coming up on your left, next door to the Thelma P. Lally School of Education, and across the street from the Massry Center for the Arts.

From the East: Take the Massachusetts Turnpike to the New York State Thruway; get off at exit B-1 (I-90 West). Proceed on I-90 to exit 5 (Everett Road). At the end of the exit ramp, turn left onto Everett Road and look for the signs for The College of Saint Rose. At the third light, turn left onto Route 5 (Central Avenue). Continue through four lights and then turn right onto North Main Avenue. Proceed on North Main for four blocks, and then turn left onto Madison Avenue. The office of Undergraduate Admissions will be coming up on your left, next door to the Thelma P. Lally School of Education, and across the street from the Massry Center for the Arts.

From the West: Take the New York State Thruway to exit 24 and proceed on I-90 east to exit 5 (Everett Road). At the end of the exit ramp, turn right onto Everett Road and look for the signs for The College of Saint Rose. At the second light, turn left onto Route 5 (Central Avenue). Continue through four lights and then turn right onto North Main Avenue. Proceed on North Main for four blocks, and then turn left onto Madison Avenue. The office of Undergraduate Admissions will be coming up on your left, next door to the Thelma P. Lally School of Education, and across the street from the Massry Center for the Arts.
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