# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Calendar</td>
<td>3</td>
</tr>
<tr>
<td>Message from the President</td>
<td>6</td>
</tr>
<tr>
<td>Introduction</td>
<td>7</td>
</tr>
<tr>
<td>History of Wagner College</td>
<td>7</td>
</tr>
<tr>
<td>Mission</td>
<td>9</td>
</tr>
<tr>
<td>Majors and Minors</td>
<td>14</td>
</tr>
<tr>
<td>Pre-Professional Programs</td>
<td>23</td>
</tr>
<tr>
<td>Joint Degree Programs</td>
<td>23</td>
</tr>
<tr>
<td>Civic Engagement Certificate</td>
<td>24</td>
</tr>
<tr>
<td>Off-Campus Learning Experiences</td>
<td>24</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>26</td>
</tr>
<tr>
<td>Buildings, Resources and Services</td>
<td>28</td>
</tr>
<tr>
<td>Academic Recognition</td>
<td>37</td>
</tr>
<tr>
<td>Campus Community</td>
<td>48</td>
</tr>
<tr>
<td>Admissions</td>
<td>56</td>
</tr>
<tr>
<td>Costs and Financial Aid</td>
<td>63</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>71</td>
</tr>
<tr>
<td>Academic Evaluation</td>
<td>78</td>
</tr>
<tr>
<td>Academic Distinction</td>
<td>79</td>
</tr>
<tr>
<td>Academic Probation and Suspension</td>
<td>80</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>81</td>
</tr>
<tr>
<td>Non-traditional Means of Earning Credit</td>
<td>87</td>
</tr>
<tr>
<td>Preparation for Graduation</td>
<td>89</td>
</tr>
<tr>
<td>Students Rights and Responsibilities</td>
<td>90</td>
</tr>
<tr>
<td><strong>Undergraduate Program</strong></td>
<td></td>
</tr>
<tr>
<td>The Wagner Plan</td>
<td>94</td>
</tr>
<tr>
<td>General Education Requirements</td>
<td>96</td>
</tr>
<tr>
<td>Study in Depth: Majors, Minors and Concentrations</td>
<td>97</td>
</tr>
<tr>
<td><strong>Courses of Study</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>100</td>
</tr>
<tr>
<td>Anthropology</td>
<td>101</td>
</tr>
<tr>
<td>Art &amp; Art History</td>
<td>108</td>
</tr>
<tr>
<td>Arts Administration</td>
<td>120</td>
</tr>
<tr>
<td>Astronomy</td>
<td>125</td>
</tr>
<tr>
<td>Biology</td>
<td>126</td>
</tr>
<tr>
<td>Biopsychology</td>
<td>135</td>
</tr>
<tr>
<td>Business Administration</td>
<td>136</td>
</tr>
<tr>
<td>Chemistry</td>
<td>144</td>
</tr>
<tr>
<td>City Studies</td>
<td>149</td>
</tr>
<tr>
<td>Computer Science</td>
<td>151</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>156</td>
</tr>
<tr>
<td>Cultural Competency for Allied Health</td>
<td>157</td>
</tr>
<tr>
<td>Economics</td>
<td>158</td>
</tr>
<tr>
<td>Education</td>
<td>163</td>
</tr>
<tr>
<td>English</td>
<td>172</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>183</td>
</tr>
<tr>
<td>Family Studies</td>
<td>184</td>
</tr>
<tr>
<td>Film/Media Studies</td>
<td>185</td>
</tr>
<tr>
<td>Finance</td>
<td>186</td>
</tr>
<tr>
<td>Gender Studies</td>
<td>187</td>
</tr>
<tr>
<td>Government and Politics</td>
<td>193</td>
</tr>
<tr>
<td>History</td>
<td>201</td>
</tr>
<tr>
<td>Information Systems</td>
<td>211</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>212</td>
</tr>
<tr>
<td>International Affairs</td>
<td>213</td>
</tr>
<tr>
<td>Journalism</td>
<td>214</td>
</tr>
<tr>
<td>Management</td>
<td>215</td>
</tr>
<tr>
<td>Marketing</td>
<td>216</td>
</tr>
<tr>
<td>Mathematics</td>
<td>217</td>
</tr>
<tr>
<td>Microbiology</td>
<td>221</td>
</tr>
<tr>
<td>Modern Languages, Cultures and Literatures</td>
<td>227</td>
</tr>
<tr>
<td>Multidisciplinary Studies</td>
<td>244</td>
</tr>
<tr>
<td>Music</td>
<td>246</td>
</tr>
<tr>
<td>Natural Science</td>
<td>253</td>
</tr>
<tr>
<td>Nursing</td>
<td>254</td>
</tr>
<tr>
<td>Philosophy</td>
<td>262</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>267</td>
</tr>
<tr>
<td>Physics</td>
<td>276</td>
</tr>
<tr>
<td>Psychology</td>
<td>280</td>
</tr>
<tr>
<td>Public Policy &amp; Administration</td>
<td>287</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>288</td>
</tr>
<tr>
<td>Sociology</td>
<td>291</td>
</tr>
<tr>
<td>Spanish</td>
<td>298</td>
</tr>
<tr>
<td>Theatre and Speech</td>
<td>299</td>
</tr>
<tr>
<td><strong>Graduate Program</strong></td>
<td></td>
</tr>
<tr>
<td>Division of Graduate Studies</td>
<td>315</td>
</tr>
<tr>
<td>Accounting (M.S.)</td>
<td>316</td>
</tr>
<tr>
<td>Business Administration (MBA)</td>
<td>319</td>
</tr>
<tr>
<td>Accelerated MBA (1-year program)</td>
<td>333</td>
</tr>
<tr>
<td>Executive MBA (weekend program)</td>
<td>337</td>
</tr>
<tr>
<td>Education (M.S.Ed.)</td>
<td>341</td>
</tr>
<tr>
<td>Microbiology (M.S.)</td>
<td>363</td>
</tr>
<tr>
<td>Nursing (M.S./DNP)</td>
<td>370</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>379</td>
</tr>
<tr>
<td>Advanced Physician Assistant (M.S.)</td>
<td>380</td>
</tr>
</tbody>
</table>
## TABLE OF CONTENTS

### INFORMATION

- Board of Trustees ........................................... 385
- Senior Officers ............................................. 386
- Administrative Personnel ................................. 386
- Faculty Emeriti ............................................. 391
- Full-time Faculty ........................................... 392
- Adjunct Faculty ............................................. 398
- Athletic Personnel ......................................... 404
- Bulletin Information ....................................... 406
- Index ............................................................ 407
Academic Year
Wagner offers courses during fall/spring semesters and during two summer sessions. The fall semester typically begins in the last week of August. The spring semester begins in January and ends in May. Each semester lasts approximately 13 weeks and concludes with a final examination week. Classes are scheduled continuously, from approximately 8:00 a.m. until 10:00 p.m. Generally, part-time undergraduate and graduate students enroll in classes in the evening. Summer courses are scheduled from May through August. Both graduate and undergraduate courses are offered in summer sessions.

Academic Calendar 2014-2015

**FALL SEMESTER 2014**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 25, Monday</strong></td>
<td><strong>First day of classes (begins 8 a.m.)</strong></td>
</tr>
<tr>
<td>August 25-Sept. 2, Mon.-Tues.</td>
<td>Late registration for unregistered current students</td>
</tr>
<tr>
<td>August 25, Monday</td>
<td>Declare Pass/Fail option begins</td>
</tr>
<tr>
<td>September 1, Monday</td>
<td>Labor Day holiday – No Classes</td>
</tr>
<tr>
<td>September 25-26, Thurs.-Fri.</td>
<td>Rosh Hashanah begins sundown Wed., Sept. 24 – No exams to be scheduled after 4 p.m. on Sept. 24, through Sept. 26</td>
</tr>
<tr>
<td>September 29, Monday</td>
<td>Last day to declare Pass/Fail option</td>
</tr>
<tr>
<td>October 4, Saturday</td>
<td>Yom Kippur begins sundown Friday, Oct. 3 – No exams to be scheduled after 4 p.m. on Oct. 3</td>
</tr>
<tr>
<td>October 13-14, Mon.-Tues.</td>
<td>Fall Break (Columbus Day holiday) – No Classes Monday or Tuesday</td>
</tr>
<tr>
<td>October 14, Tuesday</td>
<td>Mid-Semester Feedback Forms due to the Registrar’s Office for all classes</td>
</tr>
<tr>
<td>October 20-November 14</td>
<td>Advisement &amp; Registration for Graduate and Undergraduate students for Spring</td>
</tr>
<tr>
<td>November 3, Monday</td>
<td>Last day to withdraw from a course</td>
</tr>
<tr>
<td>November 26-28, Wed.-Fri.</td>
<td>Thanksgiving Holiday— No Classes</td>
</tr>
<tr>
<td>December 1, Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>December 1, Monday</td>
<td>Last day of classes before final exams</td>
</tr>
<tr>
<td>December 2-3, Tues.-Wed.</td>
<td>Reading days</td>
</tr>
<tr>
<td>December 4-10, Thurs.-Wed.</td>
<td>Final examinations</td>
</tr>
<tr>
<td>December 10, Wednesday</td>
<td>Semester ends</td>
</tr>
<tr>
<td>December 15, Monday</td>
<td>Grades due to Registrar’s Office by Noon</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 19, Monday</strong></td>
<td>Orientation/Registration for new graduate students</td>
</tr>
<tr>
<td><strong>January 20, Tuesday</strong></td>
<td>Orientation/Registration for new undergraduate students</td>
</tr>
<tr>
<td>January 19, Monday</td>
<td>Martin Luther King Holiday-No Classes</td>
</tr>
<tr>
<td><strong>January 20, Tuesday</strong></td>
<td><strong>First Day of Classes (Classes begin 8 a.m.)</strong></td>
</tr>
<tr>
<td>Academic Year</td>
<td>Event Description</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Late registration for unregistered current students</td>
</tr>
<tr>
<td></td>
<td>Drop/Add Period (ends at 4 p.m. on Tuesday, Jan. 27)</td>
</tr>
<tr>
<td>January 20-27, Tues.-Tues.</td>
<td>Declare Pass/Fail option begins</td>
</tr>
<tr>
<td>January 20, Tuesday</td>
<td>President’s Day holiday – No classes Monday or Tuesday</td>
</tr>
<tr>
<td>February 16-17, Mon.-Tues.</td>
<td>Last day to declare Pass/Fail option</td>
</tr>
<tr>
<td>February 20, Friday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 9-14, Mon.-Sat.</td>
<td>Advisement/Registration period for current graduate and undergraduate students for Summer and Fall</td>
</tr>
<tr>
<td>March 23-April 24</td>
<td>Mid-Semester Feedback Forms due to the Registrar’s Office for all classes</td>
</tr>
<tr>
<td>March 24, Tuesday</td>
<td>Easter Holiday/Passover-No Classes</td>
</tr>
<tr>
<td>April 2-6, Thursday-Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>April 7, Tuesday</td>
<td>Last day to withdraw from a course</td>
</tr>
<tr>
<td>April 8, Wednesday</td>
<td>Classes follow Monday schedule</td>
</tr>
<tr>
<td>April 29, Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 4, Monday</td>
<td>Reading days</td>
</tr>
<tr>
<td>May 5-6, Tues.-Wed.</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May 7-13, Thurs.-Wed.</td>
<td>Semester ends</td>
</tr>
<tr>
<td>May 13, Wednesday</td>
<td>Grades for All students due to the Registrar’s Office by Noon</td>
</tr>
<tr>
<td>May 15, Friday</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>May 21, Thursday</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 22, Friday</td>
<td></td>
</tr>
</tbody>
</table>

**ACADEMIC CALENDAR 2015-2016**

**FALL SEMESTER 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31, Monday</td>
<td>Orientation/Registration for new graduate students</td>
</tr>
<tr>
<td></td>
<td>Orientation/Registration for new undergraduate students</td>
</tr>
<tr>
<td></td>
<td><strong>First day of classes (begins 8 a.m.)</strong></td>
</tr>
<tr>
<td>August 31, Monday</td>
<td>Late registration for unregistered current students</td>
</tr>
<tr>
<td>Aug 31-Sept 8, Mon-Tues</td>
<td>Declare pass/fail option</td>
</tr>
<tr>
<td>September 7, Monday</td>
<td>Drop/Add period (ends at 4 p.m. on Tuesday, Sept. 8)</td>
</tr>
<tr>
<td>September 5-6, Thurs.-Fri</td>
<td>Labor Day – Holiday – No Classes</td>
</tr>
<tr>
<td>September 14, Saturday</td>
<td>Rosh Hashanah (begins sundown Wed, Sept. 4) – No exams to be scheduled after 4 p.m. on Sept. 4, through Sept. 6</td>
</tr>
<tr>
<td>September 27, Friday</td>
<td>Yom Kippur (begins sundown Friday, Sept. 13) – No exams to be scheduled after 4 p.m. on Sept. 13, through Sept. 14</td>
</tr>
<tr>
<td>October 14-15, Mon-Tues</td>
<td>Last day to declare Pass/Fail option</td>
</tr>
<tr>
<td>October 16, Wednesday</td>
<td>Fall Break (Columbus Day holiday) – No Classes</td>
</tr>
<tr>
<td>October 21-November 15</td>
<td>Mid-Semester Feedback Forms due to the Registrar’s office for all classes</td>
</tr>
<tr>
<td>November 1, Friday</td>
<td>Advisement/Registration period for current Graduate and Undergraduate students for Spring</td>
</tr>
<tr>
<td>November 27-29, Wed.-Fri</td>
<td>Last day to withdraw from a course</td>
</tr>
<tr>
<td>December 2, Monday</td>
<td>Thanksgiving Holiday – No Classes</td>
</tr>
<tr>
<td>December 2, Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td></td>
<td>Last day of classes before final exams</td>
</tr>
</tbody>
</table>
December 3-4, Tues.-Wed. Reading days
December 5-11, Thurs.-Wed. Final examinations
December 11, Wednesday Semester ends
December 16, Monday Grades due to Registrar’s Office by noon

SPRING SEMESTER 2016

January 20, Monday
Orientation/Registration for new graduate students
Orientation/Registration for new undergraduate students

January 21, Tuesday
Martin Luther King holiday – No classes
First Day of Classes (Classes begin 8 a.m.)
Late registration for unregistered current students
Declare Pass/Fail option begins

January 21-28, Tues - Tues
Drop/Add Period (ends at 4 p.m. on Tuesday, Jan. 28)
President’s Day holiday – No classes

February 17-18, Mon.-Tues.
Last day to declare Pass/Fail option

February 21, Friday
Spring Break

March 17-22, Mon.-Sat.
Advisement /Registration period for current graduate
and undergraduate students for Summer and Fall

March 24-April 25
Mid-Semester Feedback Forms due to the Registrar’s
Office for all classes

March 25, Tuesday
Last day to withdraw from a course

April 9, Wednesday
Passover begins at sundown – No classes after 4 p.m.

April 14, Monday
Passover – No classes

April 15, Tuesday
Easter Holiday – No classes

April 18-20, Fri.-Sun.
Classes resume at 4 p.m.

April 21, Monday
Monday schedule

April 30, Wednesday
Tuesday schedule

May 1, Thursday
Last day of classes

May 5, Monday
Reading days

May 6-7, Tues.-Wed.
Final examinations

May 8-14, Thurs.-Wed.
Semester ends

May 14, Wednesday
Grades for all students due by Noon

May 16, Friday
Baccalaureate

May 22, Thursday
Commencement
A Message From the President

Welcome to Wagner College. As you read through this informative catalogue, I trust you will find what you will need to make your Wagner experience successful. We take great pride in the quality of instruction and the depth of our programs. As importantly, you will find Wagner College a welcoming community where personal attention and individual success are most important to us.

Located in the historic New York Harbor, Wagner College is a free ferry ride away from Manhattan. The campus benefits from a spectacular panorama of New York City and the Atlantic Ocean. The 108 acre campus sits on Grymes Hill on Staten Island. In 1998, the College linked its interdisciplinary curriculum to its remarkable location by integrating field experiences into the First Year Program and the Senior Program, in addition to the other numerous internship, clinical and field based opportunities both within the curriculum and the co-curriculum. All of this is memorialized in the Wagner Plan for the Practical Liberal Arts, our nationally recognized and award winning curriculum, where integrated and experiential learning are joined by personal attention and individual focus.

Wagner College provides students with the educational experiences for ultimate success as high achieving leaders in their chosen professions, with a deep commitment to public service and civic engagement. Our goal is to see you succeed on this journey.

Sincerely,

Richard Guarasci
President
INTRODUCTION

WAGNER COLLEGE

Wagner College is located on a wooded hilltop site on Staten Island, a borough of New York City. Formerly the Cunard Lines family estate, the campus is conveniently accessible from Manhattan by ferry or car and has an outstanding view of New York Harbor, the Verrazano Narrows Bridge, and the Manhattan skyline.

A private, co-educational, liberal arts college, Wagner is committed to academic excellence through cultural and global awareness provided by a highly qualified and caring faculty, administration, staff, and Board of Trustees. Wagner is an institution with substantial residential facilities, and a diverse student body. The College is incorporated under the laws of the State of New York, and accredited by the Middle States Association of Colleges and Schools.

Wagner College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680 and academic programs are registered with the New York State Education Department, Albany, New York 12234. Specific portions of Wagner's academic programs have received recognition and accreditation by national professional agencies. The business administration programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213. The education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), 2010 Massachusetts Ave NW #500, Washington, DC 20036. Wagner's nursing programs are fully accredited by the Accreditation Commission for Education in Nursing, (ACEN), (formally known as the National League for Nursing, 3343 Peachtree Road, Suite 850, Atlanta, GA 30326. The Physician Assistant Program is accredited by the Accreditation Review Commission on the Education for the Physician Assistant (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA, 30097. The chemistry program is approved by the American Chemical Society (ACS), 1155 16th Street, NW , Washington, DC 20036.

The College is a member of the American Council on Education, American Association of Colleges and Universities, the Council of Independent Colleges, the New American Colleges and Universities and the College Board. The Graduate Division is recognized by the Northeastern Association of Graduate Schools and specific graduate programs are accredited by national organizations such as the Association of Collegiate Business Schools and Programs, the Council for the Accreditation of Educator Preparation and the National League for Nursing Accreditation Commission, Inc.

HISTORY OF WAGNER COLLEGE

Early History

The history of Wagner begins over one hundred years ago, in 1883, with the founding of the Lutheran Proseminary of Rochester, N.Y. With just six students, housed in the second story of a private home, the school began its mission of preparing future Lutheran ministers for admission to seminary. Wagner received the name it bears today shortly after its founding. When John G. Wagner gave $12,000 to the school so that it could purchase a new campus,
the grateful board of trustees renamed the school in memory of their benefactor's son, George Wagner, who had died before realizing his own ambition to become a minister.

As the school grew in reputation and size, the New York Ministerium, a Lutheran church organization in control of Wagner since 1888, recognized the need to find a new home for the institution and placed the Reverend Frederic Sutter, one of Wagner's first graduates, in charge of the relocation. Pastor Sutter, a lifelong supporter of Wagner College, had established his own ministry on Staten Island in 1907. Through Sutter's efforts, Wagner College relocated to Grymes Hill on Staten Island in 1918. Pastor Sutter could not have chosen a more beautiful site for this new beginning. The new campus found a home on the 38-acre former country estate of 19th century shipping magnate Sir Edward Cunard. This breathtaking site overlooks the New York harbor, Manhattan and the Atlantic Ocean, an ideal location for the start of Wagner's modern history.

Modern History
With Wagner's move to Staten Island came a new era in the history of the College. Wagner College became well-known for its liberal arts curriculum and, as a result, grew in enrollment. Construction of a new building began in 1929 to accommodate this growth, providing classroom space for these new students. Main Hall, dedicated in 1930, remains today one of Wagner's most picturesque buildings. The lawn in front of Main Hall was christened Sutter Oval in gratitude for Pastor Sutter's important contributions to the College. Sutter Gymnasium (now part of the Spiro Sports Center) was added next to Main Hall in 1951.

The college community grew again in 1933 when women enrolled at Wagner for the first time. By this time, Wagner had become a well-established institution on Staten Island, and deservedly gained a reputation as such. During the 1940s, another of Staten Island's famous residents distinguished the College with a gift. Well-known poet Edwin Markham (made famous worldwide for his poem, "The Man With the Hoe") willed his entire library of over 10,000 volumes to Wagner.

Over the next three decades, Wagner embarked on an aggressive building campaign to keep pace with the growth of its academic reputation and enrollment. Wagner's four residence halls — Foundation, Guild Hall, Harbor View, and Towers — now house students from over forty different states and 19 different countries. Megerle Science Hall and Spiro Communications Center house science and computer labs and one of only three planetariums in New York City open to the public. Our nationally recognized theater program showcases the talents of Wagner's students in our Main Stage theater, the Main Hall auditorium, and our studio performance space, Stage One. Wagner's Division I athletic programs highlight our students' achievements in 19 sports. Wagner's more recent additions — the 90,000-square-foot Spiro Sports Center, a new football stadium, and the Foundation Hall residence facility — continue to attract the community, alumni, and friends of the College to campus.

In the fall of 1998, Wagner instituted a new curriculum, called the Wagner Plan for the Practical Liberal Arts, and the latest piece of Wagner's history began. This newest addition to the liberal arts core curriculum is designed to enhance our academic program by combining practical experience and classroom learning. We call this program "Learning by Doing". Our
INTRODUCTION

curriculum has brought Wagner much attention and has been cited by the American Association of Colleges and Universities as a national case study exemplar.

Today, over 2,000 students in more than 30 academic programs and four graduate departments make up the Wagner College community, which is ranked by U.S. News and World Report among the Top 25 regional colleges and universities in the northeast, continuing its tradition of academic excellence into the 21st century.

Grymes Hill
Wagner College is intimately connected to Grymes Hill, the community to which it belongs today, and its history is tied to that of the borough of Staten Island and the city of New York. Staten Island has always played an important role in the history of the New York Harbor. Looking out over the harbor of New York from Grymes Hill today, it is easy to imagine why so many of New York's wealthiest families chose this location on which to build their estates and country homes. As Sir Edward Cunard sat on the front porch of his country villa (Wagner's Cunard Hall), looking out over the harbor, he must have recognized the perfect symmetry of this area for his family. Cunard literally "watched his ships come in" every day from his magnificent retreat.

Other prominent families resided on Grymes Hill during its history. Cornelius Vanderbilt started out on Staten Island; in fact, Wagner's current 110-acre campus encompasses 19 acres of the former Vanderbilt estate. The Horrmann family, owners of a large brewery and one of the brewer baron families on Staten Island, also built an estate on Grymes Hill, which became known as the Horrmann Castle. For many years, this landmark stood as a testament to the wealth and extravagance of these earlier elite residents of Grymes Hill. Grymes Hill derives its name from the first of these residents to settle here, Suzette Grymes, who called her mansion Capo di Monte; she built two great homes for her son and daughter along Howard Avenue.

The Grymes Hill of today retains much of the character of this earlier time. The beauty of the views has not diminished over the decades, and visitors to Wagner College today marvel at the sweeping views of the New York Harbor which greet them as they enter the campus. New York Harbor today is filled with the same multitude of activity that characterized it in the 19th century. Many of the large houses that were built in the early part of the last century remain along Howard Avenue, and many more great homes have been added. Wagner College has helped to maintain the open character of the Hill; its 110 acres provide the neighborhood with open green areas that are sometimes difficult to find in New York City. Wagner's historic buildings blend seamlessly into this beautiful area. As visitors walk around the campus today, it is easy for them to see that many of Sir Edward Cunard's reasons for settling here still exist. Grymes Hill remains today one of the most breathtaking neighborhoods of New York City.

MISSION
Wagner College prepares students for life, as well as for careers, by emphasizing scholarship, achievement, leadership, and citizenship. Wagner offers a comprehensive educational program that is anchored in the liberal arts, experiential and co-curricular learning, interculturalism, interdisciplinary studies, and service to society, and that is cultivated by a
INTRODUCTION

faculty dedicated to promoting individual expression, reflective practice, and integrative learning.

INSTITUTIONAL GOALS

It is the intent of Wagner College to promote in students:

- knowledge and modes of inquiry;
- critical thinking and reflective practice;
- effective communication;
- recognition of cultural diversity and the importance of values;
- creativity;
- leadership;
- citizenship.

THE WAGNER PLAN

Wagner, a small residential college, is strongly committed to undergraduate education, an education that emphasizes the classical and contemporary liberal arts curriculum; an education, moreover, that integrates a variety of disciplines with a challenging core of foundation courses. The liberal arts core prepares students for careers in the natural sciences, social sciences, humanities, and the arts as well as in business, education, law, and the health professions. The core promotes inquiry, critical thinking and analytical skills, heightens cultural awareness, emphasizes writing and computer skills, and fosters individual expression and intellectual independence. It serves as a bridge to the student’s major, broadens the student's perspectives, and brings students and faculty into dialogue with the larger intellectual and professional communities inside and outside the College.

Wagner is strongly committed to pragmatic liberal education, a plan of education that provides undergraduates from the beginning of college life with an intellectually rich and varied academic experience. This plan is fueled by a distinguished faculty dedicated to scholarly pursuits as well as to excellence in teaching.

The Wagner Plan provides methodologies and pathways for intellectual inquiry. The courses in natural science enable students to gain a sound understanding of scientific inquiry, a mode of inquiry that includes quantitative and analytical research methods and technology as well as the mathematical mode of expression used to explain natural phenomena. The courses in social sciences foster a clear understanding of the nature of the individual and society, the dynamics of societies, their issues and values as well as the ways sociocultural values and beliefs influence the behavior of individuals and groups. Intercultural courses facilitate an understanding and appreciation of a wide range of peoples, ethnicities, and customs, their cultural origins and values, diversity, the social structures within their cultures, and the interconnections among cultures in the global community. Sensitivity to the human condition is stimulated through study, analysis and creative expression in literature as well as in the visual and performing arts. The courses in the humanities explore not only historical, literary, and philosophical contexts for the study of Western and non-Western intellectual traditions, but also the role of ethical, spiritual, and religious principles in those traditions. Knowledge of these principles assists students in making significant choices and forming ethical values, and they impart a sense of social responsibility within a changing world of diverse cultures and peoples.
The Wagner Plan’s novel approach emphasizes both traditionally structured modes of learning and experiential learning (“field-based” learning or “learning by doing”). Students participate in at least three learning communities, of which two include field work, research, and/or an internship in an organization, usually in New York City or the surrounding area. The first-year learning community includes a field-based experience that is thematically linked to two introductory, liberal arts courses and a reflective tutorial. The fourth-year learning community, which is in the student’s major, consists of a capstone course in the discipline, a substantial internship or research experience, and a major paper or presentation in the senior reflective tutorial. The second-year learning community, which consists of two thematically linked disciplinary courses, serves as an important bridge between the first and fourth year learning communities. The three learning communities individually and collectively challenge students to relate academic learning to the wider world, to social issues, and to their own individual experiences.

Committed to the ideals of the Wagner Plan, the Division of Graduate Studies offers select high-quality graduate programs designed to prepare students for advancement and leadership in their professions. The graduate programs are committed to providing a student-centered learning environment that emphasizes applied experience, intellectual discourse, and critical reflection. The graduate programs also link theory with practice.

Wagner seeks to create a culturally and socially diverse community for its students, faculty, and staff. Its academic enrichment programs, student organizations, and athletic programs bring the College’s diverse community into conversations with each other as well as with the larger intellectual and cultural communities of Staten Island and the greater metropolitan New York area. These conversations are enabled by close interaction among faculty, students, and staff on the College’s idyllic residential campus.

Wagner College, in sum, provides a multifaceted liberal education in a distinctive educational setting in which students are prepared for life as well as for careers within the global community.

**GENERAL EDUCATION PROGRAM GOALS**

The general education program at Wagner College promotes in students:

- critical thinking skills that enable them to analyze information and develop approaches that are new to them and lead to a better understanding of their world;
- an appreciation of different modes of inquiry that aid in the continuing search for knowledge, understanding, and truth;
- competence in the skills of listening, speaking, and writing, to promote effective communication and self-expression;
- competence in scientific reasoning and quantitative analysis;
- an ability to understand the relationship between the individual and the world, based on a knowledge of history and sociocultural dynamics;
- competency in “learning by doing,” where ideas and field-based experiences are related, reflected in writing and discussion, and applied in ways that improve their world;
- an appreciation of and sensitivity to the arts;
- recognition of the values that shape moral, ethical, and spiritual judgments, including an understanding of the importance of these principles in their personal and social life;
INTRODUCTION

- familiarity with the individual’s own culture and other cultures in a global context;
- knowledge in depth and skill in a scholarly discipline.

STUDENTS
There are approximately 1,840 undergraduate and 400 graduate students enrolled at Wagner College. Undergraduate students come from over 40 states and 19 foreign countries.

FACULTY
The College has 98 full-time faculty, virtually all of whom hold the terminal degree or credential in their field of study. These full-time faculty and more than 170 prominent adjunct faculty represent a diversity of colleges and universities, geographical areas, and cultural backgrounds.

DEGREES AWARDED
Wagner grants the degrees of Bachelor of Arts, Bachelor of Science, Master of Business Administration, Master of Science, and Master of Science in Education. The College also offers a Post Master's Certificate in Nursing.

HONORS PROGRAM
The Wagner College Honors Program was established in 1991. Designed to stimulate and challenge students intellectually and provide them with exceptional academic and co-curricular opportunities throughout their four years at Wagner, the Program connects Honors students with faculty in all disciplines in courses notable for their expansive scope. The goals of the Honors experience include developing keen critical thinking skills and providing students with advanced academic and research opportunities to bring about a greater understanding of themselves and their world.

In addition to the challenges of the formal requirements of the Program, students enjoy intensive advisement and oversight of their academic interests by faculty committed to the Program. Working closely with faculty mentors encourages students to mature both intellectually and personally. The Program also creates fellowship with other members of the Program, which is comprised of about forty students from each academic year.

At graduation Honors students are presented with a Program certificate and wear a gold braid of distinction indicating their accomplishment. The student’s official transcript notes successful completion of the nationally recognized Program. Wagner College is a member of the National Collegiate Honors Council.

ACADEMIC PROGRAMS AND CAREER PREPARATION
Education at Wagner is designed to give students a solid academic foundation and the considerable knowledge necessary to live in the world as informed and responsible citizens. Skills for the workplace, as well as education for life, can best be provided through a practical liberal arts education. Wagner’s curriculum gives all students a common core of liberal arts knowledge, specialized knowledge in specific majors and minors, and choices from elective courses. Students must complete at least 36 units to earn a bachelor’s degree at Wagner College. Most of the College’s courses are the equivalent of 1 unit. Students typically take 9 units in an academic year.
THE GENERAL EDUCATION CURRICULUM

Wagner College’s general education curriculum provides a strong foundation in the liberal arts and sciences, which affords students the skills and intellectual base upon which mature and in-depth study can be undertaken. While the foundation does serve as a bridge to the major, it simultaneously serves as a rigorous independent path of learning that has a cumulative impact on a student’s intellectual development. The general education curriculum extends over the entire undergraduate experience to ensure that a liberal arts foundation resonates throughout the student’s entire college experience.
MAJORS AND MINORS

ACCOUNTING, B.S./M.S. (5-YEAR PROGRAM)
Students major in business administration with a concentration in accounting. Upon completion of the prescribed five-year program in accounting students will be eligible to take the examination leading to the Certified Public Accountant (C.P.A.) certificate.

ANTHROPOLOGY, B.A. AND B.S.
Anthropology majors study different cultures, emphasizing both the diversity of cultures and how culture acts as the unifying factor in human lives. Ancient and modern cultures are studied through the traditional fields of anthropology (archaeology, biological anthropology, cultural anthropology, and linguistics), as well as major research areas of contemporary anthropology, such as medical anthropology and bioarchaeology.

ART, B.A.
The art major gives students a solid and comprehensive background in traditional visual media including drawing, painting, and sculpture as well as a foundation in art history. Students will also study other media such as photography, graphic design, and printmaking. Building on these fundamental skills students may take advanced courses in these areas, opt for other areas of study such as ceramics, video editing or animation, and/or pursue independent studies. The major culminates in the Senior Learning Community (LC) which comprises 1. an art history seminar and 2. the reflective tutorial (RFT). In the RFT students will develop their own body of work for a gallery show while taking part in critiques, writing projects, a group community project and viewing art in New York City museums and galleries. Majors will be given preparation for a career in an art-related field or for graduate work. The rich exposure to art available in New York City makes the study of visual arts at Wagner an exceptionally valuable experience.

ART HISTORY, B.A.
The major in art history introduces students to a broad range of issues, skills and practices in the field of visual studies with a focus on works of art and architecture. The curriculum is designed to familiarize students with some of the major periods in both Western and Non-Western art history as well as the compelling methodologies and questions of the art historian. Courses train the student in formal and visual analysis and guide them in examining works of art and architecture within appropriate contextual and cultural frameworks. Multiple opportunities to study works first-hand to conduct research are incorporated in the curriculum. The Senior Learning Community (LC) includes 1. a seminar class (Contemporary Art or Imagining the Individual: What is Portraiture?) and 2. the reflective tutorial (RFT). The RFT is based around field experiences and methodological research and an internship at a NYC museum, cultural institution or gallery. The major prepares students for careers in the arts including museums and art institutions as well as for entrance to graduate programs in the field, but is an excellent choice for any student who wishes to be visually literate, providing key skills useful in a variety of professions and life experiences.
**ARTS ADMINISTRATION, B.S.**

Arts Administration is a multi-disciplinary major which aims to provide students with a broad overview for managing arts and arts related organizations. Through a combination of theoretical classroom study and significant practical experience the goal of the program is to prepare students for entry level management/leadership positions in the arts and arts related professions. The program endeavors to significantly connect with the considerable resources to be found both in the New York art and business communities and beyond. Students may select from concentrations in Art, Music, Theatre, or work in concert with an advisor to develop their own program in Combined Arts which includes more than one arts area or interests in Dance, Media (Film/Television/Radio), Arts Marketing, Fashion or Arts Publications. Students on these tracks are required to work full time off campus, for a full semester in a credit bearing internship with an approved arts or arts related organization. An interview is required for acceptance to the program.

**BIOLOGY, B.S.**

Biology majors are prepared in a core of studies in molecular biology, genetics, physiology, organismal biology, evolution, and ecology and environmental biology. Upper-level courses, internships, and research opportunities complement and enhance the core study. In addition to graduate, medical, and other professional schools, majors may have governmental and private-sector careers in such fields as health services, laboratory sciences, environmental sciences, and teaching.

**BIOPSYCHOLOGY, B.S.**

Biopsychology is an interdisciplinary area of study where the major area of interest is the relationship between physiological and psychological systems. Study focuses on the neural mechanisms of behavior and cognition, evolutionary development of the nervous system, and mechanisms of nervous system and psychiatric disorders. The biopsychology major prepares students for graduate study in biopsychology, neuropsychology, neurobiology, or related fields and for careers requiring a solid foundation in science. Students majoring in biopsychology may not also major or minor in psychology or biology.

**BUSINESS ADMINISTRATION, B.S., M.B.A.**

Business administration majors may choose one of five concentrations: accounting, finance, marketing, management, or international business. The MBA program is offered with three distinct educational approaches. The Traditional MBA encompasses five majors including health care, finance, management, marketing and international business. The Accelerated MBA offers a degree in management delivered as a one year full time program expressly constructed to prepare students more completely for the professional world after graduation. The EMBA program targets mid to upper level executives over a 19 month span meeting on Saturdays. Wagner's unique approach also offers a Green Belt in Lean/Six Sigma to accompany the MBA in Management degree. A common core curriculum for all concentrations and a capstone internship insure that all students will have a broad-based and practical understanding of business. Graduates of the major work in areas such as banking, brokerage firms, corporate financial management, international business, securities market operations, marketing research, advertising, sales, management, management information systems and health care in both small and large companies. New York City affords students a rich source of businesses in which to have internships. Both undergraduate and graduate
programs in business administration are accredited by the Association of Collegiate Business Schools and Programs.

CHEMISTRY, B.S.
Chemistry majors are offered a comprehensive background in organic, inorganic, physical, analytical, and biochemistry as well as advanced work in mathematics and physics. Chemistry students are encouraged to engage in independent research projects that often become presentations or published papers. The chemistry program is approved by the American Chemical Society. Majors may continue their education in medical, other professional schools, or graduate school. They may also pursue industrial careers in a wide variety of fields, such as pharmaceuticals, forensic science, materials chemistry, biochemistry, and analytical chemistry.

CITY STUDIES (MINOR)
The City Studies minor examines the social, cultural, economic and political forces that have shaped the contemporary city. Given the nature of our location, New York City is a natural laboratory for the study of historical and global issues. Students will engage with issues such as globalization, pluralism, sustainability, movement of capital and people across national boundaries, labor and immigration, urban planning, the environment, the arts, and global finance. In developing their program of courses, students will be encouraged to study a range of Western and non-Western cities.

COMPARATIVE LITERATURE (MINOR)
Comparative Literature addresses literary study from an international perspective. This approach to literature advances the idea that reading literature from different countries both enhances the understanding between individuals from different cultural backgrounds and fosters a more complex appreciation for the range of human experience. Minors study literature in terms of its surrounding texts, languages, and cultures, and thus comparative literature emphasizes intersections between literature and global cultural, philosophical, and linguistic contexts.

COMPUTER SCIENCE, B.S.
The computer science program emphasizes the practical application of knowledge with a focus on software engineering. Students may also focus studies on hardware design, mathematics, or business computing. The major prepares students for careers as programmers, software engineers, systems analysts, and consultants.

CULTURAL COMPETENCY FOR ALLIED HEALTH (MINOR)
It is increasingly important for students pursuing careers in healthcare to understand and be able to navigate cultural difference. As such Cultural Competency is now considered central to many advanced training programs including medical school and Doctor of Nursing Practice programs. This minor is specifically designed for students in allied health fields, particularly those in Wagner’s Nursing, Pre-Health, and Physician Assistant programs. It is thus designed to provide the needed background in cultural material and theory, while fulfilling many General Education requirements including both I and D requirements as well as 3 social sciences, and 2 to 3 humanities.
DANCE (MINOR)
The Minor in Dance provides students from any discipline with the opportunity to thoroughly study the history and practice of this performing art. Students are eligible to enroll in studio dance classes through unit and non-unit bearing courses; these include various levels of Tap, Jazz, Ballet, and Modern. The academic courses encompass history and criticism. Whether a student is interested in studying dance through practice or from a theoretical dimension, the dance minor provides students with an experientially based course of study.

ECONOMICS, B.A.
Understanding the American and global economies has become a necessity in many areas of life. This major offers a comprehensive array of courses to provide that knowledge, and to expose students to differing analytical approaches and research methods used in economics, and their applications to real world problems. The senior economics internship and research course unites critical thinking with the application of economic analysis and data management in a career-oriented placement. The economics major provides a rigorous and practical liberal arts background for a wide range of academic, professional, public policy, and business careers.

EDUCATION, B.A., B.S., M.S.Ed.
The Department of Education offers two undergraduate programs. The first education program leads to New York State initial dual certification in Childhood Education Grades 1-6 and Students with Disabilities Grades 1–6. Requirements for the Childhood Education/Special Education Program include a major in one of the 12 following liberal arts areas: art, English, French, history, mathematics, music, natural science, philosophy, psychology, sociology/anthropology, Spanish, and theatre/speech, and prescribed courses from the education major. The program culminates with a supervised student teaching experience for the dual major. The emphasis on practical experience combined with a deep knowledge base in the liberal arts contributes to a high placement rate of graduates from the program.

The second program, a minor in Educational Studies, is available for students who have a general interest in education but may not wish to teach or who prefer to pursue teaching certification at the graduate level. As an Educational Studies minor, students take 6 prescribed units to enter either the Childhood (1-6) or Adolescent (7-12) MSED concentration. Childhood and Adolescent Educational Studies minors qualify graduates for accelerated MSED programs at Wagner College, degrees that qualify successful candidates for both general education and Students with Disabilities certificates. Candidates should major in one of the twelve disciplines above for the Childhood 1-6 graduate program or in one of the following disciplines for the Adolescent 7-12 graduate program: biology, chemistry, English, French, history, mathematics, physics or Spanish.

The Department also offers five M.S./M.S.Ed. degree programs: Childhood Education/Special Education (1-6), Adolescent Education/Special Education (7-12), Early Childhood Education/Special Education (Birth-Grade 2), Teaching Literacy (Birth-Grade 6), and Educational Leadership leading to School Building Leadership certification. A 9-credit program leading to advanced certification as a School District Leader is also available. For further information, see Graduate Programs section of this bulletin.
ENGLISH, B.A.
The English major investigates the value of literature in terms of its aesthetic, formal, historical, political, and social characteristics. Students study literature from different historical time periods as well as an array of critical and theoretical approaches. Faculty are committed to helping students develop a high level of critical reading and thinking skills as well as strong expository writing abilities. English majors learn skills that prepare them for a variety of career opportunities.

ENVIRONMENTAL STUDIES (MINOR)
The interdisciplinary minor in environmental studies will encourage students to investigate the nature and causes of environmental problems and to consider solutions to those problems. Courses in the minor address the biological, physical, and social aspects of ecology and environment.

FILM/MEDIA STUDIES (MINOR)
The interdisciplinary minor in film/media studies will encourage students to become media literate and to advance their own awareness of media’s effect on their perceptions of critical social issues. Courses in the minor address the unique technological qualities of film, the aesthetics of film form, the political contexts and implications of media, film and television history, world cinema, and/or practice in graphic computer arts.

GENDER STUDIES (MINOR)
The interdisciplinary gender studies minor will encourage students to think about the origin and meaning of gender identity. Courses in the minor consider gender differences from the biological, psychological, social, political, and economic points of view. Students study how cultural, historical, and biological factors influence gender roles and relationships, and how the private reality of gender relates to its public experience.

GOVERNMENT AND POLITICS, B.A.
Students take courses in American politics, comparative politics, international relations, and political theory and can do internships in Albany or Washington, D.C., where they make important professional contacts. The study of government and politics is valuable: first, citizens should understand the democratic system; second, training in political processes and policies is useful in many careers; finally, government and politics will help students develop their reasoning and analytical skills and build their confidence in written and oral expression. All of these skills become the indispensable foundation for adapting to change in the world of work.

HISTORY, B.A.
Studying history today is critical to understanding breaking news and conflicting views of our own and other cultures in our global world. History majors develop intellectual skills that equip them well for decision-making in law, marketing, government, journalism, teaching, and other careers. Students of history develop an elasticity of mind, as they argue about what actually happened and make sense of complex events. Using newspapers, films, novels, and legal documents, they learn how to read and research carefully and write persuasively and creatively.
Students interested in professional programs, the social sciences, the sciences, arts, or the humanities can use interdisciplinary history courses, and a minor or major in history, to provide context and make bridges to their primary field of interest. International history courses, for example, provide an excellent pairing with a degree in international business or economics. Students planning to pursue graduate studies in history should prepare themselves in the appropriate foreign language.

**INFORMATION SYSTEMS, B.S.**
The Information Systems Major emphasizes the practical application of knowledge with a focus on design and implementation aspects of large-scale information systems for businesses. The major is designed for students seeking professional careers in information systems. The students are required to take a number of courses in computer science, information systems and business. The major prepares students for careers as systems analysts and managers, network and database administrators, and consultants.

**INTERDISCIPLINARY STUDIES, B.A.**
The Interdisciplinary Studies major allows students to create a major that spans more than one academic department. Students build a rigorous program of study to investigate interdisciplinary topics, problems, and questions. This option may be used to create a major program of study from a currently offered interdisciplinary minor (no more than 2 units of the minor may be applied to a minor, see ”Minors” elsewhere in this bulletin), although topics are not limited to currently offered minors. To be eligible for submitting an IDS major proposal, students must have a minimum cumulative GPA of 3.5.

**INTERNATIONAL AFFAIRS, B.A.**
This major reflects the global economic and political interdependence of the post-Cold War world. Drawing on various disciplines, Wagner’s international affairs major helps students understand how and why countries interact, and how the world has been influenced by history, politics, economics, and culture. International affairs students study a foreign language in some depth, and are encouraged to take part in Wagner’s Washington, D.C. internship and the Study Abroad program. By honing their analytical, writing, and speaking skills, this major prepares students for graduate study and careers in law, government, foreign service, international organizations, business, journalism, and education, to name a few. The major prepares students to think internationally, study internationally, and interact internationally.

**JOURNALISM (MINOR)**
Raising awareness is what makes journalism a calling more than a career. Wagner’s journalism program prepares students to succeed in an industry that is undergoing a global transformation. Courses in news writing, editing, design, feature writing, public relations, social media, photojournalism and ethics -- as well as participation on the staff of the Wagnerian student newspaper -- build a solid foundation of skills for all newsrooms. Internships at metro newspapers, magazines and online news organizations build connections that lead to jobs. Studying journalism in New York City, one of media capitals of the world, offers students unique opportunities.
MATHEMATICS, B.S.
The major in Mathematics is designed to meet two goals: introducing some of the central ideas in mathematics, and developing problem-solving ability by teaching students to combine creative thinking with rigorous reasoning. The program prepares students for graduate studies and careers such as: pure and applied mathematics or other sciences, engineering, statistics, actuarial science, and teaching.

MICROBIOLOGY, B.S., M.S. B.S./M.S. (5-YEAR PROGRAM)
In this major students take courses in microbiology, microbial genetics, clinical microbiology, applied microbiology, immunology, molecular biology, and microbial physiology. Wagner is one of the few liberal arts college in the northeastern United States offering this major as an undergraduate degree. The major prepares students for graduate study and careers as microbiologists in public health, hospital, industrial, or research laboratories.

The graduate program in microbiology at Wagner College prepares students for careers as microbiologists, molecular biologists, immunologists, virologists, mycologists, parasitologists, and epidemiologists in clinical, industrial, governmental or academic research laboratories. This is accomplished by providing a strong grounding and hands-on experience in the biochemical and physiological principles that govern all aspects of microbial life and by offering a variety of opportunities that stimulate intellectual curiosity, as well as analytical and deductive reasoning skills in our students.

MODERN LANGUAGES, B.A.
A major is offered in French Studies and Spanish. Minors are offered in French, German, Italian, and Spanish. Wagner is also offering elementary Arabic and hopes to develop a minor in the near future. The Spanish and French Studies majors emphasize communication skills, cultural awareness, and an appreciation of literature and film. All classes are taught entirely in the target language and use proficiency-based methodologies. Appropriate technology including Internet, YouTube, online Super Sites dedicated to various textbooks plus audio and visual materials enhance language study. Wagner’s study abroad programs provide excellent opportunities for students who wish to become fluent in another language through short-term faculty led trips to Europe, South and Central America, and Africa on the Expanding Your Horizons Program. Students can also gain mastery through six-week, semester or year-long programs in a variety of countries. By combining a major in Spanish or French Studies and/or a minor in Italian or German with a major in another discipline, students can prepare for careers in government, public relations, marketing, business, law, health professions, bilingual counseling, translating, and teaching.

MUSIC, B.A.
The Music Department integrates studies in music theory, music history, and performance in a liberal arts program that prepares students for careers as teachers, arts administrators, and performers or for further graduate training. Students may participate in musical ensembles and also have the option of taking individual music lessons. In addition students attend concerts, operas, and other musical performances in the region. Further options for students interested in pursuing the study of music at Wagner include the dual major in music and childhood education and the music concentration of the arts administration major, as well as
the music minor. An audition is recommended but not required for admission into any of the Wagner music programs.

**NURSING, B.S., M.S., POST MASTER’S CERTIFICATE, D.N.P.**

Emphasizing leadership and decision making, Wagner’s nursing program blends liberal arts and intensive course work in nursing to prepare upper division nurses for the intellectual and technical challenges of the profession. Students are offered a variety of field experiences in selected health care agencies. Graduates are prepared to take the NCLEX-RN examination and may work in a variety of health care settings. Wagner offers a Master’s degree, for those who have a BS and are registered as RNs, in both the Education track as well as the Family Nurse Practitioner track. The post-master’s certificate is for the FNP role only. Beginning in 2014-15, the College will be offering the Doctor of Nursing Practice. Wagner's programs are fully accredited by the Accreditation Commission for Education in Nursing (formerly known as the National League for Nursing Accreditation Commission), 3343 Peachtree Road, Suite 850, Atlanta, GA 30326, and the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680. The programs are registered with the New York State Education Department, Albany, NY 12234, and are members of the American Association of Colleges of Nursing, 101 Columbia, Aliso Viejo, CA 92656-4109. Wagner's Nursing Program was named by the National League for Nursing as a Center of Excellence for 2012-2016.

**PHILOSOPHY, B.A.**

The philosophy major and minor addresses issues in classical and modern philosophy. Students learn to probe both abstract and concrete philosophical issues through intellectual inquiry and reason. The curriculum places strong emphasis on the acquisition of logical and linguistic skills which can be transferred into any area of intellectual endeavor when students graduate.

**PHYSICIAN ASSISTANT STUDIES, B.S., M.S. (5-YEAR PROGRAM)**

The 5-Year Program in Physician Assistant Studies includes two pre-professional years of basic sciences and liberal arts courses at the College plus the three professional years of the PA Program with specific course work and clinical practice in direct patient care at affiliated hospitals. Students are interviewed in depth by representatives of the PA Program as part of the admission process to the College and are approved as physician assistant majors at that time. Physician assistants practice under the supervision of licensed physicians and provide primary care and specialty services in a variety of health care settings.

**PHYSICS, B.S.**

Physics majors receive a broad but rigorous education in basic scientific principles that govern the behavior of matter and energy in nature. The program provides both theoretical and hands-on experience in classical and modern physics. Courses in chemistry, mathematics, computer science, and the liberal arts round out the curriculum. Students are encouraged to engage in research projects tailored to their interests and to pursue summer internships. Seniors are required to present the findings of their research in a thesis. Most graduates pursue graduate study or enter highly competitive positions in industry and education.
ACADEMIC PROGRAMS

PSYCHOLOGY, B.A. AND B.S.
The major in psychology offers courses in all areas of psychological inquiry: biological, behavioral, clinical, cognitive, humanistic, psychodynamic, and social. Emphasis is also placed on developmental psychology, which draws from all of these approaches. Students learn the basic methodologies of psychology as a science. They are also provided with opportunities for independent research and field work experiences. The major in psychology prepares students for a diverse range of careers in psychology and related fields including education, law, and social work.

PUBLIC POLICY AND ADMINISTRATION, B.A.
The aim of the major is to provide students interested in careers in public service with a liberal education and the professional orientation in public policy and administration that is relevant to the preparation of qualified persons for public service in contemporary society.

RELIGIOUS STUDIES (MINOR)
This minor focuses on the history of religion and the religious traditions that form the ethical and moral foundations of Western and non-Western societies. Religious studies prepares students for church work and graduate studies toward careers in higher education and the ministry.

SOCIOLOGY, B.A.
The Sociology major has a choice of three concentrations: Academic Sociology, Criminal Justice, and Family Studies/Social Work. Academic Sociology focuses on social theory/research and dynamics of individuals, groups and social institution. It prepares students for graduate work toward a master or doctorate degree in sociology. Criminal Justice focuses on law enforcement theory and practice, correctional theory and practice, and criminal law. It prepares students for entry-level programs in the criminal justice system. It also prepares students for graduate work towards M.S., M.S.W., and J.D. degrees. Family Studies/Social Work focuses on contemporary family systems and intervention strategies in current social work practices. Internships form an integral part of the social work concentrations. The Family Studies/Social Work concentration prepares students to work for social change as well as in the social services and the criminal justice system. The Family Studies/Social Work concentration also prepares students for graduate school in a variety of areas including social work, the law and sociology.

THEATRE AND SPEECH, B.A.
A Wagner degree in Theatre and Speech melds a liberal arts education and intensive study in the performing arts with an experientially-oriented production program that emphasizes musical theatre. Concentrated study is available in Performance, Design/Technology/Management, Theatre and Education, and Theatre Studies. As befits our New York City location, Wagner emphasizes professional values with a faculty of highly credentialed theatre practitioners. As requirements vary between concentrations, eligibility to enroll in certain courses may depend upon the student’s concentration. For the Performance Concentration, an audition is required; for other theatre concentrations, an interview is required for acceptance to the track.
PRE-PROFESSIONAL PROGRAMS

PRE-LAW
Prospective law students are free to choose among the wide variety of majors offered at Wagner College. In addition to satisfying the specific requirements of a major, students are encouraged to select a few law-related courses in business, philosophy, political science, and sociology. Students should take courses that are heavy in reading and writing, including perhaps participating in the Writing Intensive Tutor (WIT) Program. Because entrance requirements may vary among law schools, students should consult the particular catalog of the school which they plan to enter. Students are also required to take the Law School Admission Test (LSAT) before applying for admission to law school. Prospective students may contact the Center for Academic and Career Engagement to obtain information about the pre-law program and about the faculty advisors in the program.

PRE-ENGINEERING
The pre-engineering program in the Department of Chemistry and Physics prepares students through courses in physics, mathematics, and chemistry to transfer to an accredited engineering school at the beginning of the third or fourth year of full-time study. A pre-engineering advisor should be consulted upon entrance to the College.

PRE-MINISTRY
Students who are planning to apply for admission to a theological seminary are urged to include in their college program a foreign language, sociology, anthropology, philosophy, religious studies, education, English, and history. All pre-ministry students should plan their work in consultation with their advisor and the Chaplain.

PRE-HEALTH SCIENCE PROGRAM
Students in the pre-health science program major in the discipline of their own choosing and take prescribed prerequisite courses at Wagner College to prepare them for further study in specific health science professions. Typically these prerequisite courses include courses in biology, chemistry, and physics. The Pre-Professional Health Advisory Committee provides support for Pre-Health Science Program students. The committee works together with the Academic Advising and Career Development offices to assist students with their overall preparation for entry into post-baccalaureate professional programs. The committee assists students in determining their course of study while at Wagner College, guide students through the application process, and write committee letters endorsing the students’ bids for acceptance. The guidance of the committee ensures the student the strongest possible application for the appropriate professional school.

JOINT DEGREE PROGRAMS

OPTOMETRY, B.S., O.D.
Through an articulation agreement with the State University of New York, State College of Optometry, students admitted into the B.S./O.D. program major in biology at Wagner for three years and then complete the Doctor of Optometry program at SUNY, State College of
Optometry. Students are awarded a B.S. degree in biology from Wagner College after successfully completing the first year of study at the College of Optometry. Seven years of study are needed to complete this program. All applicants, when initially applying, must be interviewed by a representative of the Office of Student Affairs of the SUNY College of Optometry. High school applicants must have a combined math and verbal SAT score of at least 1300 with a math score of 670 or higher, a high school grade average of at least 93 out of 100, and place in the top 10% of their graduating class. Wagner College applicants must have a minimum overall grade point average of 3.4 and a 3.4 GPA in all math and science undergraduate prerequisite courses taken with no individual grade below a "C". Students admitted into the program must complete all Wagner College core requirements, complete all SUNY College of Optometry prerequisite course work and maintain an overall grade point average of at least a 3.4 and a 3.4 GPA in all math and science undergraduate prerequisite courses with no individual grade below a "C". Students must visit at least three different professional optometric offices during the undergraduate years. Students must submit the routine Optomecas application and take the Optometric Admission Test in the third year at Wagner and attain individual scores of at least 330. Students must provide a positive letter of recommendation from the Pre-Health Advisory Committee and be interviewed by representatives of the SUNY College of Optometry. Note that the requirements for entry and continuation in the B.S./O.D. program are subject to change at the discretion of Wagner College and the SUNY, State College of Optometry.

CIVIC ENGAGEMENT CERTIFICATE PROGRAM

The Civic Engagement Certificate Program is designed for those students who have been involved in their local communities and would like to continue to be civically engaged during their college years.

Students enrolled in this program will complete four (4) courses and 230 hours of community service over their four year college experience. The 30 hours required in the first year program and 100 hours required of all students in the senior year are included in the 230 total hours. During their sophomore or junior year, Civic Engagement Certificate students will enroll in two leadership courses, each with a 50-hour placement in a local community organization. These courses will have three purposes: to familiarize students with the Staten Island Community and the issues that impact its residents; to provide ongoing training in order to allow students to hone their leadership skills; and to create compassionate, self-aware students who understand service-related issues and are able to act as service-learning ambassadors.

At graduation, each student who completes the program receives a Civic Engagement Certificate and a notation on their transcript.

OFF CAMPUS LEARNING EXPERIENCES

ALUMNI CAREER MENTORING

Wagner has an extensive alumni mentoring program which extends from the student’s First Year to senior year. Students have the opportunity through this program to meet with alumni individually to discuss career paths and to visit companies where alumni are employed.
EXPERIENTIAL LEARNING
Experiential learning links structured experiences outside the classroom to the Liberal Arts curriculum. All incoming First Year will be engaged in learning outside the classroom through their First Year learning community. This experiential learning will be directly related to the learning community themes and to the readings and discussions of the courses within the student’s learning communities. Additional experiential learning opportunities are found in all the Civic Innovations courses on campus, as well as in the senior learning community (within the student’s major field of study.) Please refer to the sections on Academic Resources and Services and on Undergraduate Program in this bulletin for additional information on ‘learning by doing’ at Wagner.

INTERNSHIPS
A number of academic programs offer work-related internship experiences, usually taken during the junior or senior year. Internships are supervised by faculty and professionals in the field. Internships allow students to apply the lessons of the classroom and provide opportunities for students to explore specific career tracks. The internship experience can also be a valuable addition to a résumé. These internships may be taken for academic credit or for no credit. For further information contact the Center for Academic and Career Engagement.

PRACTICA
These are typically unpaid work assignments required in conjunction with a major program. Practica typically involve supervised experience and training in professional, academic, clinical, community, and research settings. Faculty from the student’s major inform and guide students in the practicum requirements.

NEW YORK SEMESTER
The New York semester offers visiting students an opportunity to experience New York City close-up, both in theory and in practice. Students will learn about New York City’s unique position as a world city, including its economic, political, and cultural characteristics. The program is available during the spring semesters only.

Students in the New York Semester program are required to take the gateway course, GOV 200, The Future of The City, which introduces students to themes which find their expression in ways unique and specific to New York City. These themes include immigration and adaptation, the role of race/ethnicity within an urban culture, religion as a shaping force in maintaining traditions/encouraging assimilation, the effects of wealth and poverty upon society, the role of the environment in shaping an urban culture, and New York after 9-11. In addition, students must take two to three additional courses that have either a New York City or Urban theme, plus an internship focusing on issues connected with New York City.

To be considered for this program, visiting students should apply through the College’s Admissions office. Application deadline for the spring semester is October 15th.

OFF CAMPUS SEMESTERS
Wagner students have the opportunity to participate in several off-campus, semester-long programs in such locations as Washington D.C., and Albany, N.Y. See the Government and Politics section under Programs of Study for descriptions of these programs.
STUDY ABROAD PROGRAMS
Wagner College considers the development of a global perspective and an international experience to be integral parts of a practical liberal arts education. As a result, Wagner offers students the opportunity to live and learn abroad for a summer, a semester, or a year, or to participate in study abroad experiences or service learning of shorter duration. Students can also have internships while abroad. Please view the Center for Intercultural Advancement website for information about specific programs and opportunities.

EXPANDING YOUR HORIZONS PROGRAM
Wagner College offers an Expanding Your Horizons program that broadens the Wagner experience for faculty, students, and staff. This program offers courses during the winter break and spring semester sponsored by Wagner College faculty that provide opportunities for experiential learning through 10 to 12 day faculty-led international and domestic trips. After returning from the overseas experiences, the courses will continue through the spring semester. Each course counts as one unit for the Spring semester.

PROJECT PERICLES
Project Pericles is a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include social responsibility and participatory citizenship as essential elements of their educational programs.

Founded in 2001 by philanthropist Eugene M. Lang, Project Pericles works directly with its member institutions, called Pericleans, as they individually and collaboratively develop model civic engagement programs in their classrooms, on their campuses, and in their communities.

Project Pericles reinforces Wagner College as a national leader in democratic education and participatory citizenship. In May 2005, at the invitation of the prestigious national consortium Project Pericles, Wagner's board of Trustees voted an institutional commitment to education for “social responsibility and civic concern” that would impact all campus constituents.

The ambitions of Project Pericles are bold: to create students who are models of informed and active citizens and to strengthen communities and participatory democracy. It recalls the foundations of democracy, introduced by Pericles in Fifth Century Athens BCE, based on the recognition that every citizen had both the duty to serve and the potential to lead. Struggles for democratic justice touch every discipline, from environmental or chemical research to inequities in education, access to health care and debates on artists and politics. Project Pericles’ initiatives offer opportunities to become thoughtfully engaged in public life and to more systematically use disciplinary knowledge to debate alternative solutions to contemporary problems on our campus, and in our cities, nation and the world.

GRADUATE PROGRAMS
Wagner College is a vibrant, cutting-edge undergraduate institution that supplements and extends its mission by offering select yet comprehensive high quality graduate programs that prepare students for professionally rewarding careers. The current graduate programs lead to the following degrees:

- Master of Business Administration (management, marketing, international business, finance, and health care administration). Wagner also has a weekend Executive M.B.A. program and an accelerated one year MBA program.
• Master of Science in Education (early childhood B-2, childhood 1-6, middle 5-9, adolescent 7-12 levels and teaching literacy B-6). The Education Department also offers a weekend program in Educational Leadership.
• Master of Science (accounting).
• Master of Science (microbiology).
• Master of Science (nursing).
• Master of Science (advanced physician assistant studies).
• Post Master’s Certificate for Family Nurse Practitioner.
• Doctor of Nursing Practice

For detailed information on the above programs, please see the Graduate Programs section of this bulletin.

EXPERIENTIAL LEARNING AT THE GRADUATE LEVEL

New Educators at Wagner (NEW) is a unique post-graduate teacher development program that fosters transformational learning among early career educators. Using school-based mentoring, cohorts of community practice, peer-assisted learning, action research, and a blend of online and face-to-face experiences, participants receive targeted supports they need both to address the daily uncertainties of being new teachers and to build their professional identities. NEW teachers attend 18 sessions over the course of a year, receiving 3 college credits towards professional development requirements.
BUILDINGS, RESOURCES AND SERVICES

BUILDINGS AND FACILITIES

CAMPUS HALL, completed in 1957 and originally a residence hall, accommodates the Business Administration, Education, Nursing, and Music Departments as well as a number of classrooms and faculty offices. It also houses the Postal Center, the Copy Center, the Health Center, the Early Childhood Center, the Hugh L. Carey Institute for Government Reform, the Modern Languages Wing, the Music Performance Center, and the Dr. Evelyn Lindfors Spiro Nursing Resource Center and the Dr. Eva Megerle Education Resource Center.

CUNARD HALL, built by Edward Cunard in 1852, houses the Registrar’s Office, the Vice President for Finance and Business Office, the Business Office, the Physician Assistant Program and the Financial Aid Office.

FOUNDATION HALL, opened in January 2010, was the first new residence facility to be constructed on Wagner College’s 105-acre Staten Island campus in more than 40 years. It was designed specifically as a residence for the college’s fourth-year students as they prepare for the transition to “life after Wagner.” It includes a high-tech class/conference center where Senior-Year Residence Experience seminars and other institutional meetings can be held. Wagner’s need for the new four-story residence hall, designed to house 192 students, was driven by its transformation over the previous decade from a college where a majority of students were local commuters, into an institution drawing most of its students from outside New York City. In 2013-14, about 75 percent of Wagner College’s 1,850 undergraduates lived in campus residence facilities.

GUILD HALL, completed in 1951, contains living accommodations for over 100 students. It was named for the Wagner College Guild in recognition of the organization’s support of the College.

HARBOR VIEW HALL has living accommodations for over 600 students. Fifteen stories in height, it has a panoramic view of lower Manhattan, New York Harbor, and the Verrazano Narrows Bridge. The building was completed in the fall of 1969.

KAIROS HOUSE, built in 1920 to house the College President and his family, is the site of Knubel Chapel and the Campus Ministry offices.

MAIN HALL, built in 1929-30, is one of the campus’ primary classroom buildings. It houses: the college’s main auditorium; art studios for painting, drawing, sculpture, photography, and ceramics; offices for the Department of Art; office for the Department of Theatre; office for Government & Politics; office for Arts Administration and Theatre workshops/production laboratories. The building is home to Wagner College Theatre where 4 productions are staged annually, playing to the campus community and a loyal following of season subscribers 8 weeks of the year.

MEGERLE SCIENCE HALL, dedicated in 1968, contains facilities for the teaching of the biological and physical sciences, including computer science and mathematics. It includes
laboratories, seminar rooms, a computer training room, and faculty offices. Offices and facilities for Information Technology and Media Services are also housed in Megerle Science Hall.

**PAPE ADMISSIONS HOUSE**, circa 1905, originally housed senior faculty. Newly renovated in 2002, it now houses the Undergraduate Admissions offices, the Director of Admissions, the Vice President for Enrollment and Strategic Planning, and other Admissions administrators.

**PARKER HALL**, built in 1923 and known for many years as South Hall, was rededicated in memory of George B. Parker in 1961. At the present time it accommodates the social sciences and the humanities faculty and is used for faculty offices and art studios.

**PARKER TOWERS**, consisting of five interconnected units designated A, B, C, D, and E, was opened in 1964. The residence hall contains two-bedroom suites and has a total occupancy of about 400.

**PUBLIC SAFETY HOUSE**, circa 1920, was originally a housing facility for senior faculty. It also houses the Human Resources Office.

**REYNOLDS HOUSE**, formerly North Hall, built in 1905, has been remodeled to house the Institutional Advancement Offices, Alumni Relations, and the Department of Communications. It also houses part of the Markham Library collection.

**SPIRO HALL**, constructed in 1968, contains the Donald and Evelyn Spiro Computer Technology Center, lecture halls, classrooms, and the planetarium.

**SPIRO SPORTS CENTER**, a 93,000 square foot student-oriented multi-purpose athletic and recreational facility, a major expansion of the original Sutter Gymnasium (built in 1951). Thanks to the generosity of Dr. Donald W. Spiro, the Wagner College athletic facility contains an enlarged fitness center and a six-lane NCAA regulation-size swimming pool for both athletic events and recreational use. New locker rooms in the basement greatly enhance the use of sports facilities. On the second floor are two spacious all-occasion rooms, the Hall of Fame Room and the VIP/Trustee Reception Room, both of which overlooks the basketball arena. The Center houses the Athletics administration and coaching staffs. In December 2009, the college unveiled the 3,076 square foot Dr. Gregory P. Knapp ’66 H’00 Strength Room. Housed in the bottom floor of the Sports Center, this facility is used for varsity athletic use which opens the first floor training center for use by the general student body, creating a win-win situation.

**STAGE ONE**, This facility, located adjacent to the football stadium, was fully renovated into an experimental studio theater space hosting classes and a variety of campus and community events as well as serving as home for Wagner College Theatre’s studio theater season of 4 plays, performing 8 weeks during the school year.

**THE WAGNER UNION**, completed in 1970, includes the dining hall, the bookstore, student activity areas, the Wagner Gallery, the Offices of the President, the Provost, Vice Provost, the Special Assistant to the President, the Assistant Vice President for Campus Life and Internationalization, the Dean for Integrated Learning, the Center for Academic and Career Engagement, the Director of Co-Curricular Programs, Student Government, and Student Publications.
BUILDINGS, RESOURCES AND SERVICES

WAGNER COLLEGE STADIUM, which is used for football, men’s and women’s lacrosse, women’s soccer and track and field, is located on the west side of the campus. The stadium was part of a $13 million addition to the campus facilities. Completed in 1998, the Wagner Stadium seats 3,300 in general admission and reserved seating, including 400 seat backs located at midfield. Below the stadium is a field house featuring several locker rooms, training room, equipment room and public facilities. Surrounding the field is a six-lane synthetic running surface, allowing the College to play host to many major track and field meets. Wagner College encourages the community to participate in the tradition that Wagner football has established over the years, including a Division III National Championship. In The Lower Fields Athletic Complex serves as the home of the Seahawk softball program. The baseball team plays its home games at the state-of-the-art and picturesque Richmond County Ballpark, which is the home of the Staten Island Yankees.

LEARNING RESOURCE CENTERS

A number of learning resource centers support the educational programs of the College with instructional and research materials housed in various facilities on campus. These facilities include:

CENTER FOR INTERCULTURAL ADVANCEMENT
The Center for Intercultural Advancement (CIA) is located in the Union, room 202. The CIA supports and promotes Wagner College’s mission statement by creating opportunities for social justice dialogues, learning about different cultures, and assisting with the strategic initiatives to internationalize and diversify the campus. The Center serves as a resource place to get information and/or books about internationalization and diversity; a gathering location for formal and informal dialogues; and the place to get information and advising on study abroad whether through Expanding Your Horizons (EYH) programs or semester long opportunities. The Center also assists international students with visas, advising, and transition.

WAGNER COLLEGE EARLY CHILDHOOD CENTER
Located in Campus Hall, the Early Childhood Center is the first early childhood program established on Staten Island in 1946. The Center provides unique opportunities for children ages 2.3 through 6 years, and offers an enriched curriculum in which Wagner students learn to encourage young children to explore, imagine, create and discover. Undergraduate and graduate students are able to utilize this facility as a supplement to various academic programs and as part of their field practicum experience.

DR. EVA MEGERLE EDUCATION RESOURCE CENTER
Renovated through a generous donation by Dr. Eva Megerle, and located in Campus Hall 333, this resource center for faculty and students houses a plethora of educational newspapers, journals, handbooks, books and other periodicals on a variety of relevant education topics. Learning games, curriculum manuals, assessment instruments, and other educational resources are available. The wireless room also serves as a state of the art computer technology center with over a dozen notebook computers, MAC and PC’s, LCD setups, etc. The room is also used for education workshops and small class sessions.
WAGNER COLLEGE GALLERY
Located in the Wagner Union, the Wagner College Gallery is under the supervision of the Art Department, which regularly schedules showings of art works by faculty, students, and artists in the community. The gallery also provides students with a context in which to gain proficiency in gallery management as a career.

HORRMANN LIBRARY
The Horrmann Library houses over 100,000 print book titles and has access to over 200,000 e-books and over 20,000 magazines, journals, and newspapers in print and electronic formats. Students can search the library’s collections using WagCat, our online catalog. 70 computer workstations are available in the library. 40 are located on the Main Floor, and 30 more are located in the Horrmann SmartLab, a computer lab and classroom located on the Lower Level. All computers have access to the Internet and to the library’s online research databases, as well as Microsoft Office. Assistive technologies such as ZoomText, Kurzweil Reader, and No-Hands Mouse are also available on designated workstations. Wireless Internet access is available in the library for students using their own laptop computers. Lending laptops are also available at the Circulation Desk for in-library use.

Audio-visual equipment for watching videos or listening to CD’s is located on the Lower Level of the library. Headphones are available to borrow at the Circulation Desk.

Horrmann Library is a member of the METRO and WALDO library consortiums, which allows students to readily obtain books and articles from other local colleges and universities via Interlibrary Loan. Items not available locally can also be obtained from almost any college in the United States via our Interlibrary Loan service. Wagner students also have full access and borrowing privileges at the St. John’s University Staten Island campus library, located a short walk from the Wagner Campus.

Librarians at the Horrmann Library offer bibliographic instruction classes as well as group and individual research assistance. Group and class instruction is given in the SmartLab, the library’s dedicated classroom for research instruction. One-on-one research consultation with a librarian is always available, either by appointment or on a walk-in basis. Research Tutors, students who have been trained in the use of library resources, are also available in the library for peer-to-peer research assistance.

During the semester, the library is open 24 hours a day from 9am Sunday through midnight Friday, and from 9am-midnight Saturday. During final exams, the library is open 24 hours a day, every day. Hours may vary during semester breaks or during summer sessions. For current library hours, check the library web site at http://www.wagner.edu/library/hours.

HORRMANN LIBRARY STUDY CENTER
The Library also houses the Horrmann Study Center, which consists of the Writing Center and the Peer Tutoring Center. Each office arranges counseling for students by fellow undergraduates: specially trained Writing Intensive Tutors (WITs) on how to improve writing skills, and outstanding peer tutors on academic subjects. Students receive this academic support free of charge—on a drop-in basis, by appointment, or through establishing an ongoing tutoring schedule for all or part of the semester. More information can be found on the Academic Support web site at http://wagner.edu/cace/academic-support.
BUILDINGS, RESOURCES AND SERVICES

THE HUGH L. CAREY INSTITUTE FOR GOVERNMENT REFORM
Located in Campus Hall and named in honor of Hugh L. Carey, New York’s 55th governor, the Center is dedicated to non-partisan examination of state government and to proposing legislative and administrative reforms. It focuses on New York as a laboratory and incubator for reform ideas that have often been adopted by other states, as well as our federal government.

INFORMATION TECHNOLOGY RESOURCES
Wagner College has approximately 200 computers for students in computer labs including the Donald and Evelyn Spiro Computer Technology Center, the Library, and other public spaces. While the majority of these computers are running Windows, the College also supports Apple OS X and Linux. In addition to the standard suite of Office software in the labs, students have access to software for working with digital images and video, making Web sites, learning desktop publishing, working on statistics, studying foreign languages and music, and much more. There about twenty five smart classrooms on campus that provide faculty and students to display their work or presentations using built in multimedia equipment. Every residence hall room has a network port for each student and a port for cable TV. The campus network has been recently upgraded, and wireless connectivity is available in all indoor areas and some outdoor locations. The Help Desk is located in the lower level of the library and has extended hours during the academic year.

DR. EVELYN LINDFORS SPIRO NURSING RESOURCE CENTER
The Dr. Evelyn Lindfors Spiro Nursing Resource Center in honor of Dean Mary Burr in Campus Hall provides services to students enrolled in the nursing program. The laboratory integrates classroom teaching and clinical practice and is staffed by a full-time, master’s prepared clinical nursing professor. The computer laboratory and simulator laboratory incorporate the concept of total testing to demonstrate proficiencies and to practice simulated clinical settings to assist students in being prepared for practice as well as being a research resource. Resource materials (texts, journals, video’s and DVD’s) are available for student and faculty use. Students with internet access off campus may utilize the School of Nursing’s online resource software program for study enhancement exercises and practice exams. All Nursing students have access to online resource software program via account numbers and passwords. The Nursing Resource Center Director is a member of the Nursing Staff and is available to assist students and faculty. The NRC’s hours of operation are posted in several locations the Center.

PLANETARIUM
The College has an excellent planetarium facility located in Spiro Hall. The planetarium offers support to Wagner’s academic program, as well as outreach programs for students in elementary and secondary grades and for the general public.

SERVICES

THE CENTER FOR ACADEMIC AND CAREER ENGAGEMENT
The Center for Academic and Career Engagement supports students from their transition to Wagner and throughout the college experience as they select a major, consider study abroad options, gain internship experience and develop leadership skills, and assists in the application of these skills to a process of lifelong career development. Students find their
own answers to the question, “What’s Your Wagner Plan?” as they follow a 4-step process of self-inquiry, major and career exploration, reflection and decision making, and strategic action – either a job search or graduate school pursuit. Services offered to all students include academic advising and support, tutoring, services for students with disabilities, major exploration, personal and career assessments, career counseling, resume and cover letter preparation, interview preparation, evaluation of employment objectives, and assistance in planning internship and job search strategies. Students who utilize the Center can connect to career and graduate school resources including job and internship listings, employer literature, a mentorship program with Wagner alums, and networking and skill-building workshops offered on a regular basis to support you as you explore various career paths.

**DEAN FOR INTEGRATED LEARNING**
The Dean for Integrated Learning is directly responsible in supporting the First Year, Intermediate and Senior Learning Communities by recruiting and supporting faculty participants, program coordinators, and providing overall administrative support for success and stability; leading the initiative to further integrate the Intermediate Learning Communities; and furthering the Wagner Plans national visibility through scholarship, presentations, and grant funding. In addition, the Dean for Integrated Learning works closely with the experiential learning program so that the Center for Leadership and Engagement is further integrated into the Wagner Plan. Most importantly, the Dean of Integrated Learning will address the critical inter-relationships among the three LC programs; help to integrate departmental and interdisciplinary needs, further integrate effective advising, co-curricular programs and career development while focusing on successful learning outcomes for the Wagner Plan and its integration with the general education requirement.

The First Year and Senior Learning Communities link the community based learning experiences to the reflective tutorials. The First Year experience may take any of an array of possible forms: service-learning, participatory learning/mentorships, field trips, and community research. Service Learning involves service work with an agency that may or may not link the course themes directly to the community experience. Participatory learning relies on direct observation of course themes or skills. Field trips are class trips to observe community issues and / or course themes with appropriate follow-up discussion or activity. Community Based research involves a collaborative project of students working with one agency or community group under the direction of the RFT faculty. All experiences are integrated as fully as possible into the coursework of the reflective tutorial. In the Intermediate Learning Community, faculty work closely to design interdisciplinary learning experiences while enhancing student understanding of the research process and sophisticated learning. In the Senior Learning Community, all students participate in a practicum directly related to their major as a capstone experience prior to graduation. Students are assisted in contacting appropriate sites in which to procure their practicum. Among other things, this linkage of learning to doing provides experiences which help students transition from the academic to the “real” world.

**CENTER FOR LEADERSHIP AND ENGAGEMENT**
The Center for Leadership and Engagement fosters and administers civic learning on campus and in the community through joint partnerships for the betterment and benefit of Wagner College, Staten Island and larger New York City community. As part of the larger mission of Wagner College, the Center for Leadership and Service promotes learning,
BUILDINGS, RESOURCES AND SERVICES

leadership and service by building positive community partnerships. Supporting service learning and curricular work in the larger New York City community strengthens leadership for public service on campus and in the community, cultivates and disseminates best practices in civic engagement and secures resources to deepen and extend this work. Examples are: faculty development (curricular and community-based research); civic development (especially leadership training); student development and grant support.

One such community collaboration is the Port Richmond Partnership, first discussed between community leaders in 2008 as a way to expand upon the success of the Civic Innovations Program. The partnership is based on an understanding between Wagner College and organizations and institutions located in the north shore community of Port Richmond. The Partnership offers the following opportunities:

- Curricular and non-curricular based placements for Wagner College students.
- Professional development activities for area students, teachers, educational personnel, and organizational leaders.
- Cooperative programs to forward school improvement, economic development, social reform and health promotion efforts.
- Research, data collection and dissemination services.

Wagner College is engaged in many civic activities at many levels: curricular (Learning Communities and Civic Innovations); co-curricular (students groups and fraternal organizations); campus-community events (Mosaic Coalition, Staten Island Community Days); and national social justice initiatives (Imagining America, Project Pericles, Campus Compact). The Center for Leadership and Engagement interweaves the many threads of civic engagement into a unified whole, serving as a bridge between students and the College’s programs in Experiential Learning, Academic and Career Development, Campus Life, Co-Curricular Affairs, Academic and Cultural Enrichment, and Alumni Affairs.

DIVERSITY ACTION COUNCIL

In the spirit of furthering the mission and goals of the College, the Diversity Action Council (DAC) seeks to foster awareness, inclusiveness and celebration of diversity to create a comfortable and inviting campus climate. Aligned with the national conversation, diversity includes, but is not limited to, differences by race, ethnicity, religion, sexual orientation, gender, region, age, language ability, socioeconomic status, or any other underrepresented group on Wagner College’s campus.

The DAC meets on a regular basis to review the campus climate around diversity, address concerns, raise awareness and to further the blueprint. Please see the DAC website for up-to-date information or a copy of the blueprint at http://www.wagner.edu/departments/dac/

INTERNATIONALIZATION ACTION COUNCIL

In the spirit of furthering the mission and strategic plan of the College, the Internationalization Action Council (IAC) seeks to enhance the multifaceted liberal education which provides our students with the opportunity to prepare for life and careers within the rapidly changing global community.

The IAC meets on a regular basis to review the campus climate around internationalization, address concerns, raise awareness, and to further the blueprint. Please see the IAC website for up-to-date information or a copy of the blueprint at http://www.wagner.edu/departments/internationalization/
WAGNER COLLEGE BOOKSTORE
The bookstore, located in the Union, contains textbooks, popular paperbacks, greeting cards, gifts, and items with Wagner emblems. During the spring and fall semesters when the College is in session, the bookstore is open from Monday through Thursday, 8:30 a.m.–6:00 p.m.; Friday, 8:30 a.m.–4:00 p.m.; and Saturday, 11:00 a.m.–2:00 p.m.

BANK AND CASHIER
A student bank and check cashing service is available for resident students in Cunard Hall. Personal checks up to $50.00 per day may be cashed. The hours of service are 9:00 a.m.–4:00 p.m., Monday through Friday. An ATM is located in the lobby of the Wagner Union and is accessible to students during Wagner Union hours.

POSTAL CENTER
The postal center, located in Campus Hall, is open Monday through Friday from 9:30 a.m.–3:30 p.m. for purchasing stamps and mailing items. Individual student mailboxes are located on the second floor of the Wagner Union. Students should sign up for their mail boxes in the postal center.

OFFICE OF PUBLIC SAFETY
The Office of Public Safety, located on the first floor of House No. 4, has primary responsibility for campus law enforcement, parking and traffic administration, safety, and fire safety. Office hours are 8:00 a.m.–4:00 p.m., Monday through Friday. The main gate on Howard Avenue is staffed at all times to answer emergency needs. The emergency number is (718) 390-3148.

MOTOR VEHICLES
Students who wish to bring an automobile to campus must register in the Public Safety Office. Qualified persons wishing to use College parking facilities must register their motor vehicles by presenting state registration, operator’s license, and an insurance card. Applications and permits are available at the Office of Public Safety. Although parking lots are patrolled by uniformed officers, Wagner College can assume no responsibility for loss, damage, or injury to persons or property.

IDENTIFICATION CARDS
All students are required to obtain an identification card. These cards can be obtained through the Office of Public Safety during office hours.

LOST AND FOUND
A lost and found service is maintained in the Office of Public Safety in House No. 4.

CAMPUS CRIME STATISTICS
The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United State Department of Education. Information may be obtained by contacting the Office of Campus Safety at 718-390-3165. Wagner College crime statistics may be viewed at the College Web site, http://www.wagner.edu/wagcom/security/statistics.html. The US Department of Education has a web site for post-secondary campus crime statistics at http://ope.ed.gov/security/index.asp
BUILDINGS, RESOURCES AND SERVICES

WAGNER COLLEGE SHUTTLE

Wagner runs a shuttle (van) service between the College and the Staten Island Ferry. Contact Public Safety for a schedule of service.
Academic Recognition

Special awards ceremonies are held at the end of the academic year to recognize the outstanding academic and leadership achievements of deserving students. Academic departments present awards and prizes to students who are outstanding in specific areas of study and achievement. The College presents awards to students who have shown outstanding leadership and service through their co-curricular endeavors.

ACADEMIC AWARDS

ANTHROPOLOGY

Antia Volland Award - This award is presented to the graduating senior Anthropology major who most exemplifies in his or her work the vision of anthropology practiced by founding department member Anita Volland, emphasizing the importance of the four fields, the centrality of the culture concept, and great intellectual curiosity.

Gordon McEwan Endowed Award for Archaeology - This award, endowed by the Wright Family Foundation, under the direction of Kenneth R. and Ruth M. Wright. The selection criteria are:
* Wagner College student(s) in good academic standing
* Participant(s) in a Wagner College study abroad program
* Eligible program must have an experiential learning component in the field of Archaeology

In the event that there is no applicable study abroad program, an achievement award may be made to a deserving student in the Department of Anthropology for independent study.

ART

The Richard Gaffney Memorial Grant is given to support student work in art.

Robert D. Boody Memorial Award in Art - The income from a fund given by friends of the late Robert D. Boody is presented annually to a student completing the junior or senior year who, in the judgment of the art faculty, is an outstanding art student.

The Wagner College Award in Art is presented to the art major with the highest grade point average.

BIOLOGICAL SCIENCES DEPARTMENT

The Biological Sciences Award is presented to the underclass student showing the highest academic promise in a major within the Department of Biological Sciences.

The Robert D. Blomquist Memorial Award - The income from a fund given by friends of the late Robert D. Blomquist, a 1967 Wagner graduate, is presented annually to a student completing the junior year who, in the judgment of the biology faculty, is an outstanding biology student and of good moral character.

The Norman L. Freilich Memorial Award - Established by his wife Lillian and their daughters in memory of Dr. Norman L. Freilich, a graduate of the Class of 1935, this award is presented to a graduating student who has been accepted into medical or dental school.
ACADEMIC RECOGNITION

The Microbiology Award at the undergraduate level is presented to a graduate in the discipline of microbiology whose scholastic achievement in the field of microbiology is outstanding. The award is given by faculty and staff in memory of Dr. Natale Colosi, former chair of the department.

The Microbiology Award at the graduate level is presented to a graduating master’s degree student in microbiology whose scholastic achievement in the field is outstanding. The award is presented in the memory of Dr. Natale Colosi, former chair of the department.

Kevin Sheehy Award is presented to a graduating senior in biology who has achieved the highest cumulative grade point average in the major. This award is given in memory of Dr. Sheehy, Class of 1967, who was a Tottenville High School biology teacher and a Wagner College trustee.

The Biopsychology Award is presented to a graduating senior in the Biopsychology major, who, in the judgment of the faculties of the Psychology and Biological Sciences Departments, has most demonstrated academic excellence in Biopsychology.

BUSINESS ADMINISTRATION

The Accounting Society Award is presented to the graduating senior who has completed and passed 6 units (or 24 credit hours) in accounting and who, in the judgment of the society, has shown outstanding academic achievement. The candidate must also exemplify standards of leadership and good moral character.

The Alpha Omicron Pi Award is presented to a graduating major in business administration who is judged by the Business Administration Department and Alpha Omicron Pi to be academically outstanding. Extracurricular activities on campus and elsewhere are also taken into consideration.

The Business Administration Award recognizes the student in the Business department with the highest Grade Point Average.

The Wagner Investment Group Legacy Award is presented to an undergraduate student for excellence in the investment world. This recipient is chosen by the Wagner Investment Group executive board and faculty advisor.

The Executive Leadership Challenge Award is presented to the graduating student in the M.B.A. for Executives Program who inspired and motivated others and displayed academic excellence and integrity.

The Executive Leadership Development Award is presented to the graduating student in the M.B.A. for Executives Program who displayed enthusiasm and achieved a high level of personal growth and leadership.

The Executive Teamwork Award is presented to the EMBA student whose conduct and efforts exemplify the concept of teambuilding and support for fellow students.

The Executive High GPA Award is presented to the EMBA student with the highest grade point average.
The Accelerated MBA Leadership Challenge Award is presented to the graduating student in the AccMBA Program who inspired and motivated others and displayed academic excellence and integrity.

The Accelerated MBA Leadership Development Award is presented to the graduating student in the AccMBA who displayed enthusiasm and achieved a high level of personal growth and leadership.

The Accelerated MBA Teamwork Award is presented to the AccMBA student whose conduct and efforts exemplify the concept of Teambuilding and support for fellow students.

The Accelerated MBA High GPA Award is presented to the graduating AccMBA student who has achieved the highest grade point average.

The TMBA Finance Award is presented to the Finance student who has achieved the highest GPA in the Finance major.

The TMBA Marketing Award is presented to the Marketing student who has achieved the highest GPA in the Marketing major.

The TMBA Healthcare Award is presented to the Healthcare student who has achieved the highest GPA in the Healthcare major.

The TMBA Management Award is presented to the Management student who has achieved the highest GPA in the Management major.

The TMBA International Business Award is presented to the International Business student who has achieved the highest GPA in the International Business major.

The Dan Waeger Award is presented to the graduating MBA student who personifies courage and perseverance in the face of extreme obstacles and adversity.

The Walter Rohr’s Academic Excellence Award is presented to the graduating Business student who has achieved the highest GPA in all the Graduate Business Programs. The Delta Mu Delta Prize is presented by the Alpha Beta chapter of Delta Mu Delta, national honor society in business administration, to the master’s degree candidate who has completed all degree requirements and attained the highest grade point average in the field of business administration.

Chemistry and Physics
The Lee Yorgey Davidheiser Prize in Chemistry is presented in honor of Dr. Davidheiser, Wagner’s pioneer chemistry professor and department chair, to a student majoring in chemistry, judged by the department, to be academically outstanding.

The Wagner College Award in Chemistry is presented to an underclass student for academic excellence in chemistry.
ACADEMIC RECOGNITION

The Dreyfus Prize - The income from a fund given by Mrs. L. A. Dreyfus, in memory of her husband, is presented to a student who, in the judgment of senior chemistry professors, has done academically outstanding work in the department.

The Frank K. Bobbitt Memorial Award in Chemistry awarded by the family of the late Frank K. Bobbitt, a 1979 graduate of Wagner College, is presented annually to a student who, in the judgment of the chemistry faculty, is conscientious, cooperative, and shows scholastic achievement in the field of chemistry.

The Harvey Logan Memorial Award is presented to a student who has done academically outstanding work in physics.

ECONOMICS

The Economics Department Award is presented to a graduating senior who has demonstrated academic excellence in the field of Economics.

The Douglas Gee Morton Award - The income from a fund given by the parents of the late Douglas Gee Morton, a 1955 graduate of Wagner College, is presented annually to a student completing the junior or senior year who, in the judgment of the economics and business administration faculty, is an academically outstanding economics student and is of good moral character.

EDUCATION

The Education Department 5 C’s Award is presented to the undergraduate and graduate student who best personifies the 5C’s (commitment, competence, caring, community, and curiosity) with special attention to the dispositions of the teaching profession. This award reflects and supports the mission of the Education Department.

The Education Department Award is presented to the undergraduate and graduate student with the highest academic achievement in the department.

The Norval Calhoun Award – This award for excellence in education is presented to the outstanding senior for distinguished academic and teaching performance. Recognition is bestowed in memory of graduates and educators from Wagner College who have contributed to the professional education of teachers.

Norbert H. Leeseberg Education Award – This award is presented to two graduating education students, one at the undergraduate level and one at the graduate level, who best exemplify the academic scholarship and community spirit of Dr. Norbert H. Leeseberg.

The Education Department Chair Award is given to a graduating senior for outstanding achievement in teaching.

The Special Education Award goes to the teacher candidate who has shown unusual skill and sensitivity in working with special needs students and has clearly demonstrated potential for becoming an outstanding teacher of students with disabilities.

The Don Hartung Prize in Education is awarded to a senior education major intending to pursue a career in teaching.
The Katherine and Egon Wendel Award in Education is presented to the graduate student with a liberal arts or science baccalaureate degree who has demonstrated the highest potential as a future teacher during candidacy for the Master of Science in Education. Spanning the years from 1962–1990, Dr. Wendell was a professor of education, department chair, and academic vice president of the College. Katherine Wendell was an adjunct assistant professor of education and an active member of many College organizations.

**ENGLISH**

The Jack J. Boies Award for Creative Writing is presented to a Wagner College undergraduate student for excellence in an annual creative writing competition. The award was created by the family and friends of Dr. Jack J. Boies, Professor of English at Wagner College from 1962 to 1985.

The English Literature Prize is presented to recognize a student with the highest distinction in English Literature.

The Thomas Kendris Award in Expository and Journalistic Writing is presented to the senior (not necessarily one who has majored in English) who has done outstanding work in the following areas: writing courses and journalism. Dr. Kendris was a member of the English Department from 1953 to 1983. The award was created by an alumnus of Wagner College.

The Academics for Activism Graduate School Fund aids English majors with senior standing applying to PhD programs in English and/or Women/Gender Studies whose scholarship has a focus on issues concerning women, gender and sexuality, and/or marginalized groups.

**GOVERNMENT AND POLITICS**

The Phyllis Andors Award for Government and Politics is presented in honor of the late chair of the history and political science department to an outstanding student majoring in Government and Politics.

The Verrazano Memorial Prize, donated by the Verrazano Memorial Committee, is presented to an academically outstanding government and politics major.

The International Affairs Award recognizes outstanding academic achievement in International Affairs.

**HISTORY**

The Phyllis Andors Award for History is presented in honor of the late chair of the history and political science department; this award is presented to an outstanding student majoring in History.

The Verrazano Memorial Prize donated by the Verrazano Memorial Committee, is presented to an academically outstanding History major.

The Christian P. Holmstrup History Award, funded by Dorothee Holmstrup in memory of her husband, the late Christian P. Holmstrup, Class of 1939, is presented to the student with the highest grade point average in history.
ACADEMIC RECOGNITION

MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT

The Kurt Goedel Award for Excellence in Mathematics is presented by the mathematics faculty for outstanding performance and achievement in the field of mathematics. Based on the student’s GPA, as well as the class performance and impression he or she makes.

The Wagner College Prize in Mathematics is presented to a graduating senior majoring in mathematics who is judged to be the academically outstanding student in the department.

The Dorothy Schaffer Memorial Award is presented in memory of “Dot” Schaffer, a respected senior staff member of the Registrar’s Office, who died in 1981. This award is presented to an academically outstanding junior or senior majoring in computer science.

The Kappa Mu Epsilon Award is presented by the Mathematics Honor Society to a Mathematics or Computer Science major who excels in service and leadership.

MODERN LANGUAGES

The Modern Languages Award is presented to a student who has demonstrated academic excellence in the study of German, French, Italian, or Spanish.

The Julio Cortázar Award is presented to a Spanish major who has achieved the highest distinction in the study of Latin American or Peninsular literature.

The Simone de Beauvoir Award is presented to a French Studies major who has achieved the highest distinction in the study of French or Francophone literature.

MUSIC

The Academic Excellence Award in Music is presented to a student who has demonstrated academic excellence in Music.

The Music History Award is presented to encourage interest in music as a discipline of historical study. It is presented to a student who has shown a keen interest in music history, who has excellent writing ability and is able to transcribe early music, shows outstanding grades, who views music as a discipline of the Arts and Sciences, and who sees music in relation to history and to the other arts.

The Sigvart J. Steen Award in Music – This award, established in memory of Dr. Sigvart J. Steen, director of the Wagner College Choir from 1949 to 1968, is presented annually by the faculty of the Music Department to a student exhibiting excellence in choir performance.

The Wagner College Instrumental Music Award – This award is presented to a student who shows both outstanding musical talent and exemplary dedication to the bands of Wagner College.

NURSING

The Constance Byron Award - Monetary awards established by the family of Constance Byron, class of 1955, are presented to two nursing students who have displayed academic merit, leadership qualities, tenacious spirit, thoughtfulness, and caring for others. The awardees, one senior and one graduate student, are selected by the School of Nursing.
The Ellen Horrmann Award - An award presented to a student judged by the School of Nursing faculty as demonstrating academic excellence in nursing during clinical experience.

The Jane Bacher Award - An award presented by friends of the late Jane Bacher to a graduating nursing student who has achieved the highest cumulative index in community health nursing.

The Mary Burr Award - This award, established in memory of Mary Burr, is presented to the graduating nursing student who has achieved the highest cumulative grade point average in the School of Nursing.

The Community Health Nursing Award recognizes one junior and one senior nursing student who demonstrate volunteerism, thoughtfulness, caring, and patience while promoting the health of individuals, families and groups within the community.

The Promising Gerontological Nurse Award is given in memory of Mr. and Mrs. Robert Dowling, parents of Annemarie Dowling-Castronovo, an Assistant Professor in Nursing. This award recognizes a junior nursing student who demonstrates promise as a gerontological nurse as reflected in evidence-based clinical performance.

The Marie Picket Award is given to a nursing undergraduate student who has shown outstanding community service and is a role model in our community or abroad.

The Student Nurse Association Award recognizes academic merit and leadership in diverse community activities.

The Nursing Faculty Award is given to a compassionate student leader who is patient- and family-centered. The recipient of this award is selected by the Nursing faculty.

The Annemarie C. Sortino Nurse Educator Award – This award was established in May 2007 and is presented to a graduate student by Epsilon Mu Chapter of Sigma Theta Tau International Nursing Society in recognition of creative and scholarly achievements that exemplify the late Dr. Sortino's professional standards and values.

**PHILOSOPHY/RELIGION**

The George G. Hackman Prize in Religious Studies - In recognition of the long and enduring contribution of Dr. George G. Hackman to the teaching of religion at Wagner College, this prize is presented to a graduating student who has achieved the highest academic average in all courses taken in the religion minor.

The Ministerial Prize - The income from a fund is awarded to a ministerial student who has made singular progress in some field of study. This prize was created by the late Reverend John Schott in honor of St. John's Evangelical Lutheran Church, Newark, N.J., and has since been increased, in memory of the Reverend Oscar E. Braune, former pastor of St. John’s, and in memory of the Reverend Matthias F. Walz, former pastor of Trinity Lutheran Church, Newark.
The Socrates Prize - This award recognizes outstanding thought, not in the traditional sense, but the kind of thinking that has application to human concerns in a community. In addition, the award winner must have demonstrated excellence in philosophy.

**PHYSICIAN ASSISTANT STUDIES**

The Wagner College Physician Assistant Awards are presented to the students in the junior and senior year of the Physician Assistant program with the highest overall grade point average.

**PSYCHOLOGY**

The Gertrude Aull Award is presented to the underclass student who has the greatest potential as a psychologist as judged by the psychology department faculty. The award is named for Dr. Gertrude Aull who was the first chair of the psychology department, a scholar, and a practicing psychotherapist.

The Psychology Department Award - This award is presented to a psychology major who, in the judgment of the Psychology Department faculty, has most demonstrated academic excellence in psychology.

The Robert deCsipkes Memorial Prizes in Psychology, established by the family of Robert deCsipkes, class of 1966, these awards are presented to two graduating seniors majoring in psychology who, in the judgment of the department faculty, have outstanding research potential and outstanding and clinical potential in psychology.

**SOCIOMETRY**

Hertha Troll Meyer Memorial Award – The family and friends of Hertha Meyer have endowed this award to be presented annually to the graduating senior in the Department of Sociology who best exemplifies the ideals of scholarship and service.

C. Wright Mills Award - This award is presented to the underclass student majoring in the Department of Sociology who has demonstrated outstanding academic potential and embodies the spirit of the sociological imagination.

**THEATRE**

Theatre Awards - Wagner College Theatre presents an award to the most outstanding student in Performance and to the most outstanding student in Design, Technology and Management.

The Bob Gabriel Memorial Endowed Award for Theater- This award was established by Eva Lazar Laszlo in memory of her late husband, Bob. This award is presented to a senior Theater major with an interest in Italian and/or Italian American Culture with proven history of outstanding performance in theatre.

The Nathan and Ruth Wolff Prize in Dance. - This award, established by Derish Wolff and Dr. Maureen Robinson ’67 H’03 in memory of Nathan and Ruth Wolff, is presented to a graduating senior whose contribution to dance has been consistently outstanding during his or her four years.

**LEADERSHIP AWARDS**

The Advisor Recognition Award is presented to an advisor who has dedicated valuable time and energy to a student organization.
<table>
<thead>
<tr>
<th>ACADEMIC RECOGNITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Class of 2008 Scholarship</strong> was created by the Class of 2008 and has been designated for a junior entering their senior year who shows outstanding qualities in academics as well as school service.</td>
</tr>
<tr>
<td><strong>The Co-Curricular Competency Program Award</strong> is presented to students who have achieved competency through engaging in service to the campus and/or community, providing written and oral reflection of their activity and learning, and who have demonstrated an eagerness to apply their learning in new ways.</td>
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<tr>
<td>The <strong>Community Service Award</strong> is presented to a student who has committed to community service through campus organizations.</td>
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<tr>
<td>The <strong>David M. Delo Award</strong> was established to honor former Wagner College President David M. Delo and is presented to a fraternity earning the highest academic average during the preceding two semesters.</td>
</tr>
<tr>
<td>The <strong>Elsie N. Delo Award</strong> was established in honor of former Wagner College President David M. Delo’s wife and is presented to a sorority earning the highest academic average during the preceding two semesters.</td>
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<tr>
<td>The <strong>Distinguished Leader Award</strong> recognizes superior qualities of cooperation, decision-making, and management.</td>
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<tr>
<td>The <strong>Diversity Action Council Award</strong> was established by the Diversity Action Council to recognize individuals who have exemplified, supported, or furthered diversity initiatives on the Wagner College campus.</td>
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<tr>
<td>The <strong>Interfraternity Council Award</strong> is presented for exemplary service to the Interfraternity Council (IFC), recognizing leadership abilities, good academic standing, and involvement with philanthropic activities.</td>
</tr>
<tr>
<td>The <strong>Internationalization Action Council Award</strong> was established by the Internationalization Action Council to recognize individuals who have exemplified, supported, or furthered internationalization initiatives on the Wagner College campus.</td>
</tr>
<tr>
<td>The <strong>L. Willard Knight Memorial Award</strong> was established by the brothers of Tau Kappa Epsilon in memory of a brother, the late L. Willard Knight, a magna cum laude 1959 graduate. This award is presented to a fraternity member with the highest grade point average over the preceding two semesters.</td>
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<tr>
<td>The <strong>Leader on the Horizon Award</strong> was established to recognize a student who shows promise as a leader on campus.</td>
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<tr>
<td>The <strong>Michele Connors Tellefsen '71 Alpha Delta Pi Leadership Award</strong> is given to a dedicated leader in the Gamma Pi Chapter as she transitions from being an active to an alumnae member.</td>
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<tr>
<td>The <strong>New Organization Award</strong> is presented to an organization new within the past three years, which has responded to a need within the Wagner College community and has set a tone for other groups to follow.</td>
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</tbody>
</table>
The *Outstanding Service in Communication Award* recognizes a student who has contributed mightily to one or more of the media organizations on campus: The Wagnerian student newspaper, the Nimbus literary journal, the Kallista yearbook, or WCBG radio.

The *Resident Assistant Award* is presented to a student who has served as a leader in the Residential Education community. The recipient must exhibit strong social skills, the ability to work with a diverse student population, supervise day-to-day operations in the Residence Halls, and execute well-rounded programming for resident students.

The *Student Government Award* is presented to an SGA officer for exemplary service. The recipient is selected by the SGA executive cabinet for outstanding work, dedication to the student body, and exemplary leadership abilities.

The *Juliette Tyor Outstanding Student Employee Award* recognizes the qualities of honesty, dependability, initiative, leadership, and campus involvement.

The *Greek Senate Award* is presented in recognition of service to the Greek community, developing unity and direction.

The *Panhellenic Council Award* is presented for exemplary service to the Panhellenic Council and for high academic achievement.

The *Alumni Merit Award* is presented to a senior who has demonstrated outstanding service, loyalty, and dedication to the Wagner College community through participation in organizations and activities.

The *Joseph T. Gabrielline Memorial Award* was established in honor of a member of the class of 1983, and is presented to a graduating senior who has demonstrated such superior qualities as leadership, honor, scholarship, and service.

The *Periclean Senior Award* honors a graduating senior who exhibits an abiding and active sense of social responsibility and civic concern through his/her academic work or community activities. In the spirit of honoring public and community service, this award also goes to the site of the student’s placement.

The *Julie M. Barchitta Award for Civic Engagement* is presented to a graduating senior who has excelled at bridging academic achievement and contributions to the community through participation in the Civic Engagement Certificate Program.

The *Sir Peter L. Cardiello Award* is given to a student with a history of outstanding leadership who demonstrates an unquenchable thirst for knowledge, the desire to make a difference, and above all, a creative and entrepreneurial spirit. This student demonstrates visionary leadership, undoubtedly leaving a legacy at the College by embodying the true Wagner spirit of “learning by doing”.

The *Thomas Carroll Award for Environmental Sustainability* is given in memory of Wagner College’s Vice President for Finance and Administration. Among the many contributions that Tom made to the College was his commitment to making Wagner a greener campus, and his enthusiasm in leading the campus toward a more environmentally sustainable future.
**OVERALL ACADEMIC AND LEADERSHIP AWARD**

*Dr. Donald W. Spiro Award* - This award is Wagner College’s most prestigious, recognizing outstanding academic and co-curricular achievements over the course of a student’s career.
DIVISION OF CAMPUS LIFE
The Division of Campus Life is committed to facilitating and supporting student learning in all aspects of their Wagner College education, both in and out of the traditional classroom setting. The Campus Life mission is to encourage active participation in the Wagner, New York City, and global communities as well as responsible and accountable leadership to create an inclusive and respectful campus culture.

The Division of Campus Life is comprised of the following departments: Center for Academic and Career Engagement, Center for Intercultural Advancement, Co-Curricular Programs, Dean of Campus Life Office, Residential Education, Campus Ministry, and the Center for Health and Wellness which consists of health and counseling services.

DEAN OF CAMPUS LIFE OFFICE
The Dean of Campus Life Office is committed to supporting a vibrant and diverse campus community. The Dean’s office staff are responsible for the planning, development, coordination, and supervision of programs, services, and activities outside the classroom. The staff oversee all campus life activities; meet with students about any issues or concerns; organize orientation, leadership development and recognition, and special events; and oversee community standards and the student conduct process. The office is located in the Wagner Union, Room 221.

OFFICE OF CO-CURRICULAR PROGRAMS
The Office of Co-Curricular Programs strives to create diverse opportunities that engage students in the integration of knowledge in and out of the classroom. The Co-Curricular Programs mission is to encourage the active participation of all students (commuter and residential) in the development of leadership skills, personal responsibility, and social awareness, which celebrates individuality and connection to the Wagner community. In support of the Wagner College and Campus Life Mission Statements, Co-Curricular Programs is committed to providing leadership and advisement for registered student organizations, creating and organizing intentional programs that raise awareness in areas including personal safety, healthy relationships and wellness, and through actively supporting the Greek community through the advisement of the Greek Senate, IFC, and NPC.

CENTER FOR HEALTH AND WELLNESS
The Center for Health and Wellness is composed of health and counseling services is located on the first floor, Room 127, Campus Hall, The health center is a screening, diagnostic, and treatment center for emergency cases and short-term illnesses. In the case of a prolonged illness, students must be under the care of their private physician. He/She may contact the health services to assure continuation of care. Students harboring a communicable disease may not remain in the residence halls. The office hours are: Weekdays, Monday-Thursday, 8:30 a.m.–10:00 p.m.; 8:30 a.m.–7:00 p.m. Fridays (ext. 3158). After office hours, resident students are advised to report immediately to the Resident Assistant or Resident Director on duty who will direct them to medical assistance. Counseling services are staffed by a clinical psychologist, a psychiatrist as well as social workers. This program includes short-term...
treatment, psychological testing and referral services. Records are confidential and not part of the student's academic and general health file.

**Health Insurance:** All full-time undergraduate students must carry health insurance. The College offers Student Accident and Sickness Insurance to students without coverage or as a supplemental insurance policy. Information can be obtained from the Center for Health and Wellness. Health insurance for graduate students is not available through the college. The Center for Health and Wellness has information about low cost options for graduate students.

The College assumes no responsibility for expenses incurred for treatment other than at our Center for Health and Wellness. Accidents and injuries that occur on campus must be reported immediately to the Center for Health and Wellness or the Public Safety Office. This is essential to safeguard students’ insurance provisions.

**CHAPEL**
One of the wide range of services and activities provided by Wagner College is centered in the Campus Ministry Office, located in Kairos House, which contains a chapel and modest facilities for a number of activities. Chapel services are conducted at regularly scheduled times during the week and on Sunday, when the College is in session. Provisions are made for Roman Catholic, Protestant, and Reform Jewish services. In addition, special services on festivals and holy days are sponsored jointly by the different religious groups on campus. Students are encouraged to enhance their college experience through participation in community services on Staten Island and the greater metropolitan area.

**RESIDENTIAL EDUCATION**
Wagner College makes every effort to foster a comprehensive, educational experience for students. One valuable element of this experience is living on campus. Sharing living space with a diverse group of peers facilitates the development of a well-rounded person.

A thoughtful residential education program based on student interests is planned for each community. Its aim is to provide students with the opportunity to utilize what they have learned in their classrooms, to develop social skills and citizenship responsibilities, and to provide a relaxing and calm atmosphere conducive to study and day-to-day living. Students are strongly encouraged to live on campus and add this valuable experience to their college education.

The Director of Residential Education, Associate Director of Residential Education, and the Resident Directors are full-time professional staff members who oversee the administrative, operational, and programmatic functions of the residence halls. Resident Assistants (RAs) and Assistant Residence Directors (ARDs) are resource persons for students. RAs are responsible for peer counseling and for fostering an educationally supportive community.

**PARENTAL NOTIFICATION**
Wagner College expects that students themselves will inform their family members of any changes in their status at the College. The College, however, reserves the right to notify parents when the academic or disciplinary status of the student changes. This includes but is not limited to: behavior that presents a real danger of substantial harm to self or others or substantially disrupts the learning environment and activities of the campus community, accident or injury requiring medical treatment at a hospital or other off-campus facility,
prolonged inactivity in coursework, or disciplinary action such that removal from housing is imminent.

CO-CURRICULAR OPPORTUNITIES
Since the students of a private college such as Wagner are geographically diverse, organizational involvement can help build personal and career networks that last a lifetime. There are more than seventy clubs and organizations on campus, including honor societies, religious and leadership groups, fraternities and sororities, and clubs promoting various academic interests.

STUDENT GOVERNMENT ASSOCIATION (SGA)
The Student Government Association provides a democratic means of advancing student interests. Under this system every undergraduate of Wagner College has the privilege and responsibility of sharing in the election of student officers and representatives, and in the determination of policies. The Student Government’s primary purpose is to foster a rich experience for all students through organizational activities. Students are encouraged to utilize a collaborative approach to problem solving among themselves and with the College administration.

WAGNER COLLEGE CAMPUS ACTIVITIES BOARD (WAGCAB)
The Wagner College Campus Activities Board (WagCAB) encourages student unity through positive opportunities and interactions both on and off campus. The Board fosters growth and development in an open, caring, and respectful environment by addressing the diverse needs and interest of the campus community.

GRADUATE STUDENT ASSOCIATION (GSA)
The Graduate Student Association’s mission is to ensure that all graduate students, full-time and part-time, are represented in matters of common interest to the student body promoting social, economic and academic goals.

RELIGIOUS ORGANIZATIONS
Reflecting the student population, there are a variety of religious activities on the campus. At present, the following organizations are available to students:

- Lutheran Student Movement. This organization meets for worship, discussion, and social activities. It is open to any interested Wagner College student.
- Muslim Student Association. This organization’s purpose is to promote the understanding of Islam, learn about the history and religion, celebrate religious holidays, and offer prayer services.
- Newman Club. This is a community of Roman Catholic students, faculty, and staff on campus whose purpose is to foster spiritual, intellectual, and social interests.
- Wagner Christian Fellowship. The W.C.F. invites all students to participate in programs designed to strengthen their Christian commitment.
- Wagner College Hillel. Local chapter of a national organization fostering programs to enrich the religious, cultural, and social life of Jewish college students.

HONOR AND SERVICE ORGANIZATIONS
Wagner has numerous honor societies and service organizations which reward students for outstanding achievements in their specified fields of activity. The honor societies cooperate
through the Association of College Honor Societies, comprised of students, administrators, and faculty representatives from each organization.

- **Alpha Kappa Delta, Pi chapter**, is the national honor society in sociology.
- **Alpha Phi Omega, Kappa Epsilon chapter**, national service society.
- **ASCD Student Leadership Team** is a student chapter of the Association for Supervision and Curriculum Development (ASCD), a nonprofit, nonpartisan organization that represents more than 175,000 educators from 119 countries and nearly 60 affiliates founded in 1943.
- **Beta Beta Beta, Eta Upsilon chapter**, is the national honor society in biology.
- **Delta Mu Delta, Alpha Beta chapter**, is a national honor society in business administration.
- **Kappa Delta Pi** is the honor society in education.
- **Kappa Mu Epsilon** is the national mathematics honor society.
- **Lamba Alpha, Pi chapter**, is the national collegiate honors society for Anthropology
- **Omicron Delta Kappa**, national leadership honor society, selects for membership juniors, seniors and graduate students of superior academic achievement and leadership.
- **Phi Sigma Iota**, is the international foreign language honor society.
- **Pi Delta Phi** is the French national honor society
- **Psi Chi, Wagner College chapter**, is the national honor society in psychology.
- **Sigma Delta Pi** is the Spanish national honor society
- **Sigma Tau Delta** is the English honor society.
- **Sigma Theta Tau** is the nursing honor society.
- **Upsilon Pi Epsilon** is the computer honor society.

### GREEK LIFE

#### INTERFRATERNITY AND PANHELLENIC COUNCILS

The Councils are representative bodies consisting of the presidents and delegates of fraternities and sororities on campus. The Councils coordinate the activities of the fraternities and sororities on and off campus. They supervise new member activities. There are five social fraternities, four social sororities at Wagner.

**FRATERNITIES**

- **Local**: Delta Nu, Kappa Sigma Alpha, and Alpha Sigma Omega.
- **National**: Tau Kappa Epsilon and Theta Chi.

**SORORITIES**

- **Local**: Tau Kappa Sigma.
- **National**: Alpha Delta Pi, Alpha Omicron Pi, and Alpha Sigma Alpha.

### GREEK SENATE

Greek Senate was formulated to be the governing structure for the Greek community. The organization’s purpose is to bring about unity and cooperation within the Greek community, to coordinate the community service efforts, and to be a communicative link between the
Greeks and the administration. This organization is made up of nine diverse groups that make up the Greek community comprised of national, local, and co-ed groups.

ACADEMIC INTEREST GROUPS
A number of clubs are devoted to the special academic interests of Wagner students. These include the Accounting/Business Society, Biology Club, Education Leadership Team, History/Political Science Club, Marketing and Management Club, Music Society, Physician Assistant Association, Pre-Law Society, Psychology Club, Spanish Language Club, Student Nurses’ Association, Theatre Advisory Board, and Wagner Investment Group.

PERFORMING AND VISUAL ARTS GROUPS
There are a number of groups whose prime interest is in presenting public performances and art exhibitions for the campus and its community.

Art Exhibitions. The Wagner College Gallery, located in the Wagner Union, sponsors art shows in the gallery throughout the year. Works of students, faculty, and staff, as well as exhibitions of leading artists of the metropolitan area, are displayed. Additional spaces for the exhibition of art work on campus includes the Horrmann Library and the Coffeehouse.

Musical Performance. Each year the Music Department sponsors dozens of concerts by students and faculty as well as special musical events. Any qualified student may present a solo or group recital under departmental sponsorship. In addition, the following ensembles are open to all students by audition: the Wagner College Band; the Jazz Ensemble; the Guitar Ensemble; the Wagner College Choir; the Treble Concert Choir; Opera Workshop; and the a cappella vocal ensemble “Stretto.”

Theatre Productions. Wagner College Theatre presents a schedule of four Main Stage productions focusing on Music Theatre and Dance as well as four Stage One productions that promote acting values. The department’s programs are highly competitive, however students not majoring in theatre are encouraged to contribute their talents in the productions. All students may audition for the shows; opportunities for involvement include: performing; backstage running crews; scenic or lighting design; costume, hair & makeup crews; sound engineering; stage management; house management; and theatre administration. During the school year, at any given time between 150-200 students are involved in upcoming productions. The Department frequently offers workshops by guest professionals to which the campus community is invited.

SPECIAL INTEREST GROUPS
Gay-Straight Alliance (GSA). The organization was created to provide awareness and support for gay, lesbian, bisexual, and transgendered individuals through the creation of a community at Wagner College. Membership is open to anyone in the Wagner College community who is interested in receiving information about and providing support for issues concerning sexual orientation.

Amnesty International. The organization is an independent, worldwide movement working impartially for the release of prisoners of conscience—those people detained because of their beliefs, race, sex, ethnic origin, language, or religion who have neither used nor advocated violence; fair and prompt trials for all political prisoners; and an end to
torture and execution in all cases. The organization is independent of any political, ideological, or religious affiliations and is funded by donations from its members and supporters around the world.

**Commuter Student Association.** The Commuter Student Association’s purpose is to unite the commuter population and the resident students by forming an extended family that would not only benefit the individual but also the entire association. The Commuter Student Association will be a communicative link to the non-resident students to inform them of what is happening on the Wagner College campus.

**E.F.F.O.R.T.** (Everyone Firmly For One Respectable Task). The organizational members have dedicated themselves to working for the good of the world and all its inhabitants. E.F.F.O.R.T. members feel it is their responsibility to ensure a safe, nurturing place for future generations. E.F.F.O.R.T. feels that there must be respect for human, animal, and plant life, and the organization strives for world peace and an end to poverty and world hunger. The group has developed and executed the following projects: Design Your Park Contest with P.S. 35, the Parks Department and Student Government Association; Ocean Of Love – Toms River, N.J., Project; UNICEF’s India Earthquake Relief Fund; Earth Week activities; and other educational events on campus.

**Film Club.** The organization creates a forum for students interested in film to explore new methods of analyzing and interpreting film as an active audience. This organization has been sponsoring on-going forums for the College community. The group introduces independent films and the art of filmmaking as well as to revive the spirit of film culture.

**Free the Planet** (Environmental Club). This organization was formed to work on legislative issues such as the Endangered Species Act, and other environmental laws that have been established. The organization sponsors such events as Cabaret Nights in the Coffeehouse. A variety of speakers also present environmental issues for the students.

**International Student Association.** This organization encourages better understanding and interaction between international and U.S. students. It provides opportunities for students to meet one another through social activities both on and off campus. It sponsors travel trips, speakers, and cultural dinners throughout the year for the Wagner community. The International Student Advisor assists international students with academic concerns, social adjustment, and immigration procedures.

**S.A.D.D.** (Students Against Destructive Decisions). Established in 1995, S.A.D.D.’s purpose is to promote a healthy lifestyle through positive decision making. The organization sponsors lectures by guest speakers and activities which contribute to the positive development of individuals and a caring spirit within the College community.

**Student Alumni Board.** An organization recognized on the Wagner College campus to serve as the official organization for the students to promote relations between current students and Alumni. The purpose of the Student Alumni Board is to recognize academic achievement. The organization will create activities and traditions for the classes. This organization’s direction is to become an active part of the Wagner community with the intention of bridging the academic and professional life of the Wagner student.
Student Athlete Advisory Committee (S.A.A.C.). The purpose of S.A.A.C. is to discuss issues of concern of student-athletes in all sports. The organization examines current and proposed Athletic Department policies and makes recommendations to the Athletic Department. The students involved also execute many community service projects both on and off campus.

Theatre Advisory Board. An organization developed to promote opportunities for student leadership and facilitate communications between students and faculty. The board consists of elected, class representatives and is designed to give students voice in deliberations for selecting upcoming theatre seasons, serve as a student governing body to address student concerns; student support projects; and attend to the general welfare/well being of the theatre community.

Wagner College Broadcast Group (WCBG). A radio station at Wagner College that gives students an opportunity to manage, operate, and maintain an electronic broadcast facility. There is a station manager responsible for the total operations working with an advisor and other students.

STUDENT PUBLICATIONS

The Wagnerian. The College newspaper is written, edited, typeset, and arranged entirely by student staff. It features articles on college life and interests.

Kallista. The College yearbook is photographed, produced, and organized entirely by members of the student body. It encompasses the year in pictures, featuring graduating seniors and the year in review.

Nimbus. The student literary magazine is a collection of writings by Wagner students and faculty. Nimbus is published twice a year.

Wagner College Forum for Undergraduate Research. The journal is dedicated to student research and critical analysis. It is published twice a year.

ACADEMIC AND CULTURAL ENRICHMENT PROGRAM (ACE)

ACE offers the Wagner College Community, as well as the broader Staten Island and New York City communities, a diverse array of lectures, symposia, workshops, performances and concerts in various intellectual and creative arenas. Students, scholars, and the general public are invited to discover common ground across disciplines, thereby cultivating a greater appreciation for a diverse world.

In addition, ACE sponsors field trips to plays, concerts, and lectures in New York City. Through this interface with the larger professional community, ACE brings faculty, students, alumni, and community members together in “classrooms without walls.” By stimulating learning through exposure to diverse opinions and experiences, Wagner enhances its reputation as an intellectual and cultural center for the metropolitan region.

ACE applications must be submitted and sponsored by a faculty member in order for the ACE committee to review and make selections for possible funding.
ATHLETICS
Wagner competes at the NCAA Division I level in all intercollegiate athletics except for football, which competes at the NCAA FCS (formerly 1-AA) level. Wagner offers an athletic program that insures participation of the maximum number of students in organized physical activities. This applies both to the intramural and the intercollegiate programs. Varsity teams are now fielded in men's baseball, basketball, cross country, football, golf, lacrosse, tennis, indoor and outdoor track. Men's hockey participates in an active club sport schedule. Women's varsity teams include basketball, cross country, softball, soccer, swimming and diving, water polo, golf, lacrosse, tennis, indoor and outdoor track. The College offers an intramural sports program including flag football, basketball, softball, tennis, volleyball, floor hockey, recreational swimming, and other sports. The intramural program is coordinated through intramural office located in the Spiro Sports Center.

WAGNER COLLEGE THEATRE
Wagner College Theatre regularly ranks among the top college theater programs in the country, according to The Princeton Review. The Department is widely known for its productions, including 8 departmentally sponsored shows of which 4 are musicals. Attracting students from across the country, the academic programs include concentrations in Arts Management, Performance, and Design/Technology/Management. The rigorous training in combination with a liberal arts curriculum often results in successful careers; many Wagner alumni have achieved the highest levels of professional success in theatre, including working on Broadway, in regional theatres, touring companies, and other arts related organizations.
Admissions

Wagner College admits students of any race, age, sex, religion, or ethnic and national origin. The College welcomes candidates who have the intellectual ability required for a challenging college curriculum and the kind of character that will enable them to benefit from and contribute to college life. Students are urged before applying to study the catalog, arrange for a campus visit, and make inquiries concerning the opportunities available at Wagner.

Undergraduate Programs

Application for First Year Admission
Wagner College is a member of the Common Application. Online applications are preferred and are available at www.wagner.edu/apply. Applications should be submitted as early as possible in the senior year of high school. A non-refundable fee of $50 must accompany the application. Applicants must have forwarded to the Admissions Office an official high school transcript, two recommendations from a faculty member or guidance counselor, a personal statement written by the applicant. If submitting test scores for consideration, as Wagner is now SAT optional, please send scores from the SAT I of the College Entrance Examination Board (CEEB #2966) or the ACT Program (ACT #2984). Submission of scores from three SAT II exams are also recommended, but not required. If not submitting standardized test scores, an interview with your admissions counselor is strongly recommended.

Admission Criteria
The First Year applicant is normally judged on the basis of the following:
- academic grades earned in a college preparatory program
- rank in class, if available
- standardized test result, e.g., scores from the SAT I or ACT (Optional, as test scores are not required for admission beginning Fall 2011. An interview is strongly suggested if not submitting test scores)
- personal statement
- Audition (required for Music and/or Theatre scholarship candidates)
- Supplementary application and interview (required for applicants to the Physician Assistant program)
- 2 recommendations from guidance director, principal, teacher, or employer.
- 21 academic units distributed as follows: (a unit equals one year of study):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>A foreign language</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
</tr>
</tbody>
</table>

14 units

The following are acceptable as elected units: art (1), computer science (1–2), history (1–2), languages (2–4), literature (1), mathematics (1–2), music (1–2), natural science (1–3), religion (1), social studies (1–3) 7 units
Other criteria for admission that are considered include students’ participation in extracurricular and community activities and additional recommendations that attest to students’ academic abilities. A personal interview with an admissions counselor is strongly recommended.

None of these factors is considered in isolation; all are weighed together. The Admissions Office seeks as complete an understanding of candidates as is possible to ensure that the student will successfully complete the course of study at Wagner College while contributing to the intellectual and social community of the College.

Procedures for Admitted Students
The admitted applicant is required to notify the Admissions Office of a decision to enroll by May 1, as stipulated in the letter of admission. This notice must be accompanied by a $300 tuition deposit. In addition, resident students must submit a non-refundable room deposit of $300. This deposit will be applied to college fees. Health and personal information forms will be available to all admitted students upon notification of their decision to enroll. Health and personal information forms are required of all deposited students before the start of the semester. The health report requires a thorough physical examination by a qualified physician, including proof of immunizations.

Applicants who anticipate the need for financial assistance should, as part of their admissions procedure, complete the Wagner College Financial Aid Information Form and return it to the Admissions Office at the time application is made. Wagner currently requires all financial aid applicants to submit the Free Application for Federal Student Aid (FAFSA) to determine eligibility for federal assistance. The FAFSA may be filed via the Internet at www.fafsa.ed.gov. You may obtain a paper FAFSA from a high school guidance office. New York State residents are expected to apply for the New York State Tuition Assistance Program (TAP). An electronic TAP application will be emailed to you by New York State.

Early Decision Program
This program is designed to give well-qualified applicants an opportunity to obtain decisions on their applications by January 15. Applications must be submitted by January 1. A student may be considered for early decision on the basis of three years of high school work and the scores of the SAT I or ACT taken in the spring of the junior year (if scores are submitted). The admitted candidate must immediately withdraw all other college applications and must agree to make a non-refundable deposit of $300 by February 15, if accepted for admission. This deposit will be applied to the College fees. Early decision students who wish to reside on campus are expected to also pay a $300 non-refundable housing deposit.

Academic Scholarships
Wagner recognizes students of academic distinction and talent as academic scholars. Academic scholarships are awarded primarily on the basis of academic achievement as measured by high school average, rank in class, (if available), and SAT or ACT scores. Extracurricular activities and personal character are also taken into consideration. Students may also qualify as academic scholars in the performance areas of music or theatre. To receive a scholarship based on performance, students must audition with faculty from either the music or theatre programs. This audition may take place on campus or by tape and phone interview.
Honors Program Candidates

Each year during the summer, incoming first-year students who have been awarded a Founder’s scholarship or a President’s Scholarship receive an invitation to become part of the Honors Program. Students who accept this invitation will meet with the Director of the Honors Program during orientation week, and will become Honors Program Candidates. After finishing their first semester at the college with a grade point average (GPA) of 3.5 or above, the candidates will be vested as full members of the program. Other students may apply for admission to the Honors Program as late as the first semester of their sophomore year. Students in the Honors Program must maintain a 3.5 grade-point average each semester to remain active in the program.

International Students

Wagner College welcomes international students. To avoid financial difficulties for international students, an I-20 form will not be issued until an applicant is formally admitted and submits a statement of financial support that specifies the resources that are available to defray all educational and living expenses required for study.

In addition to their applications, international students must submit two official copies of their transcripts from any high school and/or college that they attended. One copy must be in the original language of issue, and the other copy must be a certified translation into English. Students also must include a personal essay, letters of recommendation, and official test scores. All transcripts must be evaluated by an external agency (such as World Education Services, available online at www.wes.org) to determine U.S. equivalency. International applicants must satisfy the English language requirement by submitting a TOEFL score of a minimum of 79 (internet based exam), a 550 (paper test) or a 217 (computerized test). If a student has completed two or more years of high school or college instruction in English, the SAT I test is highly recommended. It is mandatory that all newly admitted international students submit a completed physical examination form.

Application for Transfer Admission

Students may enter Wagner College by transfer from other accredited colleges and universities. To be eligible for transfer into Wagner, students must meet the general admission requirements and be in good academic standing at their previous institution, as attested by an official transcript from that college or university. The evaluation of the transcript and determination of the acceptable units are made by the Registrar only after the student is admitted. These credits will count toward units for graduation, but the grades earned will not be used in computing the student’s cumulative and major grade point averages. In order for courses and credits to be transferred onto the Wagner College transcript, the courses must:

- not appear on the high school transcript;
- be taught on the college campus by a member of the regular college faculty;
- be open to enrollment by, and graded in direct competition with regularly matriculated undergraduates in the college;
- be part of the normal undergraduate curriculum published in the college’s catalog;
- be recorded on an official transcript of the credit-granting institution.
More than the minimum of 36 graduation units may have to be completed in order to meet major and/or general education requirements at Wagner College. Up to 18 units may be awarded to a student who has earned an acceptable Associate’s Degree from an accredited two-year college. Junior standing requires a minimum of 17 units. Up to 27 units may be awarded to a student who has attended an accredited four-year institution. Only units in which a grade of C (2.0) or higher was earned will be transferred. The last 9 units of any degree must be earned at Wagner College. Units earned through proficiency examinations or life experience cannot be counted as part of the required 9 units. For credit granted by proficiency examination or life experience, a charge per unit awarded will be charged.

**Advanced Placement Examinations**

Wagner College provides advanced placement and advanced unit standing in general education subjects for entering and current students who qualify. Qualification is usually determined by means of Advanced Placement examinations (AP), administered by the College Entrance Examination Board. Both advanced placement and advanced units will normally be granted by the College if the student scores four or better on the AP Examination. Students are also able to gain units by examination in a series of approved subject examinations through the College Level Examination Program (CLEP) of the Education Testing Service. A total of 9 units may be earned through examinations. The Registrar of the College can supply students with the procedures to be followed. There will be a fee assessed for each test. Advanced placement means that the student may take required units in more advanced courses, thus bypassing lower-level courses. Advanced unit standing allows units received through these exams to be applied toward the 36 units required for graduation. Advanced-standing units are not counted in determining scholarship indices.

**International Baccalaureate Policy**

Wagner College recognizes the International Baccalaureate as a challenging program of study and takes this into consideration when reviewing an applicant’s record. Students who present scores of 5 or better on the IB higher level examinations may be granted advanced standing and/or credit. Credit is offered on an individual, course-by-course basis by the Registrar.

**Admission of Veterans**

Veterans of the armed services are encouraged to apply for admission. A veteran may be awarded up to 2 units toward graduation upon completion of the junior year. Questions should be addressed to the Registrar.

**Requirements for a Second Baccalaureate Degree**

Students admitted for a second baccalaureate degree are required to complete a minimum of 9 units at Wagner College. In addition, the course requirements of the major as prescribed by the academic department responsible for the major must be met. The courses completed as part of the major count toward the 9 units required by the College. In no case, however, may the total units taken at Wagner College be fewer than 9. Units earned through proficiency examinations or life experience cannot be counted toward the 9 unit minimum required for a degree at Wagner College. Second degree candidates are not required to complete the general education requirements with the exception of international students who must meet the English requirements in this bulletin for international students admitted as First Year or as transfer students.
Admission of Non-Degree Students
Non-degree students are those who take units without matriculating and are not working toward a degree. A maximum of 8 units may be taken as a non-degree student. At that point, students who wish to matriculate must re-apply for admission as a matriculated student through the Admissions Office.

Admission to Summer Sessions
Students from other colleges and universities, as well as outstanding high school students who have completed their junior year, are invited to enroll in summer courses. Application for admission and requests for information should be addressed to the Admissions Office. A non-refundable deposit is required of all visiting students at the time of registration.

Graduate Programs
Graduate students are admitted through the Office of Graduate Studies. Office hours are from 8:30 a.m. to 4:30 p.m. on weekdays. The telephone number is (718) 390-3106.

Application
Application for undergraduate admission should be made to the Admissions Office and graduate admission to the Office of Graduate Studies on forms provided by the College. A non-refundable fee must accompany the application sent in by each prospective student. The completed application form should be submitted to the Admissions/Office of Graduate Studies.

Matriculation
Matriculated students are those students who have met all requirements for admission and have been accepted as candidates for a graduate degree. No student may be considered as having completed matriculation until all entrance requirements have been met.

Admission Requirements
The following minimum requirements apply to candidates for any master's degree. Additional program requirements for admission are listed separately within the Graduate Programs section of this bulletin.

Graduate Student Admission
1. A bachelor’s degree from an accredited college or university. Official transcripts of all previous university or college study must be sent directly to the Office of Graduate Studies by the Registrar's Office of those institutions.
2. Two letters of reference, preferably from former or present employers or professors.
3. Admission requirements vary for each graduate program. Please consult the Graduate Programs section of this bulletin or check with the Office of Graduate Studies for any additional requirements.

International Graduate Student Admission
The application deadlines for International Students are June 1st for the fall semester and November 1st for the spring semester.
1. A degree which is equivalent to a bachelor’s degree from an accredited college or university in the United States.

2. Official or certified copies of transcript(s) for all undergraduate and graduate work which has been completed must be submitted to the Office of Graduate Studies. All courses and grades must be indicated and transcripts must be translated into English and should be evaluated by WES at www.wes.org or an equivalent accrediting agency.

3. Two currently dated letters of recommendations, preferably from former professors.


5. A statement of financial support which documents that resources are available to defray all educational and living expenses is required for graduate study. The Office of Graduate Studies provides forms for use in documentary support. An I-20 form will be issued to admitted students who confirm their acceptance and submit a $2000 tuition deposit. Financial support must be proven before an I-20 can be sent.

It is also mandatory that all newly admitted international students submit a completed physical examination form to the Office of Graduate Studies before beginning their graduate studies.

**UNDERGRADUATE STUDENTS ENROLLED FOR GRADUATE CREDIT**

Wagner College students who are in the last year of the bachelor’s degree program, and have a Grade Point Average of 3.0 or better, may take a maximum of nine credits toward a master’s degree with the permission of the Graduate Program Director. These graduate credits must be over and above the 36 course units required for the undergraduate degree and major.

Undergraduates enrolled for graduate credit must apply and be accepted to the Division of Graduate Studies to continue their enrollment after receiving the bachelor’s degree. Such application is made through the Office of Graduate Studies. After the student has been admitted, the graduate credits will be transferred onto his or her graduate transcript.

**POST-BACCALAUREATE STUDENTS**

Students who wish to take additional undergraduate courses following the granting of a baccalaureate degree from an accredited institution, must:

1. Apply through the Admissions Office for admission to the College;

2. Submit an official transcript of their undergraduate program.

Post-baccalaureate degree students are eligible to take courses numbered 100 through 500. These courses may not be applied toward a graduate degree.

**READMISSION PROCEDURE**

Students in good standing who have discontinued graduate study for a semester or more must submit to the Office of Graduate Studies a letter of intent to re-enter the graduate program. This notice should be filed at least three weeks prior to the beginning of the new
semester in which the student expects to register. Students who withdraw or otherwise interrupt their graduate study are required to notify the Office of Graduate Studies and fill out the appropriate leave of absence or withdrawal forms.
Costs and Financial Aid

TUITION
The tuition rate for full-time undergraduate students, as well as all other tuition rates and fees, are published each year in the Tuition and Fee Schedule. The schedule may be obtained at the Bursar’s Office. Undergraduate students wishing to register for more than 9 units per year will be charged at the per unit tuition rate for those units taken in excess of the 9 units covered by the full-time annual rate.

Tuition rates for graduate study, as well as all other tuition rates and fees, are published each semester in the Tuition and Fee Schedule. A tuition deposit is required of all new graduate students accepted for admission. This deposit is due upon notification of acceptance. The deposit is refundable if written notice of withdrawal from the College is received on or before August 10 for the fall semester and December 15 for the spring semester. At the time of registration, the deposit will be applied to the tuition for the semester.

ROOM AND BOARD
Residential students are charged a semester rate (based on double occupancy) to cover room and board during the regular academic year. Single rooms may be available for an additional surcharge per year. A non-refundable deposit is required for upper-class students who wish to request a specific room assignment for the upcoming academic year. Rooms may be available during most periods when the College is not regularly in session (e.g., holidays, summer sessions, etc.) at an additional cost. Meals are available on these occasions through direct payment. The College reserves the right to make all room assignments unilaterally, including the right to suspend residents in accordance with the student conduct code. Residents may not change rooms, transfer the assignment, or permit other persons to occupy their room without permission of the Dean of Campus Life. Residential students are provided meals in the College’s dining hall while the College is in session.

Residential Graduate students are charged a semester rate (based on occupancy of a three person apartment in the Grymes Hill Apartments complex) to cover room only during the regular academic year. A non-refundable deposit is required for graduate students who wish to sign-up for campus housing. Rooms may be available during most periods when the College is not regularly in session (e.g., holidays, summer sessions, etc.) at an additional cost. Meals are available on these occasions through direct payment. The College reserves the right to make all room assignments unilaterally, including the right to suspend residents in accordance with the student conduct code. Residents may not change rooms, transfer the assignment, or permit other persons to occupy their room without permission of the Dean of Campus Life. Residential students are provided meals in the College’s dining hall while the College is in session at an additional cost.

SECURITY DEPOSIT
All full-time First Year and transfer students will be charged a security deposit. This includes non-resident students. Provided that there are no outstanding charges, this deposit will be refunded at the completion of the student’s studies at the College.
FEES
Courses requiring laboratory, studio, clinical, or similar work may require additional fees to cover materials beyond regular instruction. These fees are non-refundable after the start of the semester. Expenses for off-campus experiences related to College courses are the responsibility of the student.

Late Registration: The College reserves the right to charge a late registration fee to students registered after the designated registration dates.

Life Experience Credit: A student may apply to have knowledge obtained from work, military, or other life experiences evaluated for academic credit. An application fee and an additional charge per unit awarded will be assessed.

Transcript Fee: Students may receive one copy of their academic record when they graduate from the College. There will be a charge for each additional transcript requested. Transcripts will be issued only upon written request from the student whose transcript is being requested. No transcripts will be issued to students having outstanding bills or other obligations to the College.

BILLING
Account statements are mailed prior to the scheduled payment date and reflect standard tuition and fees for the term. Additionally, e-bills are sent out monthly, and students are required to check their Wagner e-mail regularly. Estimated and/or actual financial aid credits and prior payments are reflected as of the date of the statement based on information processed. All balances are due by the date shown on the statement and all payments must be received by that date to avoid late charges. Miscellaneous charges for laboratory fees, fines, etc. will appear on students’ regular account statements and should be paid as incurred. Please inform the Registrar of any change in billing address.

PAYMENT OF FEES
Wagner offers a budget plan administered by an outside party that allows students to divide their annual college expenses into 10 convenient, interest-free, monthly payments starting July 1 and ending April 1. Instead of making a single payment at the beginning of each semester, participants in the plan can budget tuition and room and board payments as a part of their regular monthly expenses. Beginning in June, preceding the fall semester, participants will be billed in 10 equal monthly installments after paying an application fee. All registered students will receive budget plan applications through the mail.

Late Payment Penalties: If payment is not received in full by the due date, interest will be assessed at the rate of 1.5% per month. Students in residence are given priority in the choice of rooms based upon the timely payment of all charges. Late payment may result in reassignment or loss of room. A student who has outstanding indebtedness to the college will not be allowed to register at the college, attend classes, move into college housing, receive a transcript, have academic credits certified, be granted a leave of absence, or receive a diploma.

Bad Check Policy: The first check not honored upon presentation will be charged back to the student’s account with a fine. In the event of a repeated experience, the student may lose
check cashing privileges and the College may require payment by certified check or money order.

**REFUNDS**

The official date of withdrawal for purposes of computing any refund will be determined by the Center for Academic and Career Engagement or the Division of Graduate Studies.

Students withdrawing for the semester will have their financial aid refunded according to the Federal Title IV Refund policy. A percentage of a student’s financial aid is earned for each day the student was enrolled as determined by Center for Academic and Career Engagement or Graduate Studies. Unearned aid must be returned in the following order*:

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. FSEOG
7. Other Title IV Programs
8. Other state, private or institutional sources of aid

* This order may be changed due to the inception of new grant/loan programs.

Students who drop courses prior to the first day of the semester will be given a full refund.

Students who withdraw, and who are due a refund, will be refunded tuition, room and board according to the following policy.

- 80% if withdrawal is within the first week of classes,
- 60% if withdrawal is within two weeks,
- 40% if withdrawal is within three weeks,
- 20% if withdrawal is within four weeks, and no refund after the fourth week of classes.

No refunds will be made in cases involving suspension or expulsion. All monies remaining on a student’s account after the student withdraws will be refunded to the appropriate funding program from which it came, in accordance with the pro-rated refund policy.

**FINANCIAL AID**

**STATEMENT OF PURPOSE**

Wagner College believes that no academically qualified student should be deprived of a college education. We maintain the Office of Financial Aid to assist students in applying for federal and state aid to help pay for their education. Any student needing detailed information on financial assistance may contact the Office of Financial Aid, Cunard Hall, first floor. The amount and kind of aid offered directly by the College depends upon the student’s scholastic achievement and talent. Eligibility for financial aid that is need-based is determined by the Free Application for Federal Student Aid (FAFSA). No application for aid will be considered by the College until it has received the official analysis computed by the Federal Government. The FAFSA may be obtained via the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or by calling the federal processor. Incoming students should submit the FAFSA no later
COSTS AND FINANCIAL AID

than February 15 for priority processing. Returning students should have their FAFSA submitted no later than April 15 for priority processing.

The amount or type of aid may vary from year to year depending on an annual review of need and scholastic achievement. The College reserves the right to establish maximum limits on institutional aid. This includes grants, campus work, tuition remission, and tuition exchange, among other forms of aid. Aid is credited annually to the student’s account in two equal installments. A student who enrolls for one semester forfeits only the installment for the second semester.

Undergraduate students must register for at least 4 units per semester in order to receive institutional and most federal and state aid. Four types of aid are available: scholarships, grants, loans, and employment. Institutional aid, such as tuition grants or exchange, is not applicable to summer study. Some institutional aid may apply to some study abroad programs.

Graduate students must register for a minimum of 5 credits to be eligible for federal aid. Institutional aid requirements vary.

ELIGIBILITY FOR FEDERAL FUNDING

Students who apply for federal funding must meet and maintain certain criteria. Among the criteria are:

- Satisfactory Academic Progress
- Matriculation in a degree-granting program
- A U.S. Citizen or eligible non-citizen
- Not be in default of a federal loan
- Males must be registered for Selective Service

SATISFACTORY ACADEMIC PROGRESS

One of the criteria for maintaining financial aid eligibility is that students maintain satisfactory academic progress. Students who do not meet satisfactory academic progress standards are ineligible for all financial aid with the possible exception of Alternative Loans.

Additional information relating to Satisfactory Academic Progress for financial aid may be found on the Wagner College Office of Financial Aid website at [www.wagner.edu/financial_aid/eligibility](http://www.wagner.edu/financial_aid/eligibility)

State grant recipients who do not meet satisfactory academic progress standards, as set forth by NYS, may apply for a one-time TAP waiver with the Registrar's Office.

SCHOLARSHIPS

As a general rule, scholarships are offered to full-time students based on academic performance at the time of admission. Scholarships are offered only to U.S. citizens, U.S. permanent residents, or eligible non-citizens with a departure record (I-94). Scholarships are awarded and may be renewed providing the student maintains a satisfactory academic standing and maintains continuous full-time status. The amount of the scholarship may
fluctuate from year to year, given changes in cost and according to the College’s discretion. Generally, the College does not reinstate scholarships for students who withdraw for any reason and later return.

**Merit-Based Scholarships and Grants**

A variety of scholarship options are available at Wagner. All applicants are considered for academic scholarships, which do not require additional paperwork, and are awarded at the time of admission. Students pursing athletics, music or theater have performance-based scholarship options, which require an additional supplement be submitted to the Admissions Office with the application. The amount of a grant or scholarship is dependent upon the quality of the student’s record, the number of students who apply for admission and the availability of College funds.

**WAGNER COLLEGE NAMED ENDOWED SCHOLARSHIPS**

Wagner College is proud to offer a number of named scholarships that have been generously established by alumni, friends, foundations, and corporations.

Selected students will have their scholarships named for a specific donor based on precise criteria established by the donors and the college’s assessment of the students’ academic records and/or financial need. Students are eligible to continue to receive the scholarship while they remain in good academic standing.

**NON-ENDOWED DONATED SCHOLARSHIPS**

Over the years, individuals and groups have donated, and often continue to donate, funds to be used for annual scholarships. These awards are given to students each year depending on the funds available. Unless otherwise noted, these awards are given to upper class students.

**EXTERNAL SCHOLARSHIPS**

Attention is called to a growing number of local, state, and national scholarships awarded each year. Some of these, such as the National Merit Scholarships, are well known, but there are many other less known scholarships available. Students should consult high school counselors, the public library, and conduct free searches via the Internet. All external scholarships must be submitted to the Office of Financial Aid for inclusion in a student’s financial aid package.

**OTHER FUNDING**

**FEDERAL GRANTS**

Aid available from the federal government is allocated to students with proven financial need. The Free Application for Federal Student Aid (FAFSA) is the only application required to apply for the following aid programs:

**PELL GRANTS.** Grants ranging from $600 to $5,550 per year are determined by the Pell Grant Program. Partial payments are available to part-time students enrolled for 1 to 3 units. Students are notified directly of their potential eligibility for a Pell grant by the U.S. Department of Education.
Supplemental Educational Opportunity Grants (SEOG). Grants average $1,200 per year. Grants are awarded to students demonstrating the greatest financial need, and are generally available only to students who are also receiving Pell.

New York State Grants
New York State offers financial assistance to qualified, college students who are state residents. It is important that students seeking such aid obtain full information and promptly meet each application deadline. Information may be obtained by contacting New York State Higher Education Services at (888) 697-4372 or www.hesc.org.

New York Tuition Assistance Program (TAP). Historically, awards have ranged from $500 to $5,000 per year for full-time undergraduate students who are residents of New York State. Parents must also be New York State residents. Awards are based on the parents’ and student’s New York State Income Tax Return from the previous tax year. Students must meet requirements regarding “pursuit of program” and “satisfactory academic progress” as set forth by the regulations of the Commissioner of Education. Students may apply for TAP by using the N.Y. State TAP application, which will be mailed directly to the student by New York State. Alternately, if you file your FAFSA via the Internet, you may be able to complete your TAP application at the same time.

Aid to Native Americans Program. This is an entitlement program for which an application may be obtained from the Native American Indian Education Unit, New York State Education Department, Room 374 EBA, Albany, New York 12234. Applications should be submitted by July 15th for the Fall semester, December 31st for the spring semester and May 20th for the summer session. For additional information contact the Office of Financial Aid.

Aid is also available for Native Americans through the Bureau of Indian Affairs. The BIA education grant is determined by the area agency for Native Americans. A financial aid package will be awarded to students receiving BIA education grants, consistent with amounts awarded to students not receiving BIA grants.

Loan Funds

The following are educational loan programs:

Perkins Loan. A loan program available to undergraduate and graduate students with proven financial need. At Wagner a student who qualifies for a Perkins Loan typically receives $1,500 each year. Interest and repayment does not begin until nine months after the student leaves college or enrolls for fewer than two units or six credits per semester. At that time an interest rate of 5 percent per year is charged and repayment may be spread over 10 years depending on the cumulative amount.

Federal Nursing Loans (FNL). A loan program limited to nursing majors demonstrating exceptional financial need. An average loan is approximately $2,500 per year with a maximum aggregate of $13,000 permitted for undergraduate study. Once repayment begins, the interest rate is 5 percent per year on the unpaid balance. Students may take up to 10 years to repay this loan depending on the cumulative amount.
WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM. The federal government sponsors a loan program with the proceeds coming directly from the federal government. Detailed information about interest rates, repayment plans and processes are available in the Office of Financial Aid or at www.studentloans.gov.

STAFFORD LOAN: With the Stafford Loan, the principal amount that may be borrowed by an undergraduate starts at $3,500-$5,500 beginning with the First Year year and increases up to $5,500 - $7,500 in the senior year. Undergraduate students may be eligible for Subsidized and/or Unsubsidized Stafford Loan funds. Graduate students may borrow up to $20,500 per year in Unsubsidized Stafford Loan funds. Promissory notes and Entrance Counseling criteria must be completed at www.studentloans.gov.

THE PARENT PLUS allows a parent to borrow up to the cost of attendance less any financial aid the student may receive for the academic year. In order to qualify, a valid FAFSA must be on file for the current academic year. In addition, a parent must meet certain credit criteria in order to receive a PLUS and complete a promissory note which may be completed at www.studentloans.gov.

GRADUATE PLUS: Graduate students may borrow a PLUS to help defray the cost of their graduate education. To be eligible, a student must first file a valid FAFSA and apply for all Stafford Loan eligibility. A graduate student may borrow up to the cost of attendance less any financial aid being received. Credit criteria must be met in order for a graduate student to receive a PLUS. A promissory note and Entrance counseling must also be on file; they may be completed at www.studentloans.gov.

ALTERNATIVE EDUCATION LOANS. Alternative loans are loans that a student may borrow to help cover the cost of attendance. In some cases the parent or a sponsor may be the borrower. Interest rates and eligibility criteria vary. Federal loans should always be exhausted prior to borrowing with an Alternative Loan.

GRADUATE ASSISTANTSHIPS
Academic Graduate Assistantships are available to students enrolled in the graduate program. Students who are awarded Graduate Assistantships receive a stipend each semester plus tuition remission for a maximum of nine credits per semester. Positions are available in the library, academic and administrative departments throughout the College. Assistants are expected to divide their time between studies and work in a department (typically 20 hours per week). Graduate Assistants may not hold full-time employment without the approval of the Dean of Graduate Studies.

The application and all supporting data should be submitted to the Office of Graduate Studies upon admission and deposit to a graduate program. Applications may be obtained from the Office of Graduate Studies or from the Graduate website: http://www.wagner.edu/graduate_programs/admission. In addition, Graduate Assistants should file the FAFSA each academic year.

ALUMNI FELLOWSHIPS
Alumni Fellowships are awarded to graduate students who completed their undergraduate degree at Wagner College. The Fellowship is limited to degree-seeking graduate students and those in the Educational Leadership and Family Nurse Practitioner Certificate programs.
COSTS AND FINANCIAL AID
only. Fellows receive a 25% tuition discount. During the regular academic year (fall and spring), students must be registered for a minimum of 9 credits and maximum of 12 credits. During the summer session, a student must be registered for a minimum of 6 credits and a maximum of 12 credits. Limited exceptions may apply. Those receiving Alumni Fellowships may not simultaneously receive another discount or assistantship from the College.

EMPLOYMENT OPPORTUNITIES
The Student Employment Program is considered an integral part of the Wagner College student aid program. The Office of Financial Aid in Cunard Hall assists students in obtaining both on-campus and off-campus work.

FEDERAL COLLEGE WORK-STUDY PROGRAM. Wagner College participates in the federal College Work-Study Program established in Title IV of the federal Higher Education Act of 1965. Students who have financial need according to a financial aid form are eligible to take part in this program. Positions are available on- and off-campus. Paychecks are issued monthly.

REGULAR ON-CAMPUS EMPLOYMENT. Students who are ineligible for College Work-Study may be able to find opportunities for part-time work during the regular College year. Such work may consist of assisting in College departments, laboratories, library, and offices. Paychecks are issued monthly.

BENEFITS TO VETERANS

GI BILL. Veterans and/or their dependents may qualify for benefits under the GI Bill. Veterans must submit their application for benefits to the Department of Veteran’s Affairs Buffalo Regional Office. Upon receipt of a Certificate of Eligibility, it must be forwarded to the Office of Financial Aid for processing. Additional information may be obtained at www.va.gov or by calling the Buffalo Regional Office at 888-442-4551.

CHILD OF VETERAN AWARDS. Awards up to $450 annually may be provided by New York State to children of veterans who are disabled, deceased or missing in action as a result of service in the armed forces during periods of war or military conflict. Awards apply to 4 years full-time undergraduate study (or 5 years in a 5-year approved program). Additional information may be found at www.hesc.com.

NEW YORK STATE VETERAN’S TUITION AWARDS. are available to New York State residents who are veterans that served during periods of conflict or war. A Veteran’s Tuition Award Supplement must be completed and submitted HESC. Additional information is available at www.hesc.com.
DEGREES AND DEGREE REQUIREMENTS
The Board of Trustees of Wagner College confers the Bachelor of Arts, Bachelor of Science, Master of Business Administration, Master of Science and the Master of Science in Education degrees based upon the recommendation of the faculty, who will be guided by the requirements described in this section.

UNDERGRADUATE REQUIREMENTS
Students are required to complete a minimum of 36 units of course work for the baccalaureate degree. These units are drawn from foundation courses, intercultural courses, reflective tutorials, learning communities, disciplinary distribution courses, major courses, and electives, including any minor selected.

To graduate, a student must take a minimum of 18 units of course work outside the discipline of the major. Students who choose double majors must take 18 units of course work outside the discipline of the primary major. No more than 18 units in any one discipline may be counted toward the 36 units required for the baccalaureate degree. The degree the student receives, upon completion of degree requirements, is based upon the primary major. Degrees are not conferred on secondary majors, or minors.

The New York State Department of Education has established a minimum attendance requirement of one full year (not fewer than 9 units) for the bachelor’s degree. The College requires that the last 9 units of coursework be taken at Wagner. For compelling reasons, a student may request that the Registrar waive this requirement.

GRADUATE REQUIREMENTS
PREREQUISITE COURSE WORK
Students who are admitted to a graduate program with deficiencies in undergraduate courses must complete those deficiencies with a grade of “C” or higher within the first year of graduate study. An undergraduate course taken previously at Wagner, or at another college, may not be used to meet a prerequisite requirement unless a grade of “C” or higher was earned in the course.

GRADUATE THESIS REQUIREMENTS
When a thesis track is chosen for the master’s degree, the thesis subject must be approved by the department. Preparation of the thesis will be directed by a faculty advisor and approved by the chair of the appropriate department.

The thesis must demonstrate the student’s ability to select, organize, and evaluate the results of professional investigation. The thesis must meet an acceptable standard for written work on the graduate level. The official standard for written work for all graduate papers, including the thesis, is determined by the individual department. It is the responsibility of the student to follow the form prescribed by the department. Copies of the appropriate thesis manuals are available in the library and in the College Bookstore. All graduate students are encouraged to review the contents of the authorized manual before submitting papers or a thesis in graduate courses.
The thesis must be completed within three years, but this period may not extend beyond the six year general limit for the master’s degree.

The candidate’s thesis will be examined by a committee of three faculty approved by the Department Chair or Graduate Program Director. One of the three faculty should be the candidate’s thesis advisor and one may be from outside the department.

The candidate must submit the original and two copies of the thesis together with a thesis binding fee of $48 (subject to change) to the Office of Graduate Studies by either July 30, November 30, or April 1, depending upon the semester in which the thesis is completed. The theses are subsequently bound. One copy of the thesis is given to the student, and the other two copies are given to the library and the department. Students requesting additional professionally bound personal copies should submit extra copies to the Office of Graduate Studies with an additional fee of $16 per copy at the time they submit the three required copies.

**TIME LIMIT FOR A DEGREE**

**UNDERGRADUATE DEGREE**

All work for a baccalaureate degree must be completed within ten years from the date of matriculation. Leaves of absence in no way extend the time limit within which degree requirements must be completed.

**GRADUATE DEGREE**

All work for a degree must be completed within six years from the date of matriculation for the master’s degree. Leaves of absence in no way extend the time limit within which degree requirements must be completed.

**MEANING OF AN UNDERGRADUATE “UNIT”**

The term “unit” signifies the satisfactory completion of work requiring attendance of at least 3.33 hours in lectures or recitations weekly. Normally a unit is a course. Some rare exceptions of fractional or multiple units exist. A semester consists of 13 weeks, exclusive of the final examination week and of vacations.

**MEANING OF A GRADUATE “CREDIT”**

As defined here the term “credit” is interchangeable with such terms as “credit hour” or “semester hour” as used in this and in other institutions.

**ZERO UNIT/CREDIT COURSES**

A number of the departments in the College offer courses that may be taken for either credit or no credit, at the student’s option. Once the grade has been submitted, the decision to change the course from either “for credit” or “not for credit” is irrevocable.

**CLASS STATUS**

*Degree Status (Matriculation)*

A student who has satisfied all entrance requirements of the College and has been accepted for admission as a matriculated student, or a student seeking a degree, will be considered as having degree status. A degree student may enroll for part-time or full-time study. A degree student will be classified according to major fields of study and as a candidate for one of the following degrees:
An undergraduate student’s class status is determined by the number of units passed, regardless of the number of semesters taken to complete these units. An undergraduate student’s class status will be determined by September of each year and will accommodate students falling short of desired academic progress of 9 units per year, according to the following:

<table>
<thead>
<tr>
<th>Class Status</th>
<th>Units Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>fewer than 8 units</td>
</tr>
<tr>
<td>Sophomore</td>
<td>8 to 16.5 units</td>
</tr>
<tr>
<td>Junior</td>
<td>17 to 25.5 units</td>
</tr>
<tr>
<td>Senior</td>
<td>26 or more units</td>
</tr>
</tbody>
</table>

Non-Degree Status
A student who is not working towards a degree has non-degree status. Students who have been admitted with non-degree status must consult with the Center for Academic and Career Engagement upon entrance to the College and following the completion of every 5 units for as long as they continue in non-degree status. Normally, a maximum of 8 units is allowed to be taken as a non-matriculated student.

GRADES AND REPORTS
Wagner uses an alphabetical system of grades to describe the quality of the student’s work: A, A-, B+, B, B-, C+, C, D, and F. The grade of “C” is considered to be the norm for undergraduate students, with variations justified on rational grounds.

A Designates excellence in all phases of a course.
B Designates a level of achievement distinctly superior to that required for a grade of C.
C Designates satisfactory work normally characteristic of the majority of students in any course. An average of C is required for graduation.
D Designates a level of achievement distinctly inferior to that required of a grade of C.
F Designates failure to grasp the subject and represents work of unacceptable quality.

Plus (+) and minus (−) subdivisions are permitted in determining grades.
W Designates withdrawal from a course in accordance with College policies.
P/F Designates a course taken under the pass-fail option in accordance with College policies.
I Designates a course in which a student was in good standing but with final requirements not completed, according to College policies.
I/F Designates a course in which a student failed to complete the final requirements as required under the terms of the I.
AU Designates a course taken for audit under the College and its policy.
NC Designates a course for which no credit is given.

At the end of each semester, students may access their grades via MyWagner.
**ACADEMIC POLICIES AND PROCEDURES**

**THE CUMULATIVE INDEX OR GPA (GRADE POINT AVERAGE)**

The quality points earned for each course is obtained by multiplying the quality point value for the course grade by the number of credits awarded for the course. The cumulative index is determined by dividing the total number of quality points earned by the total number of graded semester hours taken. Semester hours with a grade of “F” will be included (unless subsequently improved), and semester hours of courses which carry no credit or quality points will be excluded. A cumulative index of 3.0 in graduate-level courses is required for graduation.

**ACADEMIC ADVISEMENT**

At Wagner, academic advising is one of the most important services to help students effectively use the College’s resources and plan an educational program that satisfies their individual needs. In preparing for registration, students consult with their faculty advisors, who help them determine their schedules for the semester.

**UNDERGRADUATE STUDENTS**

First Year and transfer students meet with their advisors during orientation to discuss their academic interests. Preliminary course registration will take place for required courses before First Year students arrive on campus. Changes can be made during orientation. Wagner’s Center for Academic and Career Engagement has dedicated advisors assigned to help First Year and transfer students who have not yet declared a major. Upper-class students and transfers who have declared majors are assigned faculty advisors by their respective departments. Juniors entering their spring semester are to initiate a degree audit at the Registrar’s Office to ensure that all major and degree requirements will be completed on schedule for graduation. Meeting requirements for graduation is ultimately the student’s responsibility.

**GRADUATE STUDENTS**

Upon acceptance for admission to a degree program, the student should make an appointment with the departmental advisor to plan the course of study. Advisors will review with students the required courses in specific graduate programs as well as any unmet prerequisites that must be fulfilled before enrollment in graduate courses. The Office of Graduate Studies provides advisors with copies of students’ prior transcripts. During advisement periods for each semester students should make appointments to meet with their advisors. Students should enroll in required courses only, so as not to end up taking more credits than are necessary to graduate. During pre-registration, graduate students can register for courses via MyWagner. Although advisors will render every assistance possible, the responsibility for meeting degree requirements must be assumed by the student.

**REGISTRATION**

Generally, the schedule for advisement and registration is as follows:

For the fall semester, returning students are advised and can register for courses in the spring semester, usually in late March, early April. New First Year and transfer students are advised and register prior to and during fall orientation. Late admittees and unregistered returning students are advised and register in late August or early September.
For the spring semester, returning students are advised and can register for courses in the fall semester, usually in late October, early November. First Year and transfers matriculating in January, and unregistered returning students are advised and register in January. New First Year and transfers also receive orientation at this time.

Advisement and registration for summer session courses takes place during the spring semester, concurrently with pre-registration in late March, early April, or during the month of May.

Advisement and registration for each semester occurs on dates designated in the College academic calendar. Instructions regarding registration procedures are available on the Registrar’s webpage (.http://wagner.edu/registrar/). Each student must meet with his or her faculty advisor. After meeting with the faculty advisor, the advisor clears the student in MyWagner, which enables the student to register online. Students who complete regular semester registration later than the announced registration dates in August and January may be charged a late registration fee. Registration is for one term only, and initial admission to the College does not entitle the student to register in later terms if the College wishes to deny this privilege for sufficient reason.

Students who are not registered for credit may audit courses for an established fee (See Audit Policy for further details). Students may not sit in on classes if they have not registered for either credit or audit and will be asked to leave the class. Students may not register for courses after the drop/add period.

**COURSE NUMBERING**

Courses numbering 100 to 499 are undergraduate-level courses; whereas, 600 and 700 are exclusively graduate courses, and are open only to fully matriculated graduate students. Some courses numbered 500 to 599 are considered undergraduate-level courses; however, they are suitable as graduate-level courses and may be recommended by the Department Chair, Graduate Program Director or program advisors.

Because 500-level courses are regarded as undergraduate senior-level courses into which graduate students may be admitted, the graduate student is expected to complete extra work in these courses (not requested of undergraduates) as stipulated by the professor. Such extra work should be clearly stated on the course outline. Courses numbered 100 to 499 are undergraduate-level courses and are not counted in the graduate cumulative index. Graduate students must take a minimum of 18 credits at the 600-level or higher for the master’s degree.

**PERMITTED NUMBER OF UNITS**

**MAXIMUM NUMBER OF UNDERGRADUATE UNITS**

An average course load for a student is 9 units per academic year. Students may decide which semester they wish to enroll in four units and which to enroll in five. With the permission of the Registrar, a student may carry an additional unit during the academic year for increased tuition, but he or she will be expected to have a minimum cumulative index (gpa) of 3.2.
ACADEMIC POLICIES AND PROCEDURES

MAXIMUM NUMBER OF GRADUATE CREDITS
Graduate students taking a nine-credit load are considered full-time students. Full-time graduate students, in most programs, are limited to a maximum of four courses. Permission to exceed the four-course limit is to be made by the Graduate Program Director.

ADDING AND DROPPING COURSES
The period for adding and dropping classes without academic penalty is the first week of classes during regular semesters and the first two days of classes in the summer sessions. After this period, a student may withdraw from a course upon consultation with the faculty advisor until the end of the tenth week of the semester, or up until halfway through the summer session. The last day for withdrawal from courses is indicated on the academic calendar published on the Registrar webpage. If a student withdraws from a course during this time a “W” will be recorded on the transcript. The student will be liable for all charges associated with the course if it is dropped after the first weeks add/drop period.

In unusual circumstances (a major extended illness or a major change in life circumstances) the student may petition the Registrar to withdraw from a course after the normal period. Students are not permitted to drop the first year reflective tutorial and/or learning community. Nonattendance at a class or nonpayment of tuition does not constitute an official withdrawal, nor does notification of one’s instructor result in an official withdrawal from the class. An official withdrawal form must be filed with the Office of the Registrar or a grade of “F” will be received for failure to attend the course.

Similarly, attending a class does not constitute registration in that class. In the event the course is closed due to enrollment, and if the classroom permits additional students, a registration form, signed by the student’s academic advisor and instructor, must be presented to the Registrar before the drop/add period ends in order to be registered in the course.

INTERNSHIPS
A number of the academic programs at Wagner require a structured, hands-on experience, in addition to the experiential learning that is embedded in the curriculum as a part of the Wagner Plan. Academic and non-credit internships are offered to provide students with practical experience as a supplement to the curriculum. Non-credit internships are available to students at any time during their career at Wagner, and the Center for Academic and Career Engagement can assist students in locating these internship opportunities. A non-credit internship can be a valuable learning experience, helping students develop and hone skills necessary for future careers or advanced study.

Academic credit internships are also available to students who have earned a minimum of four units with a minimum 2.5 grade point average. Typically, an internship taken for one unit requires 105 work hours while an internship taken for two units requires 210 work hours; however, specific degree programs may require more, such as Arts Administration. Please consult the department chair to verify the required number of work hours prior to registering for the internship. Not including internship requirements of major programs, a student may apply no more than two units of internship credit toward the 36 units required for the bachelor’s degree. Students must visit the Center for Academic and Career Engagement (CACE) to initiate the internship for academic credit process, obtaining an internship packet, which is available on the Center for Academic and Career Engagement website (http://wagner.edu/cace/files/2012/12/UUDG-Credit-Internship-Forms.pdf) and GPA verification. The student is then instructed to have his or her faculty advisor,
department chair, and site supervisor approve and sign the necessary internship paperwork. When all signatures have been obtained, the student submits the internship paperwork to the Registrar's Office during the registration period for the semester the student is seeking to obtain credit. Once the Registrar has reviewed and approved the request for the internship for academic credit, the student will be enrolled in the internship course. Tuition charges apply as for any academic course. Students are advised to initiate the internship location and registration process at least one semester prior to desired enrollment in the internship course. The Center for Academic and Career Engagement maintains online internship listings and will help students in the internship application process.

**PRACTICA**
A practicum is typically an unpaid work assignment required in conjunction with a major program. Practica typically involve supervised experiences and training in professional, academic, clinical, community, and research settings. Faculty from students’ major departments inform and guide them in the practica requirements.

**INDEPENDENT STUDIES**
Students who have demonstrated a capacity for individual work at an advanced level may, with approval, register for Independent Study in place of a regular, non-core course. For all undergraduates, independent studies have the following college-wide minimum requirements:

Each student must have both a minimum of 5 earned units and a grade point average of 3.0 in the department in which he or she is doing the independent study. Any exceptions to this rule must be approved by the Registrar, the chair of the department, and the faculty mentor.

No student is permitted to count more than two Independent Study courses toward an undergraduate degree. Students are required to register for Independent Study by the last day to add courses.

Graduate students who enroll in an Independent Study course must have both a minimum of nine credits earned and a grade point average of 3.0 in the department in which they are doing the independent study. Students are permitted to count no more than six credit hours of Independent Study courses toward their graduate degree. Students are required to register for an Independent Study by the last day for adding courses.

**TUTORIALS**
Tutorials are offered only when necessary to enable a student to make normal progress toward a degree. Requests for tutorials must be approved by the Registrar, the chair of the department or graduate program director, and the faculty member with whom the tutorial is to be taken. Students are required to register for a tutorial course by the last day to add courses.

**UNDERGRADUATES ENROLLED FOR GRADUATE CREDIT**
A student in the last year of the bachelor’s degree program may take a maximum of nine credits of graduate courses toward a master’s degree, subject to all of the following conditions:
Students must have completed the junior year.

Students are permitted to take a maximum of nine credits of graduate (600 level or above) courses in the senior year, with no more than six credits of graduate work in a given semester.

The credits will be over and above the 36 units needed for the bachelor’s degree and may not be applied to that degree.

The total course load during any semester, undergraduate and graduate, must not exceed the equivalent of 5 units. The student must have a cumulative scholastic index (gpa) of 3.00 or better.

The student must file an application for permission to take graduate courses with the Office of Graduate Studies. This application must be approved by the chair of the department in which the student is enrolled and by the Graduate Program Director. This written approval must be granted before the student will be permitted to register.

**ACADEMIC EVALUATION**

**THE CUMULATIVE INDEX OR GPA (GRADE POINT AVERAGE)**

The cumulative index is determined by dividing the total number of quality points earned by the total number of graded units attempted. Units with grades of “D” and “F” will be included, and courses which carry no units or quality points will be excluded. A cumulative index of 2.0 is required for graduation.

Quality points are granted on the basis of the grades earned in each course taken at Wagner. Units completed in courses that do not have letter grading, e.g., student teaching, proficiency examinations, courses under pass-fail option, as well as courses transferred into Wagner, carry no quality points.

Quality point equivalencies are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The major index is determined in the same manner by dividing the number of quality points earned by the total number of graded units in courses designated as major courses, including courses with grades of “D” or “F”. A major index of 2.0 is required as a qualification for graduation. For some academic programs a higher index is required.

Courses which are considered major courses and are used to calculate the major index are specifically indicated by major in the Courses of Study section. The computation of the indices is subject to the conditions governing the pass-fail option, repeating of courses, and transferring of credit.
ACADEMIC DISTINCTION

DEAN’S LIST
The Dean’s List is published after each fall and spring semester. Undergraduate students are eligible for the list on the basis of academic work completed by the end of the semester. To be on the Dean’s List, a student must have achieved a semester index of at least 3.70 for 4 or more letter-graded units, including zero unit courses, and have no incomplete grades or P/F for the semester on their transcripts. Courses that were taken as Pass/Fail are not considered part of the 4 or more letter-grades units. In the case where the student receives a grade of incomplete, due to unforeseen circumstances that can be documented, the student may submit an appeal to the Center for Academic and Career Engagement to determine Dean’s List eligibility.

DEPARTMENTAL HONORS
Each undergraduate academic program is authorized to offer its graduating majors a departmental honors program as an adjunct to the all-college honors (Dean’s List, cum laude, magna cum laude, and summa cum laude). Eligible students will be notified by their major department at the beginning of their senior year. To qualify for the B.A. or B.S. degree with departmental honors, a student must:

- Attain an overall grade point average of 3.00 in a minimum of 18 units.
- Attain a grade point average of 3.50 in those courses taken in the program granting the honors.
- Satisfactorily design and complete a special thesis or creative project, which must be distinct from work required for a course taken for credit, unless the course is specifically designated as satisfying departmental honors and the student satisfies the standards necessary for honors as opposed to regular units. The honors project must be approved by three faculty members in the department granting the honors. The thesis or project must be cataloged and, if appropriate, bound and filed in the College library. The thesis or project must be completed and graded by the week before final examinations.

GRADUATION WITH HONORS (LATIN HONORS)
Graduation honors (Latin Honors) are awarded by the College on recommendation of the Faculty and are the highest accolade that can be bestowed on an undergraduate student for general academic excellence during a college career. There are three degrees of honor are: cum laude (with honors), magna cum laude (with high honors) and summa cum laude (with highest honors). To be eligible for a degree cum laude, the student must have earned both a cumulative index and a major index (in the primary major) of 3.50. For the degree magna cum laude, indices of 3.75 are required; for the degree summa cum laude, indices of 3.90 are required. For the determination of eligibility for Latin Honors, indices are based on all courses taken by the student at Wagner except those which do not carry honor points. To receive Latin Honors, a transfer student must have taken at least 18 units at Wagner. Transfer credits earned at other institutions will be disregarded in the calculation of the scholastic index for the purpose of graduation honors.
ACADEMIC POLICIES AND PROCEDURES

ACADEMIC PROBATION AND SUSPENSION

ACCEPTABLE PROGRESS TOWARD THE DEGREE

DEGREE STUDENTS. Full-time, degree-seeking undergraduate students are expected to pass 9 units per academic year. Students are expected to maintain a 2.0 g.p.a. semester and cumulative GPA in order to remain in good academic standing. Students not meeting these criteria may be placed on probation.

NON-DEGREE STUDENTS. Non-degree students who have not achieved a 2.00 cumulative average after completing 8 units will be dropped by the College.

ACADEMIC PROBATION, SUSPENSION, AND EXPULSION

Academic probation is a warning to a student that the quality of his or her work is unsatisfactory and is below the level of performance necessary to meet the requirements of graduation. It is also a warning that the student will be suspended from the College unless he or she achieves a level of good academic standing by the end of the probationary period. A student is automatically placed on probation and may be suspended at the discretion of the Academic Review Committee if his or her semester and/or cumulative index fall below 2.0. A letter will be sent to the student and a copy to parents/guardians regarding the conditions imposed by the probationary status. The Academic Review Committee meets at the end of every semester and consists of three faculty members, a representative from the Center for Academic and Career Engagement, the Vice Provost, and the Registrar. While on probation, the student should repeat as many “D” and “F” graded courses as are available on the course schedule. A maximum of seven courses can be repeated in an effort to earn a higher grade.

Part-time students may take 1 to 2 units during the semester. Full-time students may take 4 or 5 units during the semester.

Students on probation are not permitted to register for tutorials, independent studies, internships not required by their major, or Expanding Your Horizons (EYH) courses. Individuals on academic probation are not eligible to hold office or a leadership position in any student group or organization. Appropriate additional restrictions may be imposed. Placement on probationary status may affect a student’s financial aid package. See the Financial Aid Office’s web page (http://wagner.edu/financial-aid/) for the policy on satisfactory academic progress and aid eligibility.

The academic progress of every student placed on probation will be closely monitored by the staff of the Center for Academic and Career Engagement. Students who achieve 2.0 semester and cumulative indices will be removed from probationary status at the end of the fall or spring semesters. Grades earned during summer sessions will be reviewed at the end of the fall semester. Students on probation who do not achieve 2.0 semester and cumulative indices may continue on probation at the discretion of the Academic Review Committee, or the student may be suspended from the College. Appeals of a suspension may be made to the Office of the Provost; however, a student is considered suspended unless an appeal is granted and the student is readmitted.

A student who has been suspended from the College may not enroll in the College either as a full-time or part-time degree student or as a special student. Suspended students who were registered for an upcoming semester will be removed from courses. Suspended students may
not participate in any activities of the College until such a time as they have been readmitted. A suspended student may be considered for readmission upon formal application to the Office of Admissions after the lapse of at least one year. Such an application should provide information about increased maturity, as well as enhanced academic skills. If the application is approved, readmission will be probationary for a period of one semester only. If good academic standing is not achieved and maintained, the student will be expelled.

**GRADE REQUIREMENTS AT THE GRADUATE LEVEL**

In courses which carry graduate credit, grades of “B” or better, or grades averaging “B”, must be earned in the courses in which letter grades are given. Students will not be permitted to continue graduate study if they have received grades “C+” or lower, inclusive of any “F” grades, for more than three different courses. Courses in which “F” grades are received must be repeated. No more than two courses with an “F” grade may be repeated and each course may be repeated only once. Students who receive 3 “Fs” are automatically dismissed from the graduate program. In order to graduate a student must have a cumulative index of 3.0 or higher.

**ACADEMIC POLICIES**

**CLASS ATTENDANCE**

Complete participation is expected in all classes and activities for which a student has registered. At the beginning of the term, faculty notify students through their syllabi of course requirements, policies on class participation, and the manner in which grades will be determined. Student athletes should note that the NCAA requires that “no class time shall be missed for practice activities except when a team is traveling to an away-from-home contest and the practice is in conjunction with the contest.” (NCAA Division I Operating Bylaws 17.1.5.5.1.)

**ACADEMIC HONESTY**

As members of the Wagner College community, students are held to the highest standards with regards to academic honesty and integrity. Violations of the College’s honesty policy diminish the work of everyone at Wagner College. Open, honest inquiry stands at the foundation of our academic process, and is expected of all students, without exception. Students are solely responsible for informing themselves about acceptable forms of academic conduct. Lack of knowledge of citation procedures, for example, is not an excuse for plagiarism. Academic honesty is maintained when work submitted for credit represents the student’s own effort. Students violate this standard when they submit work for credit that is not original, or attempt to deceive the instructor in some other manner. The two main types of dishonesty are plagiarism and cheating. Plagiarism is presenting as one’s own work, words or ideas of another without proper citations or credits. All work that comes from other sources must be properly acknowledged, and even if the work of others is paraphrased it should be clearly noted.

Cheating consists of taking, or providing, or attempting to take or provide external assistance during an examination. This can include communicating with another student, referring to materials not approved for use during the examination or copying the work of another student. When an instructor feels there has been an act of academic dishonesty there are several options open to him or her. In all cases of violations of the academic honesty policy,
students will be sanctioned. The instructor may reduce the grade for the assignment, or impose other sanctions on the student, such as having the student rewrite a paper.

Cases may also be presented to the Academic Honesty Committee. The committee will investigate the alleged violation, and give the student involved an opportunity to discuss the case with the committee. If the Academic Honesty Committee finds that there has been a violation of the College’s academic honesty policy, a penalty will be assessed on the student. In cases involving first offenders, when the Academic Honesty Committee finds the student violated the policy on Academic Integrity, penalties may include, but are not limited to, failure for the assignment or failure for the course. In addition to the sanction the student is required to complete a tutorial on academic honesty or time management within one semester. If the student does not complete the tutorial, the normal sanction is suspension for one semester during the regular academic year. When the Committee finds the student has, for a second time, violated the above policy on academic integrity, the normal sanction is failure for the course and suspension for one semester during the regular academic year. When the Committee finds the student has, for a third time, violated the policy on academic integrity, the normal sanction is failure for the course and permanent expulsion from the College. For more detailed information on academic integrity, please consult the Student Academic Honesty and Integrity Handbook, which is given to all first year students at orientation and is also available on the committee’s website (http://wagner.edu/academics/wp-content/blogs.dir/22/files/2013/01/HHandbook.pdf).

**PASS-FAIL OPTION**

The option of being graded on a pass-fail basis is open only to students of sophomore, junior, and senior status. The pass-fail option is not permitted in courses required for the major, minor or in courses used to fulfill general education requirements. The pass-fail option is granted at the student’s official request to the Registrar. A student wishing to exercise the pass-fail option must do so no later than the close of business on the last day of the fifth week of classes. Once made, this decision is irrevocable. A pass grade does not count as a letter grade when determining Dean’s List eligibility.

In no case will the instructor be notified by the Registrar of any student under the pass-fail option. The pass grade is not included in the computation of grade indices. If a pass is received, no other grade will be issued for transfer purposes. A “fail” grade earned under the pass-fail option will be recorded as an “F” and will be included in the computation of grade indices. No more than a total of 4 units, or a proportionally smaller number for transfer students, may be taken under the pass-fail option by any student. Under the pass-fail system of grading, performance at levels graded as “A” through “D” will classify as pass and only the grade “F” as fail, in accordance with the provisions of the Wagner College Bulletin.

**INCOMPLETE GRADE**

An “Incomplete” grade (I) may be assigned to a student who has completed the majority of assignments and is passing a given course but who, for valid reasons, has not been able to complete a portion of the work, the final exam or a terminal paper or project. Such a grade is assigned at the discretion of the instructor. When an “Incomplete” is assigned, it must be recorded on the appropriate form in the Registrar’s Office. The record is to include the reason for the grade, requirement(s) for its removal, and the grade level of work prior to the granting of the “Incomplete.”
A student must complete any remaining work within one regular semester after the date the grade is recorded, unless a shorter time period is stipulated by the instructor at the time the “Incomplete” grade is issued. Otherwise, the Registrar will automatically convert the “Incomplete” to an “I/F” (Incomplete Failure). The grade of “I/F” will count as an “F” in the calculation of the student’s cumulative grade point average. Once the grade has turned to an “I/F”, the grade will not be reversed. Exceptions to the policy must be approved by the chair of the department in which the course is offered and by the Registrar. An undergraduate student receiving a grade of “Incomplete” is ineligible for Dean’s List honors for that semester.

AUDIT POLICY
A student who wishes to show that he or she has attended a course regularly, but who does not wish to earn credit for the course may register as an auditor with the consent of the instructor. Students auditing courses are expected to attend and participate in class according to the instructor’s requirements. The following policies govern audit registrations:

If attendance has been regular, the instructor will assign a grade of AU (audit), but no credit is entered and no quality points are calculated.

If the instructor deems that attendance has not been adequate, the instructor will assign a grade of NA and no record of the course will appear on the student’s grade report or permanent transcript.

Regular attendance at class is expected of the auditor, but he or she is not required to write papers or take quizzes, tests, or examinations.

A change from credit to audit or audit to credit may be made only with the consent of the instructor by filing the appropriate form with the Registrar’s Office. The change must be made no later than the last day of the Drop/Add period (the first week of classes).

Audited courses will not be included in determining the total academic load of the student.

The fee charged to audit a course is one-third of the current tuition charged for that course plus all applicable lab fees.

REPEAT OF COURSES
Students who repeat a course or courses in which a “D” or “F” grade was received should be aware that the original grade of “D” or “F” will remain on their transcript for the semester in which the “D” or “F” grade was received. By repeating a course, the most recent grade received will be calculated in the student’s cumulative index.

UNDERGRADUATE STUDENTS
A student may repeat courses in which a “D” or “F” grade was received subject to the following conditions:

A course in which a “D” or “F” was received may be repeated only once. Any exceptions to this must be approved by the department chair and the Registrar.

A student may not repeat a course in which a grade of “C-” or higher has been received.

All course grades for which a student has registered will appear on the student’s transcript including courses with “D” and “F” that are subsequently improved.
When a course is repeated, the most recent grade earned will be calculated in the student’s cumulative index.

Since no quality point value is assigned to a grade of “Pass,” a student may not improve a letter grade of “D” or “F” by repeating a course on a pass-fail basis.

A student may retake up to seven courses in which a grade of “D” or “F” were received.

Courses that are to be repeated must be taken at Wagner College.

When the original course has been dropped from the curriculum, or the original course is not offered again during the student’s tenure, the decision as to an acceptable substitute will be made by the chair of the department in which the original course was offered. Courses that are offered during the semester as a Special Topics course cannot be repeated.

**GRADUATE STUDENTS**

A student may repeat courses in which “F” grades were received subject to the following conditions:

No more than two courses with an “F” grade may be repeated and each course may be repeated only once.

A student may not repeat a course in which a Grade of “C” or better has been received.

All course grades for which a student has registered will appear on the student’s transcript, including courses with “F” that are subsequently improved.

When a course is repeated, the most recent grade earned will be calculated in the student’s cumulative index.

Students must register at Wagner College for courses that are repeated. When the original course has been dropped from the curriculum, or the original course is not offered again during the student’s tenure, the decision as to an acceptable substitute will be made by the chair of the department in which the original course was offered.

**MAINTENANCE OF DEGREE STATUS**

Students who are working independently or are taking a leave of absence and are not registered for courses during any one semester may maintain their degree status by completing the necessary paperwork with the Center for Academic and Career Engagement for undergraduates or the Office of Graduate Studies for graduate students. Maintenance of Degree Status requires the payment of a fee which allows the student to receive College notices including those pertaining to future registration procedures.

Students who wish to maintain their degree status and who have completed the appropriate paperwork will be entered into the administrative system as on a “leave of absence.” Leaves of absence are granted for one semester only. If a student needs to continue a leave of absence beyond one semester, s/he must apply for an extension through the Center for Academic and Career Engagement for undergraduates or the Office of Graduate Studies for graduates.

Students who formally withdraw from Wagner College must apply for readmission through the Admissions Office.
APPEAL OF GRADES
If a student believes that there has been an error in matters of grading and attendance, after first speaking to the professor involved and trying to solve the matter there, the student may appeal to the chair of the department offering the course, or to the appropriate Graduate Program Director.

If there continues to be a disagreement, the Registrar will review the appeal and make a determination. If there is compelling evidence of unfairness, the student may appeal to the Provost or designee. The Provost or designee’s decision is final, and is not subject to further appeal.

An appeal must be submitted, in writing, to the appropriate office as outlined in the previous paragraph no later than the close of business on the last business day of the third full week of classes of the semester (fall or spring) following the term in which the grade was given.

CHANGE OF GRADES
Any request for a change of grade in a course must be submitted on the appropriate form to the Registrar by the instructor by the end of the third full week of classes of the semester (fall or spring) following the term in which the grade was given. A change of grade can be made only if a clerical error occurred in computing or recording the final grade. Extra work, beyond that required of other class members during the period when the class met, shall not be offered as a reason for a grade change.

Any request for exceptions (except in the case of a grade of “Incomplete”) must be directed to the Registrar for approval. All requests to change a grade must be accompanied by a detailed explanation in support of the request.

GRIEVANCE POLICIES
Information regarding grievance policies is found in the Student Handbook. A copy of this handbook may be obtained online at http://wagner.edu/campus-life/resources/student-handbook/

TRANSFER OF CREDIT
UNDERGRADUATE STUDENTS
Degree-seeking Wagner College students may register for course work at other colleges or universities only if the appropriate academic department chair or program coordinator and the Registrar approve in advance. These courses may count toward the student’s Wagner degree; however, the units/credits will not be considered in calculating either a cumulative or major index. Courses that have been earned within a ten-year period will be accepted in transfer.

GRADUATE STUDENTS
The approval of the Graduate Program Director is required for all transfer credits. Numbers of credits accepted from accredited graduate schools may vary among departments. Grades below the B- level are not acceptable for transfer. Students wishing to take courses at another college for transfer to their graduate record at Wagner College should obtain written approval from the Graduate Program Director before registering for such courses. Courses that have been taken within a ten-year period will be accepted in transfer. No 500-level
ACADEMIC POLICIES AND PROCEDURES

A course taken as part of an undergraduate program may be transferred into a graduate program.

GRADING FOR STUDY ABROAD PROGRAMS

Wagner College students who participate in a study abroad program shall be governed by the following grading policy. All courses must be pre-approved in writing. The Registrar, or his or her designee, will determine the transferability of all courses presented by the student in consultation with the department. The Registrar’s Office has developed a specific Pre-Approval of Transfer Credit form for this purpose. Upon receipt of an official transcript from the institution where the student studied, all courses in which the student earns at least a “C” (2.0) grade will be transferred and appear on the student’s Wagner College transcript. Although the actual grade earned and reported by the sending institution will be recorded on the Wagner College transcript, the grades will not be calculated into the student’s Wagner College cumulative grade point average.

LEAVE OF ABSENCE/WITHDRAWAL FROM THE COLLEGE

A request form for leave of absence should be filed by a student wishing to be temporarily absent from the campus for purposes of study abroad or other personal reasons, but who plan to return to the College. Such leaves are granted for one semester and may, upon written request, be extended for a second semester. Status of leave of absence keeps the students on active mailing lists in order to continue receiving all notices including those pertaining to future registration periods.

Students who find it necessary to leave the College for reasons other than academic or disciplinary suspension should contact the appropriate office to complete the appropriate Leave of Absence or Withdrawal form. Undergraduate students should contact the Center for Academic and Career Engagement and Graduate students should contact their program office. A withdrawal form is filed by students wishing formally to terminate their degree status permanently. Nonattendance in classes or nonpayment of tuition does not constitute an official withdrawal. Failure to withdraw officially will result in the conferring of an “F” grade in courses.

REQUIRED ADMINISTRATIVE WITHDRAWAL FOR NON-ACADEMIC REASONS

Wagner College is committed to the well-being and safety of its community members and the integrity of its learning environment. The College may require a student to take an administrative withdrawal if there is a sufficient showing that the student is engaging in or is likely to engage in behavior that presents a real danger of substantial harm to self or others or substantially disrupts the learning environment and activities of the campus community.

This policy and associated procedures do not take the place of disciplinary action associated with a student’s behavior that is in violation of College policies or standards. This policy is to be invoked in extraordinary circumstances in which, in the discretion of the Dean of Academic and Career Development or designee, the regular disciplinary system cannot be applied or is not appropriate.

This policy may be invoked when a student is unable or unwilling to request a voluntary withdrawal and the Dean of Academic and Career Development or designee deems a withdrawal necessary to protect the health and safety of the student or others, or the integrity of the learning environment and campus community. Examples of such extraordinary circumstances include, but are not limited to: suicidal threats, self-starvation or
purging behavior, ongoing substance abuse or addiction, serious threats of harm to others, or bizarre or destructive behavior. Before a required administrative withdrawal is considered, the Dean of Campus Life or designee will encourage the student to take a voluntary withdrawal.

READMISSION

Students who withdraw voluntarily or who are withdrawn administratively from or suspended by the College may apply for readmission by contacting the Office of Admissions and requesting a readmission form. A fee of $25 is charged. The College reserves the right to require sufficient documentation that the student is qualified and ready to return to academic work. An on-campus interview with an appropriate College official may be required.

In the case of a voluntary withdrawal for medical/psychological reasons, or any administrative withdrawal under this policy related to a physical or mental health condition, the student must submit a written progress assessment from a treating health professional with the readmission form, indicating that the student is qualified and ready to resume full-time academic work and campus life. The Director of the Center for Health and Wellness and/or a College Counselor may require a release from the student to discuss current treatment and follow-up needs with the treating health professional, in order to assess whether the student is qualified and ready to return to Wagner College, and whether the College can provide the follow-up care needed to maintain the student’s enrollment. The Director of the Center for Health and Wellness and/or a College Counselor will review this information and recommend to the Office of Admissions approval (with or without conditions of treatment, education, counseling, or other) or denial of the readmission. After consulting with College health professionals and/or other appropriate College officials as necessary to facilitate an informed decision, the Director of Admissions or designee will make a decision.

CHANGES OF PERSONAL INFORMATION

Students are requested to inform the Registrar’s Office of any changes in address and telephone number so that records can be changed accordingly. Students are required to inform the Registrar’s Office of any changes in name, local or permanent address, telephone number, or student status so that records can be changed accordingly.

NONTRADITIONAL MEANS OF EARNING CREDIT

For undergraduate students, a total of 9 units may be earned through nontraditional means. These are:

MEETING COLLEGE ACADEMIC REQUIREMENTS BY EXAMINATION

PROFICIENCY EXAMINATIONS

Proficiency Examinations are administered and graded by Wagner College faculty. Arrangements to take proficiency exams must be made with the relevant department. Upon completion and grading of the examination, the department submits the names of the
ACADEMIC POLICIES AND PROCEDURES

students who have successfully passed the exam to the Office of the Registrar. The Registrar's Office notates that the general education requirement was waived through examination; however, the student does not earn credit for the proficiency exam. Students who have passed proficiency exams must still meet the minimum 36 units towards graduation.

Learning must be demonstrated or documented in one of the following ways:

Written examination. Either standardized examinations or examinations related to courses taught at Wagner may be used. The latter are to be written in one 90-minute session. They are to be prepared and graded by the various departments (or committees within). The candidate shall be informed by a written statement concerning the nature of the exam prior to the exam date, if requested.

Oral examination or evaluation of skills. Oral examinations (up to an hour in length) or evaluation of skills shall be conducted by committees appointed for such purposes by the academic departments. There shall be a specialist in the area of examination present in each instance.

ADVANCED PLACEMENT AND CLEP

Students may also meet College requirements by taking standardized exams. Such exams are not graded by Wagner College faculty and may be taken at any time. Examples of standardized examinations include those of the Advanced Placement Program (AP) and the College Level Examinations Program (CLEP) of the College Board. Information regarding AP or CLEP may be obtained through the Office of the Registrar.

LIFE EXPERIENCE CREDIT

A student may apply for college credit for demonstrated or documented learning that is germane to the liberal arts and professional programs at Wagner College. The request for credit should relate to specific courses and units at Wagner College with evidence being presented to show that the objectives of the specific course have been met. The Registrar can supply students with specific information as to procedures.

GRADUATE STUDENTS

A student may apply for college credit for documented learning that is germane to a graduate program at Wagner College, but must not exceed three credits. The request for credit should relate to a specific course at Wagner College with evidence being presented to show that the objectives of that course have been met. The applicant should present documentation for evaluation to the Department Chair or Graduate Program Director, who shall determine in each instance whether preparation and competence are satisfactory for the student to receive credit for his or her work experience. A completed application form and the documentation should be brought to the Graduate Program Director for approval and then the student may be registered to receive credits for the appropriate course after paying the specified fee.

The applicant may present to a department for evaluation certain documents (diplomas, certificates, licenses, evidence of membership in professional or other appropriate associations, publications, research papers, essays, evidence of exhibits or performances, etc.). The department shall determine in each instance whether preparation and competence are satisfactory by knowledge of or inquiry into the standards the documentation represents.
The speech and computer proficiency requirements are not affected by these regulations. If students pass the speech and/or computer proficiency exam, no units of credit will be granted.

**PREPARATION FOR GRADUATION**

**APPLICATION FOR DEGREE**

All students wishing to receive a degree must submit an application of candidacy for the degree to the Registrar's Office. Applications will be sent to prospective candidates in advance of the due dates, or candidates may obtain an application from the Registrar’s Office. Students must return the signed applications to the Registrar's Office according to the following schedule:

- Expected graduation August 31 - Due Date February 1
- Expected graduation December 31 - Due Date June 1
- Expected graduation May - Due Date November 1

Please note that failure to comply with the above listed grades will result in the placement of a “registration hold” on the student’s account until the application has been received.

Once the signed application has been received, the Registrar’s Office will forward it to the Chair of the appropriate department. The department chair will list the remaining degree requirements yet to be completed. Students are encouraged to make an appointment with their department chair to discuss the completion of their degree requirements. A copy of the completed application, listing all remaining courses to be completed, will be sent to the student.

No student will receive a diploma until all financial and other obligations to the College are fulfilled.

**DATE OF DEGREE AND COMMENCEMENT**

The College has established August 31, December 31, and the date of commencement in May of each year for the conferral of degrees. Diplomas will be mailed to the student following the commencement exercises in May (on or before June 15) as well as in September for August and January for December conferrals.

All candidates for degrees, regardless of effective date, are required to be present at commencement exercises. Any candidate who is unable to be present is required to file in advance with the Provost, a written request with supporting reasons to receive the degree in absentia.

Undergraduate students may participate in the commencement exercises if they have a 2.0 major and cumulative index, are within 2 units of degree completion, and are registered in the Wagner College summer session for the final course(s) needed to complete the degree.

Graduate students may participate in the commencement exercises if they have a 3.0 cumulative index, are within 6 credits of degree completion (7 credits for students who are working on their thesis project), and are registered in the Wagner College summer session for the final course(s) needed to complete the degree.
Students who are short of degree requirements as per the above criteria, may participate in
the commencement ceremony and their participation will be indicated in the
commencement program as such.

There are no exceptions to the aforementioned policy.

**Baccalaureate and Commencement**
The Baccalaureate service is held the day before Commencement Day. Commencement
ceremonies are traditionally held on the oval in front of Main Hall and are open to the
public. Family and friends of the graduates are invited to attend both the Baccalaureate
service and Commencement. A limited number of tickets for indoor seating are provided to
all graduating students in case of inclement weather.

**Student Rights and Responsibilities**

**Family Educational Rights and Privacy Act of 1974 (FERPA)**
Wagner College complies with the Family Educational Rights and Privacy Act of 1974, as
amended. FERPA is designed to protect the privacy of educational records, to establish the
rights of students to inspect and review their educational records, and to provide guidelines
for the correction of inaccurate and misleading data. The College is permitted to provide
directory information without the student’s consent unless she or he requests, in writing, that
such information not be disclosed. Students also have the right to file complaints with The
Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by
the institution to comply with the Act. Copies can be obtained from the Office of the
Registrar. It is also printed in the Student Handbook and the College Bulletin, and can be
found on the Registrar web page. Questions concerning the Family Educational Rights and
Privacy Act may be directed to the Registrar's Office.

At Wagner College, the following is considered "Directory Information" and will be made
available to the general public: Student's name, local address/phone, permanent
address/phone, cell phone, e-mail address, date and place of birth, hometown, college major,
minor and/or concentration, honors, awards, classification, enrollment status (full- or part-
time), dates of attendance (current and past), degrees conferred, dates of conferral,
graduation distinctions, participation in officially recognized activities and sports, weight and
height of members of athletic teams, and the institution attended immediately prior to
admission.

Under the provisions of the Family Educational Rights and Privacy Act of 1974, as
amended, the student may request that directory information be kept confidential by
completing a form obtained from the Registrar’s Office. Annual notification and renewal of
FERPA and Directory Information is sent to the student via email prior to the beginning of
the academic year. Students are required to complete the necessary information before the
end of the Drop/Add period. Further information on Wagner's policy and procedures on
compliance with FERPA can be obtained from the Registrar, Cunard Hall.

**Compliance**
It is the responsibility of the student, together with his or her professors and advisors, to be
familiar with and abide by all academic regulations for completing the major and degree,
including prerequisites to be met for enrolling in certain courses, restrictions on enrollment
in certain courses, and withdrawal from and repeating of courses. Failure to comply with all regulations could adversely affect the student’s status and graduation.

RESPECT AND CIVILITY AT WAGNER COLLEGE
Wagner is a private institution of higher education committed to excellence. Together, the students, faculty, and staff form our campus community, which reflects a variety of backgrounds and cultures. The quality of life on and about campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability. Therefore, the administration of this College publicly declares its expectation that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which, together, we are all fortunate to live and work.

NONDISCRIMINATION POLICY
Wagner College does not discriminate on the basis of race, sex, age, religion, handicap, sexual orientation, marital status, or national and ethnic origin in its educational programs, admission practices, scholarship and loan programs, athletics, other school administered activities, or employment practices. This statement of nondiscrimination is in compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The Vice President for Administration and Finance is responsible for the College’s efforts to comply with the above. Questions regarding their application may be directed to the Vice President at Wagner College, One Campus Road, Staten Island, NY, 10301, telephone 718-390-3315.

POLICIES AND PROCEDURES FOR DISABILITY SUPPORT SERVICES
Wagner College, in compliance with federal guidelines, strives to meet the needs of our students with physical, psychological, and/or learning disabilities. The following guidelines have been set by the Center for Academic and Career Engagement in accordance with national standards:

Eligibility for Services
To ensure the provision of reasonable and appropriate services, students must present current and comprehensive documentation of their disability. Generally, documentation must be not more than three years old. The records kept in the Center for Academic and Career Engagement are strictly confidential. At a minimum, eligibility criteria for disability-related support services at Wagner College include:

- Verification of diagnosis and severity of disabling condition prepared by a qualified professional.
- Detailed description of how this impediment significantly limits a major life activity in an educational setting.

For students with learning disabilities, documentation should include a comprehensive diagnostic interview or consultation, a neuropsychological/psychoeducational evaluation, and treatment plan or academic recommendations. A report should include test scores and an interpretation of overall intelligence, information processing, executive functioning, spatial ability, memory, motor ability, achievement skills, reading (rate, comprehension, and decoding), writing, and mathematics, as well as a specific diagnosis and description of the student’s functional limitations in an educational setting. The evaluation should be conducted by a qualified professional (i.e., licensed psychologist, school psychologist,
neuropsychologist, or psychoeducational specialist) with experience working with academically competent students and the adult population. The four criteria necessary to establish a student’s eligibility for learning disability accommodations are:

- average or above average intelligence as measured by a standardized intelligence test which includes assessment of verbal and nonverbal abilities;
- the presence of a cognitive achievement discrepancy indicated by a score on a standardized test of achievement which is 1.5 standard deviations or more below the level corresponding to a student’s sub-scale or full-scale IQ;
- the presence of disorders in cognitive or sensory processing such as those related to memory, language, or attention;
- an absence of other primal causal factors leading to achievement below expectation, such as visual or auditory disabilities, emotional or behavioral disorders, a lack of opportunity to learn due to cultural or socioeconomic circumstances, or deficiencies in intellectual ability.

The assessment must provide data that supports the request for any academic accommodations. In the event that a student requests an academic accommodation that is not supported by the data in the assessment or if the initial verification is incomplete or inadequate to determine the extent of the disability, then it is incumbent on the student to obtain supplemental testing or assessment at the student’s expense.

If the College requires an additional assessment for purposes of obtaining a second professional opinion then a Wagner College Counseling Services professional may conduct additional testing. The primary goal of documentation, in addition to establishing qualified status, is to address how the impairment significantly limits the essential life functioning of learning, how the student can utilize his or her strengths, and what academic accommodations would be effective in equalizing students’ opportunities at the post-secondary level.

For students with psychological or attention disorders, documentation should include a diagnosis and information from which the diagnosis was made, a description of the student’s functional limitations in an educational setting, the severity and longevity of the condition, a description of the effectiveness of current treatment, and recommendations for additional treatment/assistance. The evaluation must be conducted by a qualified professional (i.e., psychiatrist for ADHD, psychologist or psychiatrist for other psychological disorders).

For students with physical disabilities, documentation should include a diagnosis and a description of the student’s functional limitations in an educational setting. Documentation should be provided by a qualified medical professional.

**Requests for Services**

To ensure that needs are met, students must register with the Center for Academic and Career Engagement upon enrollment and at the start of each term for which they are requesting services. A student must make a specific request for services or accommodations. Based upon the documentation, the Associate Dean of Academic and Career Engagement will authorize the needed accommodations. The College will make determinations on an individual basis regarding its provision of services to ensure that students are not subject to discrimination on the basis of disability. Understand that a reasonable amount of time is needed to evaluate the documentation, review the request, and make a determination. The Center for Academic and Career Engagement is located in the Union Building.
Depending on documentation, the following services are provided, but not limited to:

- advocacy
- testing accommodations: proctors, extended time in a separate, distraction-reduced room
- learning disabilities advising
- priority registration and advising assistance provision of information to professors membership in Recordings for the Blind and Dyslexic referrals
- assistive technology

College personnel are available to discuss a range of disability management issues such as course load, learning strategies, academic accommodations, and referral to campus and community resources. Students may be referred for additional services including diagnostic testing, and/or tutoring.

The student has the right to file an appeal concerning any allegations of failure to comply with laws, regulations, and policies set forth for students with disabilities at Wagner College. A student wishing to file a complaint may do so in writing to the Office of the Provost, located in the Union Building.

**Student Access to Licensing Documentation**

Students wishing to examine those documents that describe Wagner College’s accreditation and licensing may contact the Office of the Provost.
Wagner College strives to educate the complete person within an intellectual framework consisting of a sequence of general education courses that precede and complement the major area of study. The general education segment provides students with a foundation of liberal learning and analytical skills and the major provides depth of knowledge in a chosen discipline or professional field. The academic program provides knowledge of historical and sociocultural influences, leading to an awareness and appreciation of one’s own and other cultures. Awareness of the workings of the physical and natural world and of the discipline required to study them are heightened through studies in the sciences. Communication skills are developed and reasoning skills are refined to promote clear expression, critical thinking, and constructive problem solving. Sensitivity to human expression and creativity is stimulated through study of the arts, and values are challenged and developed through the historical exploration of moral, ethical, and spiritual decisions.

**THE WAGNER PLAN FOR THE PRACTICAL LIBERAL ARTS**

Within the Wagner Plan for the Practical Liberal Arts, General Education Requirements fall under four categories: FOUNDATIONS: (writing, math, computer, and speech), INTERCULTURAL UNDERSTANDING: (courses designed to facilitate awareness and appreciation of diversity) THREE LEARNING COMMUNITIES (First Year Program, Intermediate LC, and Senior LCs) and courses from DISCIPLINARY PERSPECTIVES (humanities, sciences, social sciences, and art). The major, selected no later than the end of sophomore year, typically requires between 12 and 18 additional units.

**LEARNING COMMUNITIES (LCs)**

Learning communities are sets of thematically-linked courses, enrolling a common cohort of students. In a learning community, linkages between the subject matter in each course are emphasized, leading to enhanced conversation, critical assessment, and problem solving. Students complete three learning communities before graduation, one in the first year (fall term), one during the intermediate years, and one in the senior year in their major. The first and third learning communities include an experiential learning component and a reflective tutorial.

**EXPERIENTIAL LEARNING COMPONENT**

The Wagner Plan links the learning communities directly to experiential learning situations based on the themes. In the first year learning community, a single cohort of students spend three hours per week engaged in learning outside the classroom. There are several models for experiential learning, including service learning, participatory learning, field trips, and community research. Senior learning communities in the major field include a 100 hour experiential component, called a practicum, to help in the transition from college to the world of work or graduate studies.

**REFLECTIVE TUTORIAL (RFT)**

Each First Year student’s field experience is carefully linked to another course called a reflective tutorial that is taught by one of his or her learning community faculty. This course emphasizes writing skills, and reflection, requiring students to link the experiential component to traditional class work, (including readings and discussions). Because the field
experiences are directly linked to academic coursework, students learn to scrutinize ideas and develop informed opinions in light of them, through discussions and written commentaries. In the senior learning community, an experiential component is again linked to a reflective tutorial and a capstone course in the student’s major.

**FIRST YEAR PROGRAM**

In the First Year, students complete nine courses. They select which semester to enroll in five courses and which semester to enroll in four. In the first semester at the College, each student takes a learning community composed of three related courses: two thematically-linked courses and a third, reflective tutorial (RFT) in which the experiential component is housed. During the summer before they begin their first semester at Wagner, new First Year students are required to go on-line and review the *First Year Guide*, which contains a list of all the first-year learning communities offered in the fall. They are asked to return their preferences for learning communities and other courses to the Center for Academic and Career Engagement so that they may be pre-registered before they arrive for fall orientation. The following are examples of possible First Year first-semester schedules.

**Examples of First Year Program Schedules and Learning Communities**

<table>
<thead>
<tr>
<th>The Wheel of Fortune</th>
<th>Creativity and Conflict in Modern Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy 109 – Political Philosophy</td>
<td>Art 112 – Modern Art: 19th &amp; 20th Centuries</td>
</tr>
<tr>
<td>Economics 101 – Basic Macroeconomics</td>
<td>History 112 – Western Civilization in Modern Times</td>
</tr>
<tr>
<td>RFT – Nagging Issues in Democracy</td>
<td>RFT – The Power of Images</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective (Optional)</td>
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<tr>
<td>Elective (Optional)</td>
<td>Elective (Optional)</td>
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<tr>
<td>Experiential Learning</td>
<td>Experiential Learning</td>
</tr>
<tr>
<td>Participation in Political Campaigns</td>
<td>PS 57 Reading Program</td>
</tr>
<tr>
<td>Carmel Richmond Nursing Home</td>
<td>Council of the Arts &amp; Humanities of Staten Island</td>
</tr>
</tbody>
</table>

**INTERMEDIATE LEARNING COMMUNITY**

After completing the FYP Learning Community, and prior to the senior year, students register for the intermediate learning community (ILC). The ILC is composed of two thematically-linked courses from different disciplines (or one interdisciplinary course taught by professors of different disciplines) which aims to provide a common cohort of students with a heightened appreciation of different ways of knowing. The ILC requirement may also be fulfilled by a semester or more of study abroad, a Washington Center internship, an internship in the New York State Legislature or, if approved, as an independent study.

**SENIOR PROGRAM**

The Wagner Plan culminates in the Senior Program and the third learning community. During the senior year, all students must successfully complete a learning community with a reflective tutorial in their major. The Senior LC is a summative experience that contains the following elements: a capstone major course and a reflective tutorial that includes 100 hour experiential component, a substantial and sophisticated written project, and a presentation. Students are challenged to develop a more sophisticated understanding of the complexity and depth of at least one discipline through concentrated application, problem solving, reflection, and critique. The senior learning community is the continuation and culmination of the Wagner Plan and the fullest, deepest and most extensive experience in fulfillment of
the College’s mission to set students on the path to continued learning and self-realization beyond the College.

**GENERAL EDUCATION REQUIREMENTS**

**FOUNDATIONS (3-4 UNITS)**

Foundation courses must be completed by the end of sophomore year.

**Writing**—2 units, one in the first-year reflective tutorial and one in literature. Both units may not be taken simultaneously. Writing intensive literature courses are designated with a “W” on the schedule and in the English course offerings in the *Courses of Study* section of this bulletin. Additional information on the writing requirement may also be found there.

**Mathematics**—1 unit in MA 110 or a higher-level course.

**Speech**—proficiency by assessment or 1 unit from Speech courses.

**Technical Competency**—proficiency by assessment or 1 unit in Computer Science 106 or a higher-level course in Computer Science or another course designated as a (TC) course on the schedule of classes and in the *Courses of Study* section of this bulletin.

**INTERCULTURAL UNDERSTANDING (2 UNITS)**

In order to promote in students a critical examination of their own and other cultures, students take two courses. A course in American Diversity (marked by an “D” on the schedule and in the *Courses of Study* section of this bulletin) develops students’ capacities to reflect on their own identities, as influenced by their cultural, racial, ethnic, and other significant differences. Additionally, students explore the diverse peoples of American society, reflecting on their values, institutional obstacles, and contributions to the American experience. A course in International Perspectives (marked by an “I” on the schedule and in the *Courses of Study* section of this bulletin) provides in-depth coverage of global concerns. Its purpose is to acquaint the students with historical or developing international trends through a comparative analysis of a culture beyond our borders. Students should consult the course schedule to see which courses are approved as additional courses, or sections of courses, meet the requirements.

**REFLECTIVE TUTORIALS (2 UNITS)**

One in foundations as part of the First Year learning community and one in the major as part of the senior learning community. The RFTs are linked to an experiential component in the First Year and senior learning communities.

**LEARNING COMMUNITIES (3)**

Three learning communities are required for graduation: one in the first year, another in the sophomore or junior year, and the last in the senior year in the major field. An experiential learning component is part of the first and last learning communities.
DISCIPLINARY PERSPECTIVES (10 UNITS)

Humanities—3 units chosen from at least two of the following disciplines: English, foreign languages, history, philosophy, religion, and MDS 106 or 107. One of the 3 units must be in history. Only one MDS course may be used to fulfill the humanities requirement.

Social Sciences—3 units in at least two of the following disciplines: anthropology, economics, political science, psychology, sociology, and MDS 103 or 109. Only one MDS course may be used in fulfilling this area.

Sciences—2 units in two of the following disciplines; including one in a laboratory science: astronomy, biology, chemistry, microbiology, physics, and physical sciences. One of the courses must be from a science discipline that is a major: biology, chemistry, microbiology, or physics.

The Arts—2 units from different disciplines in the arts, from the following disciplines: art, art history, dance, music, theatre.

STUDY IN DEPTH: MAJORS, CONCENTRATIONS, AND MINORS

MAJOR (TYPICALLY 12–18 UNITS)

Each student must complete a major field of study. The selection of a major is normally made no later than the close of the sophomore year. Students declare a major by going to the Academic Department of their chosen major. Students must be recommended for graduation by the department in which they have taken their major work. This recommendation will be given only when the student has demonstrated satisfactory knowledge and ability in a major field by earning the required course units in that field and fulfilling any other designated requirements for the major.

No more than 18 units in any one discipline may be counted toward the 36 units required for the baccalaureate degree. Students with a major leading to the bachelor of science degree may count toward the 36 units for graduation no more than 22 major units, including courses in the discipline of the major and required, related courses in other disciplines. For the bachelor of arts degree, no more than 18 major units, including courses in the discipline of the major and required related courses in other disciplines, may be counted toward the 36 units for graduation. Students may complete more than the 22 and 18 major units respectively only if these units exceed the 36 for graduation.

The student must assume primary responsibility for scheduling and sequencing the courses necessary to satisfy the requirements of the major field.

DOUBLE MAJOR

A student may elect to earn majors in two areas. In this event, the following guidelines are to be observed:

- The selection of the double major should take place during the sophomore year so that the respective departments in which the student is majoring may have sufficient time to develop a manageable program.
• A student must officially register for two major programs in the College by filing the proper form with the primary academic department, indicating the choice of both primary and secondary majors and having the form approved and signed by the Department Chair of each academic department.

• A student electing the double major must meet the related course requirements of each of the disciplines, unless they are identical. Under such circumstances, a related course may be used to fulfill requirements for both disciplines.

• Normally the student would complete the senior learning community in the primary major; however, some departments may require it in the second major as well. If the student is not required to complete the senior learning community in the second major, they are still required to complete the number of units required for the second major.

• The degree conferred will be based on the student’s work in the primary major.

• No more than 4 units of identical course work in a single academic discipline may be applied to fulfill requirements for both majors.

CONCENTRATION
A concentration is a specialization within a major field of study. Students who select a major with a concentration option must complete the appropriate courses for the concentration. The concentration will be noted on the transcript. Students establish a concentration through the academic department.

MINOR
A minor is defined as 5–7 units of acceptable courses in a single discipline. No more than 2 transfer units may apply to a minor. No more than 2 units of a minor may be applied to fulfill other requirements of the College major or a second minor. Each department or program, with the approval of the Academic Policy Committee, determines which courses are acceptable. Students seeking minors should consult the chair of the department or program in which the minor is undertaken. Students establish a minor through the academic department. A minor (or minors) will be noted on the transcript.

ELECTIVE COURSES
Dedicated to the diversification of learning within the liberal arts, Wagner College limits the number of units a student may take in a major. Thus, each student must enroll in electives not directly linked with the area of major study. Chairs of departments and faculty advisors encourage and assist students in the major in achieving both specialized and balanced learning during their college career.

COURSES OF STUDY
Courses of instruction are offered under the following academic programs. Courses are numbered in terms of their respective levels. For example, beginning undergraduate courses are numbered at the 100 level; senior-level courses are numbered at the 400 level; junior-senior-level courses open to graduate students are numbered at the 500 level; graduate courses are numbered 600 and above.

The College reserves the right to withdraw courses because of low enrollment or for other reasons, and the right to change courses and instructors when necessary. Following is a
listing of academic programs, course offerings, and requirements. All *undergraduate* courses are one unit, and *graduate* courses are three credits, unless otherwise indicated.
ACCOUNTING

FIVE-YEAR PROGRAM IN ACCOUNTING
The Business Administration Department offers a five-year program in accounting culminating in a Master of Science degree. At the undergraduate level, students major in business administration with a concentration in accounting. The requirements for the undergraduate major in business administration and the concentration in accounting can be found in their respective listings in this bulletin. In their fifth year, students will complete the following requirements for their graduate degree: AC 610, 611, 612, 613, 614, 615; BU 613; one finance elective; and completion of AC 798, 799 or two additional electives in business administration.

The finance elective may be chosen from any of the M.B.A. offerings in the area of finance.

Students completing the prescribed five-year program in accounting will be eligible to take the examination leading to the Certified Public Accountant (C.P.A.) certificate. A full description of the program is found in the Graduate Programs section of this bulletin.
ANTHROPOLOGY

REQUIREMENTS FOR A MAJOR IN ANTHROPOLOGY (B.A.)
A minimum of 12 units with the following distribution:

Core requirements:
AN 201, 202, 212

Area courses—at least 2 units chosen from:
AN 234, 235, 236, 238

Methods course—at least 1 unit chosen from:
AN 306, SO 233, PS 166, BI 221

Anthropology Electives—3 additional units

Additional Elective—1 additional unit chosen from:
Any Anthropology or Sociology course, but not Social Work

Senior Learning Community—2 units
AN 400E (0 Units), AN 400, 491.

REQUIREMENTS FOR A MAJOR IN ANTHROPOLOGY (B.S.)
A minimum of 14 units with the following distribution:

Core requirements:
AN 201, 202, 212

Area courses—at least 2 units chosen from:
AN 234, 235, 236, 238

Methods course—at least 1 unit chosen from:
AN 306, BI 221, PS 116

Anthropology Electives—2 additional units

Cognate Courses---4 units, chosen from
200 level or higher Biology or Microbiology course
CH 111 or higher Chemistry course
CH 112 or higher Chemistry course

Senior Learning Community—2 units
AN 400E (0 Units), AN 400, 491.
Requirements for a Double Major in Anthropology
Double majors may choose to complete the senior learning community in either Anthropology or their other major. However, if they choose their other major they are required to take the capstone course AN 491 and an additional Anthropology elective.

Requirements for a Dual Major of Sociology/Anthropology and Childhood Education (B.A.)
For the education component of the dual major consult the education section. For the sociology/anthropology component a total of 11 units is required including: SO 103, 233, 301, and 303; AN 101; 201; and one of the following: AN 234, 235, 236, 238 or 251; SO 343 or AN 491; GOV 207 or HI 225; and two electives at the 200 level or above from among those courses offered in the Anthropology or Sociology Departments.

Requirements for a Minor in Anthropology
A minimum of 6 units with the following distribution:

Core courses – 5 units
Required: AN 252
One of the following: AN 202 or AN 240
One of the following: PS 240, PS 241, SO 301, or SO 303
Modern Language course
Sequential unit of chosen modern language

Elective-1 Unit
Choose 1 additional unit from the following: AN 101, AN 201, MDS 109, PH 202, or SO 213

Course Descriptions
AN 101 Introduction to Anthropology. One unit. A survey course to acquaint students with the basic principles of anthropological thinking, as well as with some of the discipline's research techniques. These will be explored through work in the four traditional subfields of anthropology: human biology, archaeology, linguistic and cultural anthropology. Offered fall and spring semesters.

AN 106 Cultural Geography. (I) One Unit. Cultural Geography is differentiated from physical geography by focusing on the distribution and impact of humans on the earth. This introductory course will review the physical structure of the planet’s surface, history and techniques of cartography and mapping, and survey the subdisciplines of economic, political, and urban geography. Students will be introduced to geographic theory, complete exercises in basic mapping techniques, and become familiar with national political divisions. Each student will adopt a nation and make regular reports on current events in English-speaking news outlets. Offered alternate fall semesters.
AN 201 Comparative Cultures. (I) One unit. This course will introduce basic concepts and theories of cultural anthropology, engaging students in an ongoing discussion of what culture means and how it is enacted and reflected in everyday life. The course will focus on the in-depth reading of /ethnographic research/ (case studies of how people live in the world and the kinds of problems they face). Through hands-on activities students will also learn how cultural anthropologists formulate their questions, and how they gather and process ethnographic information, paying particular attention to ethical issues. Students will learn how to think critically about present-day debates on diversity, cultural relativism, the social invention of categories, and other common areas in which the idea of culture is often used. This course provides a foundation for students in fields that utilize or benefit from cultural analysis, including, though not limited to, those majoring or minoring in Anthropology. Offered fall semester.

AN 202 Biological Anthropology and Human Evolution. One unit. An introduction to the study of biological anthropology. This course explores the role evolutionary processes that account for modern human biological variability and adaptation, including the concept of race. Students will examine the evolutionary history of the human species through the study of the fossil record, DNA, and comparative anatomy with our closest relatives, the primates. Current debates in human evolution will be discussed. Offered fall semester.

AN 206 People and the Environment. (I) One Unit. Discussions of our environmental relations are now common as many are concerned with renewable energy, conservation of natural resources, and food supplies. In order to inform discussions of our current condition, the class surveys ecological method and theory and examines the ways in which people throughout the world relate to the environment. Participants examine the practices of people who live by hunting and gathering, horticulture, fishing, herding, and agriculture within the context of human biology, culture and archaeology. These materials will provide insights into other means of subsistence and offer a qualitative yardstick against which our own practices can be evaluated. Offered alternate fall semesters.

AN 212 Archaeology. One unit. An introduction to archaeology as a method of studying the human past. This course explores field methods, data interpretation, archaeological theory, and the relevance of archaeology to the modern world. Offered spring semester.

AN 234 Land of the Inca: Peru Past and Present. (I) One unit. The rugged Andes Mountain range of South America provides an exceptionally difficult environment for human settlement and survival. Yet over the course of thousands of years, this area has produced some of the world's greatest civilizations and a unique and distinct cultural adaptation. This course focuses on the culture of the Peruvian Andes and traces its evolution from prehistoric to modern times. Themes explored include the development of Andean culture, a cultural description of the Incas and their empire which represent the zenith of independent Andean social evolution, and the survival and persistence of this culture to the present day despite nearly five hundred years of vigorous attempts to destroy it. Offered as required.

AN 235 North American Archaeology: The Prehistory of Native Americans. (D) One unit. This course is an introduction to prehistory and early history of North America. Using the tools of archaeology and anthropology we will explore Native American cultures and economies from the earliest colonization of North America through the early period of
European contact. Throughout the course we will focus on how human cultural, social, and political activities shaped and were shaped by the environment. This information will provide a context for understanding more recent historical and present day conditions of Native Americans. Offered alternate spring semesters.

**AN 236 Cultures of the Caribbean. (I)** One unit. This course is an introductory-level cultural anthropology course in which students will learn about the diverse societies of the Caribbean region through history, music, literature, film, ethnography, and current events research. The course will cover English, French, and Spanish-speaking countries and the Diaspora, including the experiences of Puerto Ricans, Dominicans, and Haitians. Offered alternate spring semesters.

**AN 238 Pre-Inca Cultures of the Ancient Andes. (I)** One unit. This is a survey course that will introduce students to the prehistory of one of the major cradles of civilization: the Central Andes of South America. Over the course of millennia numerous elaborate and exotic cultures rose and fell in this region of South American in apparent isolation from the rest of the world. The unique cultures that developed in the Andes and followed their own paths to civilization have had an enormous impact on the modern world. Their contributions include a large portion of the modern diet as well as numerous medicinal discoveries that continue to impact us today. The descendants of these peoples are still with us today and form a very large part of the populations of the Western Hemisphere. Offered alternate fall semesters.

**AN 240 The Raw and the Cooked: Anthropological Perspectives on Food. (I)** One unit. Everybody eats, but how do we choose what to eat? The answers to this question are constrained by our metabolic needs, the foods that are available to us, and our beliefs about food and nutrition. Using a biocultural perspective we will examine the ways in which foods have shaped our evolution, our history and environment, and our current world. We will investigate the complex activities through which people produce, prepare, present, consume, and think about food. This course provides an introduction to the discipline of anthropology and the methods and questions of its main subdisciplines. Offered alternate spring semesters.

**AN 241 Forensic Anthropology and Human Osteology.** One unit. Five hours combined lecture and laboratory weekly. This course is an introduction to the field of forensic anthropology, the application of biological anthropology in legal contexts. This course will also introduce students to human osteology, the study of the human skeleton. Students will explore the principles and methods of forensic anthropology through lecture, reading, and laboratory experience. The course will focus not only on the sciences of human osteology and forensic anthropology, but will examine the legal framework in which they are applied, including criminal contexts, mass disasters, and human rights violations. Offered alternate spring semesters.

**AN 245 Wagner College Archaeology Project.** One Unit. The Wagner College archaeology is a long-term project to locate and study cultural deposits relating to the past uses of the campus. The class offers an introduction to the history of Wagner Campus and Staten Island and hands-on experience sampling archeological sites, processing artifacts, and building pictures of the past. Offered as required.
ANTHROPOLOGY, B.A./B.S.

AN 251 Sex, Gender and Culture. One unit. This comparative course emphasizes the varying ways in which sex and gender are culturally interpreted and socially organized among different human groups. An initial brief investigation of the biological foundations of human sexuality will provide the background for considering such culturally determined elements as: what defines masculinity versus femininity and heterosexuality versus homosexuality in various cultures; the roles and rituals that may be assigned to each gender; and the meanings attached to sexual behavior. Data will be drawn from both Western and non-Western societies. Offered as required.

AN 252 Culture, Health, and the Body: Introduction to Medical Anthropology. (I) One unit. This course is an introduction to the comparative study of health and illness through time and cross-culturally. Topics addressed include the roles of disease in human evolution and history, sociocultural factors in contemporary world health problems, the comparative cultures of ethnomedicine and biomedicine, and ethnicity and health care (including applied issues of "cultural competence" in clinical practice). Case studies from the major geographic regions of the world (including the industrialized North/West) are explored through in-depth ethnographic case studies, and critically compared with one another. This course is appropriate for undergraduate students at any level, but especially those studying any of the health sciences, including those in the Physician Assistant program, Nursing, Pre-Health, as well as majors and minors in Anthropology. Offered fall semester.

AN 291 Special Topics in Anthropology. One unit. May be repeated once. Discussion and analysis of problems not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interests. Offered as required.

AN 306 Methods in GIS and Geomatics. (TC) One unit. This class is an introduction to Geographic Information Software (GIS) and geomatics, the method and theory of collecting, managing, and using spatially referenced data. Geomatics is a transformative technology which is shaping the ways in which researchers from across the social, natural and physical sciences manage and combine multi-disciplinary data. Students will learn to find and make appropriate selection of pre-existing sets of data from public depositories. After an introduction to the basic methods of manipulating demographic, topographic and environmental information, students will develop and present a small project of their own design. Working with big data and complex computer programs can be difficult. However, careful control of the scope of project and practical considerations of available data will help produce successful projects. Offered as required.

AN 325 Culture, Power and Place. (I) One unit. This course introduces the student to the field of political anthropology, the study of power in situated cultural contexts, with an emphasis in international examples. Case studies examine a variety of social movements, notably environmentalism and nationalism. We will consider the importance of ecology, religion, symbolism, and local politics in the context of a long and continuing process of globalization. Offered alternate spring semesters.

AN 335 An Archaeological Perspective on the Origins of Social Complexity. (I) One unit. Why do we find the modern world composed of state-level complex societies? What processes and factors have caused human societies to organize in increasingly complex ways, often at the expense of individual autonomy and freedoms? Through written works, videos, and discussion, participants in this course will examine theories of the origin of complex
society and its evolutionary trajectory. Pre-requisites: AN 101, AN 201, or 212, restricted to juniors and seniors except by special permission of the instructor. Offered alternate fall semesters.

AN 342 The Dead Speak: Bioarchaeology and the Archaeology of Death. (D) One unit. This course explores death using the biocultural perspective, emphasizing the interactions among the biological, cultural, social, and environmental contexts in which people live and lived. To this end we will use the theory and methods of both biological anthropology and archaeology. The class is divided into three sections: 1) paleopathology - the examination of what can learn about diet, health, and behavior of past people by analyzing their physical remains; 2) paleodemography - the analysis of what age, sex, and status differences in mortality can tell us about how societies are organized; 3) mortuary analysis - the exploration of what we can learn about culture by studying how people treat their dead. Throughout this course we will focus primarily on the practices of Native and Euro-American groups. Offered alternate spring semesters.

AN 345 Practicum in Archeology. (I) One unit. This is an intensive exposure designed to provide the student with practical experience in archaeological field methods. Students will participate in an actual archaeological project and explore a number of facets of archaeological fieldwork. Surveying, mapping, excavation, photography, scientific recording, and data analysis are among topics to be addressed. Offered summer session as required.

AN 346 Advanced Practicum in Archaeology. (I) One Unit. This is an advanced hands-on course in field archaeology. Students will participate in an archaeological dig learning techniques and principles of archaeology. This will include working with a Quechua Indian field crew and participation in activities such as surveying, mapping, excavation, photography, scientific recording and cataloging. Offered summer session as required.

AN 397G Internship in Anthropology. One Unit. This is a faculty supervised placement in the field of anthropology. Prerequisite: permission of the instructor. Offered as required.

AN 400 Senior Reflective Tutorial. (W) One unit. This course consists of experiential, reflective, and writing components. Students apply their knowledge and disciplinary training to a practical experience. This experience can include 100 hours of participation in any of the following: 1) an anthropological or archaeological field school, 2) an archaeological excavation, 3) a bioanthropological or archaeological laboratory analysis, 4) museum or heritage work, or 5) work with a community partner or government agency in an area of the student's research or career interest. In seeking these experiential opportunities students work in close consultation with their professors to find the most appropriate activity, whether in New York City, in their home town, or abroad. The experiential component may begin before enrollment in the Senior Learning Community courses (AN 491 and AN 400). Students will reflect on their experiences and on the connections between their experience, disciplinary knowledge, and professional practice as individuals by recording them in a fieldwork diary, and as a community by sharing them in class. Their experiences will intersect topically with a research paper or grant proposal which they prepare and present to the department, both their professors and their peers, in a conference-style seminar. Offered as needed.

AN 400E Experiential Component of Senior Reflective Tutorial. Zero Units. The experiential component may occur, before, during, or after enrollment in the Senior Learning Community courses (AN 491 and AN 400). In seeking experiential opportunities
students work in close consultation with their professors to find the most appropriate activity, whether in New York City, in their home town, or abroad. These experiences can include 100 hours of participation in any of the following: 1) an anthropological or archaeological field school, 2) an archaeological excavation, 3) a bioanthropological or archaeological laboratory analysis, 4) museum or heritage work, or 5) work with a community partner or government agency. Offered as required.

AN 491 Seminar in Anthropological Theory. One unit. This course is the summative course for the major. Students critically examine high points in the development of anthropological theory from the nineteenth century through the twenty-first century, reflecting on the broad influence of many of these theories outside of academia. Among the major schools of thought included are nineteenth century evolutionism, the Boasian reaction and the focus on culture, British and French social anthropology, cultural materialism, symbolic-interpretive anthropology, political economy and ecology, feminist and gender theories, practice theories, and post-modern responses. The course emphasizes small group discussions. Students write a series of short comparative papers throughout the semester which serve as a framework for a major literature review related to their own research and career goals, and which integrates with their final project for AN 400. Pre-requisites: AN 201. Offered as needed.

AN 493 Undergraduate Research in Anthropology. One Unit. A minimum of 8 hours a week, supervised research on a selected topic culminating in a research paper using the format of a topically appropriate anthropological journal. A minimum of 10 references to the selected topic are required. Students taking this course for credit may not use the research experience to meet requirements for the Senior Learning Community. Offered as needed. Permission of the instructor and sophomore standing required.

AN 593 Independent Study in Anthropology. One unit. Designed to provide the advanced student an opportunity to pursue an anthropological problem in a relatively independent manner. Prerequisite: permission of the instructor. Offered fall and spring semesters.
ART AND ART HISTORY

The Art Department offers the following degrees:
B.A. in Art
B.A. in Art History
Minor in Art
Minor in Art History
Dual Major in Art and Childhood Education

MAJOR IN ART (B.A.)
The art major gives students a solid and comprehensive background in traditional visual media including drawing, painting, and sculpture as well as a foundation in art history. Students will also study other media such as photography, graphic design, and printmaking. Building on these fundamental skills students may take advanced courses in these areas, opt for other areas of study such as ceramics, video editing or animation, and/or pursue independent studies. The major culminates in the Senior Learning Community (LC) which comprises 1. an art history seminar and 2. the reflective tutorial (RFT). In the RFT students will develop their own body of work for a gallery show while taking part in critiques, writing projects, a group community project and viewing art in New York City museums and galleries. Majors will be given preparation for a career in an art-related field or for graduate work. The rich exposure to art available in New York City makes the study of visual arts at Wagner an exceptionally valuable experience.

MAJOR IN ART HISTORY (B.A.)
The major in art history introduces students to a broad range of issues, skills and practices in the field of visual studies with a focus on works of art and architecture. The curriculum is designed to familiarize students with some of the major periods in both Western and Global art history as well as the compelling methodologies and questions of the art historian. Courses train the student in formal and visual analysis and guide them in examining works of art and architecture within appropriate contextual and cultural frameworks. Multiple opportunities to study works first-hand to conduct research are incorporated in the curriculum. The Senior LC includes a capstone, Contemporary Art (AH 491) or Imagining the Individual: What is Portraiture? (AH 490), and an RFT based around field experiences and methodological research and an internship at a NYC museum, cultural institution or gallery. The major prepares students for careers in the arts including museums and art institutions as well as for entrance to graduate programs in the field, but is an excellent choice for any student who wishes to be visually literate, providing key skills useful in a variety of professions and life experiences.

REQUIREMENTS FOR A MAJOR IN ART (B.A)
A minimum of 13 units with the following distribution:

Core Art requirements 8 units as follows:
AR105, 204, 205, 208.
AR305 OR AR308
Drawing Lab (0 units)
Select two courses from the following: AR203, 213, 114
ART & ART HISTORY

AR 400 (taken in Junior OR Senior Year)

Core Art History requirements 2 units as follows:
AH 109 or AH 118
One additional elective in art history, or AR 221.

Art electives 2 units as follows:
Two additional studio courses electives, one of which must be 200 level or above and not taken to fulfill any other art major requirement. Note: students may choose to take both AR305 (Drawing III) and AR308 (Painting II) and one will fulfill this requirement and one will fulfill the core requirement.

Senior Learning Community in Art (2 units):
AR 400 (taken Junior or Senior year)
AH 490 OR AH 491

In addition, Art Majors will complete the following:
• Senior Thesis (written in capstone course)
• Advanced Reflective Essay (written in AR400)
• Exhibit of Junior or Senior Work in Art Gallery show
• Assessment Portfolio (four works of art in distinct media submitted spring of Senior year)

ART MAJOR LEARNING COMMUNITY
Our senior learning community consists of two courses: an RFT taken in the spring of either the junior OR senior year (AR400), and a Capstone Course in Art History taken in the spring of the senior year (AH490 Imagining the Individual OR AH491 Contemporary Art). The learning community is designed to offer students maximum opportunity for independent work. Each student will have access to their own studio space, where they will build their portfolio and prepare work for the senior year exhibit. Weekly critiques from both fellow students and professors help students hone their skills and interests while allowing them to develop as practicing artists. The capstone course gives students in-depth knowledge of art historical issues relevant to contemporary artists and the opportunity to write a sophisticated thesis.

REQUIREMENTS FOR MAJOR IN ART HISTORY (B.A.)
A minimum of 12 units with the following distribution:

Core Art History requirements 4 units as follows:
AR 103, AR 105, AH 109, AH 118

One of the following Western Art History courses (1 unit):
AH 215 (American), AH 324 (Women in the Visual Art) or AH 217 (Medieval)

One of the following Global Art History courses (1 unit):
AH 219 (Egyptian), AH 220 (Islamic), AH 223 (Ancient Near Eastern), AH 301 (Art and Narrative), AH 302 (Assyrian Empire)

Art History electives (2 units)
**Cognates (2 units)**
2 semesters study in a foreign language

The following courses are strongly recommended for art history majors:
AR221 (Museum and Gallery Studies)
AN212 (Archaeology)
AA250 (Arts Management)

**Senior Learning Community in Art History (2 units):**
AH 400
AH 490 OR AH 491

In addition, Art History Majors will complete the following:
• Senior Thesis (written in capstone course)
• Senior Reflective Essay (written in Senior RFT)
• Assessment Portfolio (2 exams, 1 research paper, Senior thesis: submitted spring of Senior year)

**ART HISTORY MAJOR LEARNING COMMUNITY**
The Senior Learning Community in Art History comprises one of our two capstone courses (AH490 *Imagining the Individual* OR AH491 *Contemporary Art*), along with an internship in the field (AH400), for example at an art museum, gallery, architectural site, public arts organization, or advocacy group. While the capstone course provides students with the necessary theoretical background and research skills for graduate study or careers, the internship provides hands-on experience and practical skills.

**REQUIREMENTS FOR A MINOR IN ART**
A minimum of 6 units including AR105, one art history course, and four Art electives.

**REQUIREMENTS FOR A MINOR IN ART HISTORY**
A minimum of 5 units including AH109, AH118 and three additional Art History electives.

**REQUIREMENTS FOR A DUAL MAJOR OF ART AND CHILDHOOD EDUCATION**
For the education component of the dual major consult the Education section. The art component of the dual major consists of a total of 10 units including the following courses: AR103, 105, 106, 114, 203, 204, 205, 208; AH109, AH 118.

It is the responsibility of the student to ensure they complete all their art requirements prior to their final semester of student teaching.
ART STUDIO COURSES DESCRIPTIONS

* a non-refundable lab fee is required

AR 011 Drawing Lab. Zero units. This weekly figure-drawing session is mandatory for all art majors. Students can use any dry or water-based media. The session allows students to practice the drawing skills they developed in previous classes and to experiment with personal expression and style. The class is monitored and attended by a faculty member, and attendance for the entire three hours every week is required. Offered every other spring. Lab fee

AR 103 Design and Color. One unit. A beginning study of basic problems in two-dimensional design and color. Emphasis is on problem-solving projects and learning the vocabulary of design and color. Content includes basic color theory. Offered fall and spring semesters.*

AR 105 Drawing I. One unit. The development of skills in the representation of objects and the figure in terms of line, space, composition, and value. Emphasis is placed on basic drawing techniques and interpretative qualities of various media. Offered fall, spring and summer session.*

AR 106 Ceramics I. One unit. A studio course which introduces the techniques of pottery, including hand-built constructions and forms thrown on the potter’s wheel. Experience with glaze preparation and kiln firing. Offered fall and spring semesters and summer sessions.*

AR 114 Photography I. One unit. Fundamental techniques and principles of photography as an art form. Craft (camera know-how, developing, printing) and content (what to put on film) and their relationships in visual communication. Darkroom work. Offered fall and spring semesters and summer session.*

AR 130 Digital Photography. One unit. An introduction to the basic techniques and aesthetics of digital photography including cameras, tools, printing and on-line imaging. Offered fall and spring semesters.

AR 200 Making and Seeing Art in New York One unit. This course incorporates the experiences of seeing art in New York City with making art inspired or based on these experiences. Students will visit or attend a variety of art venues in New York City that may include galleries and museums, art fairs, outdoor installations and street art, lectures and events, and artist studios. The work we see in and out of class will primarily be contemporary art. Students will have a chance to speak with artists and gallery directors. In-class art projects will be created based on materials, techniques, and themes we encounter. This class offers a mix of art appreciation, business side of art, studio art and readings in contemporary art. Prerequisites: one other studio art class or permission of the instructor. Please note that you will need to allow extra time for travel to and from the city on many occasions. Offered every other spring.

AR 201 Beastly Art One unit. Make, see and experience art all involving the theme of animals. Students will draw directly from taxidermied animals at Wagner and at the Natural History Museum, as well as live animals at zoos and the aquarium. (We may even draw pot-bellied pigs one afternoon in Pennsylvania!) From these life studies students will create specific projects in and out of class. We will use a variety of materials and techniques to
explore how animals are presented in art and for what purpose. We will visit a variety of art venues in New York City to see ways artists have used animal imagery. We will examine political art that engages ideas of animal rights, and art that uses animal imagery as metaphors for human emotions. The course includes a research project on an artist who focuses their work on animals. Please be aware that this course involves extra travel time to and from the city on many occasions. Prerequisite: one other studio art class (preferably Drawing I) or permission of the instructor. Offered every other spring.

AR 203 Advertising Art I: Computer Design. One unit. The student will create graphics using the Macintosh computer. The making of websites, animation, and print products will demonstrate the knowledge of software concepts and design principles; the use of type, page layout color, digital imaging, and motion. Projects will reflect the student’s personal interests and will form the beginning of a digital portfolio. Offered fall and spring semesters.*

AR 204 Sculpture. One unit. The course introduces students to the working in three dimensions. A variety of media are utilizes including clay, Styrofoam, etc. Offered fall semester.*

AR 205 Drawing II. One unit. The production of studies and finished drawings of the human figure using a wide range of media and techniques. Prerequisite: AR 105 or permission of the instructor. Offered spring semester.*

AR 206 Ceramics II. One unit. A continuation of Ceramics I with a concentration on wheel-thrown forms and ceramic sculpture. Prerequisite: AR 106. Offered as required.*

AR 208 Not by Numbers: Oil Painting as a Way of Seeing. One unit. Learn the basics of oil painting through the process of learning to see more specifically. Study color relationships, observe formal and spatial dynamics, develop your drawing skills and learn to express light. You may paint all or some of the following: still-lives, the human form, landscape, and self-portraiture. This course will include field trips to museums and galleries in New York City as well as examples of both contemporary and historical painters in class. Prerequisite: AR 105 or permission of the instructor. Offered fall and spring semesters.*

AR 210 Watercolor and Beyond. One unit. This course examines the various water based painting and drawing mediums available to artists, including traditional watercolor, acrylic, Monoprint, water-based pastel and collage. Emphasis of the class will be on mastery of technique as well as exploring the creative potential of each medium. Prerequisite: AR 105 or permission of instructor. Offered every other fall.

AR 213 Printmaking I. One unit. Major emphasis on the intaglio and woodcut processes, etching, engraving, drypoint, aquatint, and mezzotint. Collograph and monotype, as well as other techniques, are explored. Prerequisite: AR 105 or permission of instructor. Offered fall or spring semesters.*

AR 214 Photography II. One unit. A continuation of Photography I. Explores more sophisticated techniques and methods. Prerequisite: AR 114. Offered spring semester.*

AR 221 Museum and Gallery Studies. One unit. This course introduces art and arts administration students to contemporary thought and practice in the making, exhibiting and marketing of visual art. Through essays, class discussions and field trips to local galleries,
museums and auction houses, students will explore the importance of context and presentation in how works of art are perceived by the public. Students will assist with hanging and dismantling exhibitions in the Wagner College Gallery. **Prerequisite: AR 203, or permission of the instructor. This course is open only to Art and Arts Administration majors. Offered spring or fall semester.**

**AR 224 Graphic Illustration. One unit.** This course is designed to provide the student with knowledge of the graphic illustration techniques used in professional illustration in media such as books, magazines, packaging web sites and more. A “hands-on” course emphasizing traditional illustration skills such as visual problem solving, composition, and drawing students will learn the basics of MAC OS, Adobe Illustrator and Acrobat to create digital illustrations that can be used for print or web use. Students will create illustrations and develop their own graphic style. **No prerequisites. Offered spring or fall semester.**

**AR 236 Lithography. One unit.** This course introduces students to the art of lithography: drawing on stones and printing from them. Beginning with the basics, students will be guided step-by-step through the process of creating an original lithograph. The course covers the preparation of the stone and the creation of an image on the stone using various tools to do so. Preparatory skills will be covered including a range of drawing techniques and paper registration. Students will become adept at using a lithographic printing press, and complete the course with their own edition of prints. **Prerequisite: AR105 or permission of the instructor. Offered every other fall.**

**AR 240 Basic Video Production. One unit.** This course provides an introduction to video and animation production techniques including lighting, shooting and editing. Basic problems in production, the use of equipment and the variety of options available are covered. Students are trained in Final Cut editing software and will edit their films in Mac Lab. **Offered spring or fall semester.**

**AR 303 Advertising Art II: Computer Design. One unit.** Continuation of Advertising Art I. Emphasis on interactive media and projects that reflect the student’s interests. **Prerequisite AR 203. Offered as required.**

**AR 305 Drawing III. One unit.** This class is designed for students who have successfully completed studies in Drawing I and II. The goal of the course will be to further the students’ technical skills as well as to develop a deeper conceptual understanding of the language of drawing. The imagery will derive from a study of still life, the human model, and landscape, but will also rely upon the students’ more personal imagery deriving from sources such as memory and imagination. We will explore, as well, the abstract possibilities of drawing, attempting in our work to take the concept of drawing beyond the idea of a preparatory sketch and investigate the use of drawing as a finished statement. The class size will be limited to encourage a seminar-type atmosphere and free exchange between teacher and students. **Prerequisites: AR 105, 205. Offered as required.**

**AR 308 Painting II. One unit.** Figure and advanced painting. Students continue to explore issues of space, color and form with oil paint. Students will work in a variety of sizes and styles, focusing on recognizing and developing their own voice. At least half of the class is dedicated to studying directly from the model (figure painting). In-depth critiques are part of this class, as are occasional field trips to see paintings in Manhattan or New York City.
Group work as well as non-representational painting will be explored. Prerequisite: AR 208. Offered spring semester.

AR 313 Printmaking II. One unit. Continues the development of techniques learned in Printmaking I. The major emphasis is on color monotype and color-graph. Limited edition printing, presentation, prints conservation, and preservation. Prerequisite: AR 213. Offered as required.*

AR 397 Internship The internship in Studio Art exposes students to professional and creative opportunities available within the field. Internships will require a minimum of 100 hours per semester, the keeping of weekly journal and the completion of a reflective paper at the end of the internship. Offered as required.

AR 400 Distinctive Voices: Advanced Studies in Studio Art One unit. (To be taken in either the junior or senior year for Studio Majors. This course is open to non-majors with permission of the instructor). This course incorporates many different aspects of becoming an artist including continuation of skill-building in art, independent studio work, weekly critiques, gallery and museum visits, artist visits, a community project, career development or graduate study preparation, and a public gallery show of student’s completed work. Students are required to complete 100 hours of work outside of class which includes independent assignments in art, written evaluations, website and resume work, a project that contributes to a community, a research paper on a mentor artist, and gallery show preparation. Students will give group feedback and contribute to discussions about one another’s work. This course will combine the review of basic skills while giving students a chance to follow their own interests in art. This course is required of all Art Majors. Offered every other spring semester.

AR 593 Independent Study. One unit. With special permission of the department chair, the course may be taken for two units. Offered as required, consult department chair. Available to art majors only.

ART HISTORY COURSE DESCRIPTIONS

AH 109 Art History or Histories? One unit. This course introduces students to the major periods, issues, and methodologies in the field of art history. While learning to analyze visually works of sculpture, painting, and architecture, students will also examine the changing functions of artworks, and the changing role of the artist throughout selected periods in history. Stylistic development will be explored in relation to the social, cultural, and political contexts in which the works were created. Topics include: art and archaeology; art and propaganda; art and its public; who decides?; and problems in non-Western art. The course includes individual and group museum visits. Offered fall or spring semester.

AH 112 Art of the Nineteenth and Twentieth Centuries. One unit. This course investigates selected issues in European Art from the eighteenth century to the contemporary period. Works of art are placed in the context of social, political, cultural, and philosophical developments, with a special emphasis on understanding the relation between artistic movements and historical changes. Specific issues and topics to be explored include: art as political propaganda; landscapes and nationalism; the rise of abstraction; the influence of “exotic” or foreign cultures on the development of modern styles; art in the Machine Age; art and the rise of mass culture, as well as many other topics. Periods and styles to be
explored include Romanticism, Realism, Impressionism, Symbolism, Expressionism, Cubism, Futurism, and others. **Offered spring semester.**

**AH 118 Introduction to Art History: The Ancient World from a Global Perspective. (I)** *One unit.* This course is designed to introduce students to the diverse variety of ancient material culture around the world. We will examine the artifacts, architecture, and art of ancient Mesopotamia, Egypt, the Aegean, Mesoamerica, Africa, India, China and Far East Asia, Greece, Rome, Byzantium, and the Islamic world. The lectures will follow a geographical and chronological framework, examining each culture from the early formative periods (third millennium BC), through classical antiquity (Greece and Rome included), up through the medieval periods. Throughout the course we will move from one region to another and back again, comparatively analyzing cultures as they develop and come into contact with one another. The goal of the course is to leave the students with a basic knowledge of ancient and non-western civilizations, as well as the ability to compare the ancients’ use of visual expression to our modern concepts of art and architecture, and an introductory knowledge of art historical and archaeological methodologies. This course will consist of class lectures, visits to various museum collections, and class discussion. **Offered spring or fall semester.**

**AH 211 Renaissance and Baroque. One unit.** This course explores the painting, sculpture and architecture of the 13th-16th centuries in Europe. Works of art are set into their religious, political, social and aesthetic context. The early weeks of the course focus heavily on Florence, but we also explore the art of the Renaissance in the North. The second part of the course looks at Baroque art in Italy, Spain, Flanders, and Holland. Throughout issues of patronage, iconography, artistic identity and the developments of new functions for works of art are examined. Artists studied include Giotto, Donatello, Michelangelo, Leonardo da Vinci, Brunelleschi, Rubens, Velazquez, Bernini and Caravaggio.

**AH 215 American Art History. (D)** *One unit.* The visual arts of the United States, like it’s history, continually swings between American traditions and those of other nations, While developing styles and traditions seen as inherently and distinctly “American”, artists were also drawn to the traditions and myths of Others, both in foreign countries, and those groups marginalized within the U.S. In this course we will study and analyze the work of American painters, sculptors and architects working from the colonial period until the 1950s. We will understand how works of art reflect historical changes and perceptions, as well as how works of art were used to impact perceptions and political ideologies. Topics to be explored include: Self-Fashioning in Colonial Portraits, Depictions of Native Americans and African-Americans in nineteenth century art, the link between American landscape painting and religious beliefs, American images of Rome and the Holy Land, the impact of Immigration on American painting and photography; American Modernism; art in the Great Depression, and the attempt of the American Abstract Expressionists to create a universal art that transcended national borders. **Offered fall or spring semester.**

**AH 219 Egyptian Art and Architecture. (I)** *One unit.* Ancient Egypt is unique among ancient world civilizations; it contributed seminally to artistic expression in both the western and non-western worlds. This course examines the birth and development of ancient Egyptian culture by examining major monuments of architecture, sculpture, and painting from the Predynastic Period through the New Kingdom. It places the development of the powerful and sometimes enigmatic forms of Egyptian art in the context of the culture that
created them, considering such factors as religion, politics, and philosophy. Students will engage the material through lectures, reading material, writing assignments, and museum trips. Offered spring or fall semester.

**AH 220 Islamic Art and Architecture. (I) One unit.** Islamic Art and Architecture is a field of study holding special relevance in today’s world. This course will cover the different periods of origin, early development and imperial climax of Islamic material culture through the Ottoman Empire (650-1800). The development of the visual world and material culture of Islam will be emphasized to the end that students will gain an understanding they can use to decipher the meanings and concepts inherent in that culture today. Various major regions of the ancient Islamic world will be covered: Central Asia, Iran, Iraq, Anatolia, Syria-Palestine, Egypt, North Africa ( Libya, Tunisia, Algeria, Morocco), and Spain. Major monuments of Islamic architecture, sculpture, and painting will be explored as will the development of the powerful and sometimes enigmatic concepts of Islamic art within the context of the culture that created them, considering such factors as religion, politics, and philosophy. Offered spring or fall semester.

**AH 222 Nymphs and Heroes in Greek Art: A Survey of Ancient Greek Art and Architecture (I) One unit.** Modern day Greece is often cited as the birthplace of western civilization and religion. In this course we will examine this concept while surveying the art and architecture of the Bronze Age Aegean and Classical Greek civilizations. Students will learn about the material cultures of these civilizations through examinations of ceramics, sculpture, painting, and architecture, Minoan and Mycenaean palaces, Greek temples, bronze and marble sculptures of heroes, deities, and philosophers are but a few of the agencies of monumental expression covered in this course. This survey will touch upon issues relevant to the disciplines of Art History, Archaeology, History, Literature, and Religion. Students will engage the material through lectures, reading material, writing assignments, and museum trips. This course meets the College requirements for International Perspectives Requirement. Offered spring or fall semester.

**AH 223 City and Empire: Ancient Near Eastern Art and Architecture. (I) One unit.** This course is a survey of the art of ancient Mesopotamia (modern day Iraq). The region between the Tigris and Euphrates Rivers is known as the ‘Cradle of Civilization.’ The first urban societies, monumental architecture, written language, and complex empires are just a few of the innovations that appeared here. From the fourth to first millennium BCE Mesopotamia gave the world its first glimpse of advanced human civilization. Through incorporation of introductory texts and scholarly literature students will enjoy discovering the major issues confronted by Archaeologists, Anthropologists, Art Historians, and Linguists as they examine the culture of ancient Mesopotamia. Class sessions will consist of slide lectures, discussion of scholarly texts, and museum trips. This course meets the College requirements for International Perspectives Requirement. Offered spring or fall semester.

**AH 224 Monumental Expression in the Ancient World. (I) One unit.** Expression of power has long been the focus of propaganda for rulers. Such expression is commonly manifested in visually stimulating architectural programs sponsored by such rulers. Cultures of ancient Mesopotamia, Egypt, Minoan Crete, the Classical and Islamic worlds, were all fueled by rulers’ drive to impress and hold power over the population through visual persuasion. Visual persuasion and expression of power was conveyed through architecture, imagery, and organization and control of space. This course will examine the use and
incorporation of visual expression in various ancient cultures through detailed analysis of a few specific monumental architectural complexes. Palaces and temples, and the objects found inside these buildings will be analyzed to determine how messages were conveyed to the audiences of the ancient world. A major component of this class is conducting a research project on a specific complex of monumental architecture. Students will also come away from this seminar a more active member of the visual world that surrounds them; the use of written expression is vital in consideration of our world today. This course meets the College requirements for International Perspectives Requirement. Offered every other year.

AH 291 Special Topics One unit. This course is offered to present new subject matter or to present possible new courses. Offered as required.

AH 301 Art and Narrative. (I) One unit. All great civilizations have a story to tell; great Assyrian kings bragged about military feats, Mayan nobles watched as champion athletes played a lethal ball-game, Renaissance painters illuminated biblical stories. In this course we will examine how these stories and ‘historical’ events found a place in the visual artistic tradition of multiple civilizations. We will examine the written tradition of narrative, analyzing the construction of stories, and look at how various stories are told. We will compare these texts to visual representations of stories, and dissect the imagery to better understand modes of visual narrative. Multiple cultures, from multiple time periods will be examined, including but not limited to: Ancient Mesopotamia, Egypt, Mesoamerica, China, Japan, the Islamic Middle East, the Byzantine world, and Renaissance Europe. This course meets the College requirements for International Perspectives Requirement. Offered every other year.

AH 302 The Assyrian Empire. (I) One unit. The Assyrian Empire was one of the most powerful ancient civilizations, for a time holding sway over the entire region of the Ancient Near East. Ruling with great military might, the Assyrians constructed massive palatial complexes containing extraordinary narrative relief sculpture documenting their exploits. This class will examine these complexes, looking at the architecture, art, and writing that were integral parts of the buildings. Students will actively participate in critiquing various scholarly texts and objects from area museums and will be responsible for a series of writing projects dealing with these palaces and the context for which they were created. This course meets the College requirements for International Perspectives Requirement. Offered as required.

AH 321 The Madman and the Savage: Vincent Van Gogh and Paul Gauguin. One unit. No two artists have attracted a greater legend, or occupy a more important place in the public conscience than Vincent Van Gogh and Paul Gauguin. Working at the end of the nineteenth century, both artists produced works of incredible expressive power, ambition and abstraction that lead them to the threshold of modern art. This course explores the life and works of Van Gogh and Gauguin in great depth, separating fact from fiction and myth from reality. Our studies look at their origins, artistic training, major themes and subjects, techniques, and their journeys both inward and outward. While setting their art against the culture, politics and religious beliefs of the nineteenth century, we explore the individual achievements and artistic vision of each. We will learn about these artists through readings, discussions, research, films and first hand examination of works in New York City collections.
### AH 324 Women in the Visual Arts. One unit.

This course explores the work of women artists, as well as representations of women throughout history, with an emphasis on the modern period. Issues of gender are examined in relation to the subject matter, stylistic preference, media, reception, and criticism of female artists. Issues to be discussed include self representations by women artists; themes of motherhood, prostitution and female sexuality in the visual arts; the impact of the women’s movement on art; issues of the gaze and the gendering of vision; and the various obstacles and options facing the contemporary women artist. Painters, sculptors, and photographers to be examined include Artemesia Gentelleschi, Frida Kahlo, Berthe Morisot, Eva Hesse, Georgia O’Keefe, Cindy Sherman, Judy Chicago, Merritt Oppenheim, and Hannah Höch. Discussions also focus on major works created during the Renaissance, Impressionist, and Modern periods, as well as works in such diverse visual media as performance, cinema, and advertising. **Prerequisite: any other Art History or Gender Studies course. Offered spring semester.**

### AH 325 Medieval Art. One unit.

The art of the Middle Ages continues to enchant, inspire and move us. This course examines the full range of artistic production in the medieval period, from the fall of the Roman Empire, to the to the high Gothic period. We attempt to get a better understanding of what life was like in Middle Ages by studying the architecture, sculpture, stained glass, manuscripts, paintings, tapestries, reliquaries, and icons produced during the era. We range from the British Isles and central Europe to the eastern reaches of the Byzantine Empire and growing Muslim territories, and look at early Christian, Barbarian, Byzantine, Carolingian, Ottonian, Romanesque, and Gothic periods. Works of art are examined against the social, political, and economic events of the time, from the founding of monasteries, to the Crusades, to the rise of chivalry. We end by looking at Medievalism in the modern world, from nineteenth century paintings to recent films. **Offered as required.**


This course focuses on art in the fin-de-siècle in three major cosmopolitan centers: Paris, Vienna, and Berlin, with occasional stops in Belgium, Norway, and England. Styles discussed include Expressionism, Symbolism, Post-Impressionism, Art Nouveau, and Jugendstil. The art of the period is explored in relation to issues of national identity c. 1900 and as a response to the shock of metropolitan life, a phenomenon experienced by artists in all three cities. These issues include attitudes toward sexuality, the rise of the crowd, alienation, the impact of psychoanalysis, escapism, and the withdrawal to the interior. We will also study the interrelation between painting, sculpture, architecture, design, and the popular arts in this period. The course attempts to understand better the shared visual language of turn-of-the-century Europe, while illuminating the special contributions and characteristics of the art of each city. **Offered as required.**

### AH 397 Internship

The internship in Art History exposes students to professional opportunities available within the discipline, for example at an Art museum, gallery, architectural site, public arts organization, or arts advocacy group. Internships will require a minimum of 100 hours per semester, the keeping of a weekly journal and the completion of a reflective paper at the end of the internship.

### AH 400 Reflective Tutorial in Art History

One Unit. The senior reflective tutorial focuses on the Senior internship experience. This internship allows the major to use their accumulated knowledge in an experiential setting and providing insight to possible career paths they may wish to pursue. Students will actively seek these internships with the aid of
their advisor. They are expected to spend 2-4 days per week working at an institution, assisting with various projects with professional staff, documented in a journal. At the end of the internship they are expected to complete a reflective paper. Required of art history majors in their senior year. Offered fall and spring term.

AH 593 Independent Study. One unit. With special permission of the department chair, the course may be taken for two units. Offered as required, consult department chair. Available to majors only.

CAPSTONE COURSE DESCRIPTIONS

AH 490: Imaging the Individual: What is a Portrait? One unit. A portrait is often thought of as a visual, naturalistic representation of an individual. However this is only one definition. In this course, we will examine the concept of portraiture: what is a portrait? Does it have to portray the likeness of a person? Can a portrait contain other types of imagery? How does written text relate to visual portraiture? How is a portrait of a Mayan Lord different from that of a Japanese Samurai? How does a portrait of an Egyptian Pharaoh differ from a portrait of Andy Warhol? We will survey "portraits" of individuals beginning with Paleolithic Venus figurines, and end with those of contemporary artists. We will look at self-portraits, paintings, sculptures and even some works of monumental architecture.

AH 491: Contemporary Art. One unit. This course familiarized students with contemporary art practice, debates in art theory and criticism and the most important issues facing the artist today. We will examine the work of diverse artists in the context of larger social, political, economic and aesthetic issues. In addition, we will look at issues such as the role of the museum today, censorship and the impact of the internet on contemporary art making. The works of important contemporary critics and theorists are explored.
Arts Administration

Arts Administration is a multi-disciplinary major which aims to provide students with a broad overview for managing arts and arts related organizations. Through a combination of theoretical classroom study and significant practical experience the goal of the program is to prepare students for entry level management/leadership positions in the arts and arts related professions.

The program endeavors to significantly connect with the considerable resources to be found both in the New York art and business communities and beyond.

Arts Management is a unique offering at the undergraduate level given its broad multi-disciplinary nature and the complexity of managing organizations. It is best that students who pursue it are highly motivated, achievement oriented, uncommonly mature, self-starters, have a strong work ethic and high academic standards.

Four (4) concentrations are offered:
A Bachelor of Science: Art concentration
A Bachelor of Science: Music concentration
A Bachelor of Science: Theatre concentration
A Bachelor of Science: Combined Arts concentration (higher GPA expected on this track)

This track permits students to carefully tailor a slate of courses, in consultation with their advisor, to best serve their chosen field of study.

Selecting a Concentration
Students who have strong interest in Art, Music, or Theatre are likely best served by opting for dedicated concentrations in one of these three areas. Those who have strong interest in more than one arts area may develop a Combined Art concentration which also may include interests in Dance, Media (Film/Television/Radio), Arts Marketing, Fashion or Arts Publications.

Students complete a set of foundations courses in their concentration; a sequence of Business courses; Arts Administration professional courses; a full-time, fully credited, semester long internship and seminar; as well as core requirements.

Acceptance into the program
An interview is required for acceptance to the program. Declaration of the major is best done by the end of the freshman year to take maximum advantage of program offerings. Students are expected to work closely with faculty advisors and maintain a high GPA. A 3.0 grade point is desirable for the major and any course grade below a C will not be acceptable toward completion of major requirements. Students seriously struggling with the coursework and falling behind, will be encouraged to consider alternative paths of study and may not be permitted to proceed.

Transfer Students: Students transferring in from another college are required to spend no fewer than five (5) semesters at Wagner.

Double majors and study abroad: While many successfully study abroad or do a double major, those options often result in the necessity of additional semesters in order to complete all requirements. Study abroad is best scheduled in the Sophomore year.
Sophomore / Junior Year Internships
It is essential that those pursuing Arts Administration gain practical experience beyond the classroom. Students are encouraged to seek out both on campus, as well as off campus elective internship opportunities.

Final Semester - Full Time Internship / Senior Seminar
Once a student has met all other course program requirements, students in good academic standing, are required to work full time off campus, for a full semester in a credit bearing internship with an approved arts or arts related organization. The College often places students in internships although many more students find placements on their own. Most, but not all, internships occur within the metropolitan New York region. Students are required to submit an application for a site at which they wish to intern. After College approval of the site, students then work full time (not fewer than 30-35 hours a week) 5 days a week recommended, for the full academic semester. Candidates must insure the following: that the field experiences are appropriate to their content specialization(s) and programmatic levels; that their site supervisor’s evaluations are completed and their site work schedule is substantively documented and verified.
Those with outstanding program requirements, incompletes or academic difficulties may not be permitted to proceed into the full time internship/seminar semester until those concerns have been satisfactorily addressed. Students are encouraged to begin planning for this final senior semester well in advance. While the College significantly supports the internships, the final internship may give rise to additional personal expenses (transportation, communications, meals, clothing).

Requirements for a Major in Arts Administration  (B.S.)

Core - A minimum of 5 units in business administration and related courses.
Required courses: one course in each of the following:
Accounting, Economics, Marketing

Two units from the following:
BU 201; MK 301, 311; MG 201, 321; FI 201.

Concentrations

Art Option - 7 units in the fine arts as follows:
Art courses - 5 units as follows: 103, 105, 203, 208, 221.
Art History - 2 units.

Music Option - 7 units as follows:
No more than one (1) unit may be earned in music ensembles. (See the Music section of this bulletin for further details.)

Theatre Option - 7 units as follows:
Theatre core - 5 units as follows: TH 011 (2 semesters), 014 (4 semesters), 103, 111, 106 (or 117), 233.
Theatre management - 2 units as follows: TH 350, TH440 (AA440).
ARTS ADMINISTRATION, B.S.

**Combined Arts Option - 7 units required** *(10 units desirable)*

Seven (7) units to be chosen in consultation with your academic advisor from the required course listings in Art, Music, and/or Theatre.

It is strongly recommended that students significantly exceed course requirement minimums for this track.

As this track permits greater flexibility, close monitoring of courses and consultation with advisors is necessary to ensure that students are taking appropriate foundations courses and acquiring coursework congruent with their chosen field of study. Higher GPA’s are expected of those who opt for this track.

**Arts Administration Professional Courses - 4 units as follows:**

- Required 1 unit: AA250
- 1 unit as follows: 421, 440, 450, 451, or 475

**Senior Capstone Experience - Full-Time Internship/Senior Seminar - 4 units** *(or 3 units)*

- AA 454, 3 units *(or AA453, 2 units under extraordinary circumstances)*
- Senior Seminar/Reflective Tutorial AA 490, 1 unit

**COURSE DESCRIPTIONS**

**AA 011 Administrative Assistant Practicum.** ½ unit. Arts Administration administrative practicum serves to create hands-on experiential learning opportunities in actual administrative settings. Students may serve in a variety of capacities: gallery management; concert management; special event management; theatre front of house; arts promotion, publicity, development/fundraising, or curatorial. Permission of the Director of the Arts Administration Program is required. This course can be taken no more than twice for credit. Offered every semester.

**AA 017 Production Practicum.** 0 unit. This is an experiential component of the Arts Administration curriculum focusing on operating galleries, concert management, theatre or other arts related events. Permission of the Director of the Arts Administration Program is required. Cross-listed with TH 017. Offered every semester.

**AA 250 Introduction to Management and the Arts.** One unit. An introduction/overview of management of arts organizations. Managers and organizations, the management process, profile of the arts manager, evolution of management thought, staffing process in the arts, modern management, fundamentals of leadership and group dynamics, technology and information systems management. Course is a prerequisite for upper level Arts Administration courses or permission of instructor. Prerequisites: Sophomore standing. Offered Fall and Spring semester.

**AA 421 The Business of Music.** One unit. This course will explore the roles of the key players in the music business including personal managers, agents, and attorneys. The negotiation and structure of the record deal will be discussed, along with issues relating to the songwriting and music publishing agreements. We will learn how a band benefits from touring and merchandising, as well as how music is used in films. The creation of music is only the first step in the industry, and no course would be complete without understanding
the various methods of promotion, marketing and distribution of music. *Prerequisite AA250 or permission of instructor. Offered as necessary.*

**AA 440 Arts Management.** *One unit.* A study of techniques and current management practice in managing arts organizations. Areas covered include: developing various types of arts organizations, leadership/management, staffing, event management, facilities design and management, budgeting, contracts, fiscal oversight, and ticketing. Focus is on practical applications for those about to enter the workforce. *Cross-listed as TH 440. Prerequisite AA250 or permission of instructor. Offered Fall semester.*

**AA 450 Marketing the Arts.** *One unit.* The course embraces current practice in public relations, marketing, publicity and promotions. Focus is on successfully adapting to current trends and developments. The course examines the way we value, experience and engage in the arts, promotions, publicity, public relations, branding, audience development, audience management, internet and web development and fundraising. *Offered Spring semester.*

**AA 451 Not-for-Profit Management.** *One unit.* Leadership/management of not-for-profit organizations, personnel, budget planning, mission statements, development, and legal issues facing arts managers. Students enrolling in this course may need to plan for travel time and additional expenses associated with visits to off campus arts related sites. *Prerequisite AA250. Offered Spring semester.*

**AA 454 (or AA453) Internship in Arts Management.** *3 units (or 2 units)* Full-time, full semester internship experience at an approved off campus arts management site. Interns are expected to work at an internship site 35 hours or more each week, 4 days a week minimum for the duration of a full semester. Full time is required, regardless of the number of college units registered for. *Taken simultaneously with AA490. Prerequisites: Senior standing and permission of instructor. Offered Fall, Spring, and summer semesters.*

**AA 460 The Film Business.** *One unit.* This course will focus on the business and legal aspects of filmmaking. The class will explore the development process, deal making, finance of films, unions, acquisition of rights, production issues role of agents and producers, distribution and marketing. The course will address both the independent producer as well as the studio affiliated producer/director. *Prerequisites: AA250 or permission of instructor. Offered as necessary.*

**AA 475 Entertainment Business Law.** *One unit.* This course will consist of an overview of the legal system and how the legal system impacts the entertainment industry. The topics to be explored include the relationship of the Artist and Agent/Manager, contractual issues, copyrights and trademarks, constitutional issues, and antitrust regulation of the industry. The laws and business practices affecting the broadcast, music, television, film and theatre industries will be discussed. *Prerequisite AA250 or permission of the instructor. Offered as necessary.*

**AA 490 Senior Seminar/Senior Reflective Tutorial.** *One unit.* A faculty supervised evaluation and workshop reflecting on the full-time internship experience. Utilizing discussion round tables, students evaluate host sites training programs, policies, procedures and management styles. A comprehensive journal is required. Final project is an oral and written business presentation analyzing the experience. *Taken simultaneously with AA 454 (or AA 453). Prerequisites: Senior standing and permission of instructor. Offered Fall, Spring, and summer semesters.*
ARTS ADMINISTRATION, B.S.

AA 593 Independent Study. *One unit.* An opportunity for an advanced student to work independently, under the direction of a faculty member, on some topic not included in the regular offerings. *Prerequisite: permission of the department. Offered Fall and Spring semesters.*
ASTRONOMY

(See Physics)
BIOLOGY

Mission and Student Learning Goals for a Major in Biology (B.S.)
Within the framework of a small, liberal arts college in which the main focus is education of undergraduates, the Department of Biological Sciences is committed to quality education in different disciplines of biology. In a departmental setting that emphasizes academic excellence and direct dialog between the professor and the students through small class size and accessibility of the professor, all students taking courses in the biological sciences are taught scientific reasoning, quantitative analysis, and the powers of observation and critical thinking.

The curriculum has been designed to provide students a broad base of understanding of principles governing life processes from molecular to ecosystem levels of organization. Students are taught respect for life, the environment and the place of humans in the biosphere. They are made aware of biological issues that have an impact on their lives regardless of their major or career aspirations. The mission of the Department of Biological Sciences is, in summary, to provide quality education with emphasis on critical thinking and biological relevance to all students — majors and non-majors — within the context of a larger liberal arts setting.

By graduation, biology majors should possess or have demonstrated:

- a basic knowledge of fundamental concepts in cell and molecular biology, and genetics.
- a general knowledge of organismal biology and biodiversity.
- a clear conceptual knowledge of ecological and evolutionary principles.
- a basic knowledge of statistical analysis.

Requirements for a Major in Biology (B.S.)
A minimum of 18 units with the following distribution:

Foundation requirements — 5 units of Biology as follows: BI 213, 215, 217, 219, and 221

Upper-level requirements — 2 units as follows: BI 311, 333

Upper-level electives — 3 units chosen from the following: Any 300-level or higher Biology or Microbiology course(s) with a laboratory or BI 493 or CH 517 or the second Capstone Course listed below.

Senior Learning Community — 2 units: BI 400E (zero units), 400, and either 496 Molecular Cell Biology or 492 Ecological and Evolutionary Theory

Cognate courses — 4 units of Chemistry and 2 units of Physics: CH 111, 112, 211, and either CH 212 or 517 (if not used as an elective); PY 131, 132 or PY 141, 142.

A laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently. Courses used to calculate the
major index include all courses in biology. It is strongly recommended that biology majors complete MA 121 to fulfill the mathematics requirement of the College.

REQUIREMENTS FOR A COMBINED MAJOR IN BIOLOGY AND MINOR IN CHEMISTRY
18 units required for the major in biology, and any two additional units in chemistry above CH 212.

REQUIREMENTS FOR A MINOR IN BIOLOGY
A minimum of five units in biology including BI 213 and at least two additional courses at the 200-level or higher.

Majors other than in microbiology may count one course in microbiology as part of the minor. A laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently. Students intending to minor in biology should seek the advice of a member of the biology faculty in selecting the elective courses, since there are numerous paths to the various career goals in biology.

COURSE DESCRIPTIONS

BI 110 Environmental Biology. *One unit.* Three hours of lecture and two hours of laboratory weekly. Designed for non-science majors and environmental studies minors, this course provides an introduction to the living world and human impacts on it. Fundamental ecological concepts are presented to show how nature works as a web of interconnected factors. Major environmental problems and their possible solutions are discussed. *Offered fall and spring.*

BI 120 Human Biology. *One unit.* Three hours of lecture weekly. This course is designed for non-science majors only. In the beginning of the course the evolutionary origins of humans are discussed. The basics of human biology are then presented at different levels of organization. The students are introduced to the basics of atoms, molecules, cells, tissues and organs. The largest part of the course addresses at an introductory level the structure and function of the different organ systems, including their importance for human health and disease. On the level of the whole organism, the students are introduced to human development and genetics. At the end, the course discusses human ecology, including the impact of humans on the environment. *Offered as needed.*

BI 121 Human Reproductive Biology. *One Unit.* Three hours of lecture weekly. This course is designed for non-science majors. The first half of the course will provide a brief review of basic biological principles that are required for understanding the subsequent topics on human reproductive biology. The second half of the course will cover topics that are important for the individual as well as society. These include menstruation, contraceptives, sexually transmitted diseases, gender issues including biology of attraction between partners, development of the fetus and the birth process, reproductive engineering such as ‘sex selection’, egg and sperm production, fertilization, in vitro fertilization and surrogate mothers. Differences between the male and female brain and their function will also be discussed. Students will present an expanded discussion of a topic of interest to them related to this course and selected at random. *Offered as needed.*
BI 122L Human Biology Laboratory. Zero Units. During summer session only, students have the option of taking BI 120 Human Biology with or without this lab. Students enrolling in the laboratory must take the lecture course concurrently. This course is designed for non-science majors. Co-requisite: BI 120. Offered summer session only.*

BI 125 Genes to Genomics. One unit. Three hours of lecture weekly. This course is designed for non-science majors interested in the problems and promises associated with modern-day genetics. Discoveries and technological advances in genetics are taught with an emphasis on the social, moral, ethical issues facing society today. Not open to students who have taken BI 208. Offered as needed.

BI 130 Exploring Biology. One unit. Three hours of lecture and two hours of laboratory weekly. This course is designed for non-science majors only. Topics to be discussed include the scientific method, cells and metabolism, microbiological organisms, animal and plant systems, genetics, evolution, and ecology. Offered as needed.*

BI 135 Evolution. One unit. Three hours of lecture weekly. This course, designed for non-science majors, discusses fundamental evolutionary principles that determine the vast diversity of life, including Darwin's journey of discovery and the roles of genes and environments in natural selection. The course will also focus on scientific questions such as how life itself evolved, as well as controversial social issues such as the evolution of social behavior and the concept of intelligent design. Offered as needed.

BI 209 Human Anatomy and Physiology I. One unit. Three hours of lecture and two hours of laboratory weekly. The study of human anatomy and physiology. Lecture topics include animal cell structure and function, tissues, and a survey of human physiological systems. The anatomy and physiology of the integumentary, skeletal, muscular, circulatory, lymphatic, and respiratory systems are covered relative to their roles in homeostasis. Laboratory exercises demonstrate the anatomy and processes of these systems. Primarily for majors in health sciences. Not recommended as a sole course in biology to meet distribution requirements. Instructor's permission required. Offered fall and spring semesters.*

BI 210 Human Anatomy and Physiology II. One unit. Three hours of lecture and two hours of laboratory weekly. A continuation of BI 209. Lecture topics include the anatomy and physiology of the nervous, digestive, urinary, and endocrine systems. Emphasis is placed on the interaction between systems in maintaining the tissue environment. Prerequisite: BI 209 or permission of the instructor. Offered fall and spring semesters.*

BI 213 Cells, Genes, and Evolution. One unit. Three hours of lecture and two hours of laboratory weekly. A course designed to familiarize students with fundamental biological principles emphasizing evolution and speciation; cell chemistry, structure and function; Mendelian and population genetics. Laboratory experiments give students hands-on experience with various aspects of evolution, cell biology, and genetics. Cross-listed with MI 213. Primarily for science majors. Not recommended as a sole course in biology to meet distribution requirements. Offered fall and spring semesters.*

BI 215 Biodiversity and Ecology. One unit. Five hours of combined lecture and laboratory weekly. This course is designed to familiarize students with the classification of organisms...
within their respective kingdoms, as well as fundamental principles of ecology. This course is not recommended for non-science majors. Prerequisite: BI 213. Offered fall and spring semesters.*

**BI 216 General Pathology.** One unit. Three hours of lecture and two hours of laboratory weekly. A course in the principles, techniques, and clinical significance of standard clinical laboratory procedures in hematology, clinical biochemical analyses, and immunohematology. Cross-listed w/MI 216. Prerequisites: Two units of Biology or Microbiology; CH 112. Offered spring semester.*

**BI 217 Forms and Functions of Life.** One unit. Three hours of lecture and two hours of laboratory weekly. In the beginning, this course familiarizes the students with the energetic basis of life, discussing the processes of photosynthesis, fermentation and respiration. The course then addresses the anatomy and physiology of plants and animals in general, as well as on the level of a number of specific functions, including water and electrolyte balance, nutrition and sensory systems. This course discusses comparative aspects of forms and functions as various organismal groups adopt similar structural and physiological solutions to address similar environmental challenges. This course is not recommended for non-science majors. Prerequisite: Biology 213. Offered fall and spring semesters.*

**BI 219 Gene Expression and Development.** One unit. Three hours of lecture and two hours of laboratory weekly. A course designed to familiarize students with fundamental biological principles emphasizing DNA replication, transcription, translation, control of gene expression, and genomics. Gametogenesis, fertilization, early embryonic development, sex, and reproduction are considered in light of the molecular mechanisms involved. Laboratory experiments give students hands-on experience with various aspects of molecular biology and development. This course is not recommended for non-science majors. Prerequisite: BI 213. Offered fall and spring semesters.*

**BI 221 Biostatistics and Experimental Design.** One unit. Three hours of lecture and one hour of recitation weekly. This course provides an introduction to hypothesis testing, experimental design, and the statistical treatment of biological information. Fundamental aspects of data analysis are presented, including parametric and nonparametric testing procedures commonly used in biological research. Cross-listed w/MI 221. Offered fall and spring semesters.

**BI 291 Special Topics in Biology.** One unit. Weekly lecture(s). Discussion and analysis of problems in biology which are not covered in regular course work. The specific content of the course remains flexible in response to student and departmental interest. Special topics may be taken more than once with differing subject matters. Offered periodically; consult department chair.

**BI 304 Animal Behavior.** One unit. Three hours of lecture, one hour of recitation, and two hours of laboratory weekly. This course examines the principles of animal behavior from several perspectives, such as classical ethology, behavioral ecology and sociobiology, comparative psychology, behavior genetics, behavioral endocrinology, and neuroethology. Such topics as communication, social organization, sexual selection, habitat selection, and the nature-nurture debate are investigated. Prerequisites: BI 213 and either BI 215 or PS 101. Offered fall semester of even numbered years.*
**Biology, B.S.**

**BI 306 Neuroanatomy and Neurophysiology.** *One unit.* Three hours of lecture, three hours of laboratory/recitation weekly. A study of the nervous system with special emphasis on human brain and spinal cord. Chemical, histological, anatomical and physiological aspects are covered. **Prerequisites:** The following four foundation Biology courses (213, 215, 217, and 219). **Students not majoring in Biology** should have two major courses in Biology and permission of the instructor. **Offered spring semester.*

**BI 311 Genetics.** *One unit.* Three hours of lecture, two hours of laboratory and one hour of recitation weekly. Topics covered include classical genetics, human genetics, developmental and cancer genetics, population and evolutionary genetics. A weekly recitation deals with problems from the end of each chapter. Lab exercises include chromosome preparation from plants, animals, and human; karyotyping and pedigree analyses; *Drosophila* experiments using a virtual fly lab; cancer genetics; and testing the Hardy-Weinberg equilibrium. Movies on recent developments in genetics and journal articles are assigned for classroom discussions and student presentations. **Prerequisites:** All five foundation Biology courses (213, 215, 217, 219, and 221). **Students not majoring in Biology** should have BI 219 and 221 (or equivalent) and permission of the instructor. **CH 112** is a prerequisite for all students. **Offered fall semester.*

**BI 312 Comparative Vertebrate Anatomy.** *One unit.* Two hours of lecture and four hours of laboratory weekly. In the beginning of this lab-intensive course, the evolution of vertebrates within the phylum Chordata is discussed. The morphological and anatomical similarities and diversities of the vertebrate classes are then studied on the level of their organ systems. Through these studies students uncover evolutionary relationships between the different vertebrate groups and become aware of different adaptations to environmental challenges. Laboratories use the vertebrate collection and concentrate on dissections of representatives of the different vertebrate classes. During the laboratories the students compose their personal dissection guide for vertebrates. **Prerequisites include the following four foundation biology courses:** Biology 213, 215, 217 and 219. **Students not majoring in biology** should have Biology 217 and permission of the instructor. **Offered fall semester of odd-numbered years.*

**BI 316 Invertebrate Zoology.** *One Unit.* Three hours of lecture and two hours of laboratory weekly. A study of structure, function, classification, and life histories of the major groups of invertebrates. **Prerequisites:** The following four foundation Biology courses (213, 215, 217, and 219). **Students not majoring in biology** should have BI 130 or 215 and permission of the instructor. **Offered as needed.* Not open to students who have taken BI 227 prior to Spring 2013.

**BI 319 General Botany.** *One unit.* Two hours of lecture and two laboratories of two hours weekly. A basic survey of the Plant Kingdom, including anatomy, development, reproduction, physiology, and evolution. **Prerequisites:** The following four foundation Biology courses (213, 215, 217 and 219). **Students not majoring in Biology** should have BI 130 or 215 and permission of the instructor. **Offered as needed.* Not open to students who took BI 225 before Spring 2013.

**BI 323 Basic Medical Histology.** *One unit.* Three hours of lecture and three hours of laboratory weekly. This course covers light-microscopic characteristics of the four basic tissue types of the body of vertebral animals, including humans. It also focuses on microscopic anatomy of different organs. Emphasis is made on the relationship between the structure and function of cells and tissues that is fundamental for maintaining homeostasis and central to understanding histopathology, which in turn is crucial to medicine. In the lab, students familiarize themselves with the concepts of light microscopy, learn the basic
procedures of tissue preparation (histotechniques), and practice light microscopic tissue and analysis. Prerequisites: The following four foundation biology courses (213, 215, 217, and 219). Students not majoring in biology should have BI 217 and permission of the instructor. Offered fall semester of even-numbered years.*

BI 333 Animal Physiology. One unit. Six hours combined lecture, laboratory, and seminar weekly. This course is a comprehensive study of the basic concepts, principles, and mechanisms of the function of animals. After familiarizing the students with the structure and function of different specialized animal cells and tissues (cell physiology), the course addresses the anatomy and physiology of animal organs and organ systems (systems physiology) in a comparative approach. The course involves oral and poster presentations by students about selected topics of comparative animal physiology. During laboratories the students work in groups on supervised experimental projects conducted with invertebrate animals that are collected and maintained by the students themselves. Prerequisites include the following four foundation biology courses: Biology 213, 215, 217 and 219. Students not majoring in biology should have Biology 217 and permission of the instructor. All students are required to have completed Chemistry 112. Offered fall semester.*

BI 335 Natural History of the Mid-Atlantic States. One unit. Combined lecture and laboratory. This class is an intensive summer field course involving trips to several nearby locations, such as the New Jersey Pine Barrens, Jamaica Bay, the Hackensack Meadowlands, and the American Museum of Natural History. There will be also two overnight trips to witness the horseshoe crab spawning/shorebird migration spectacle in Delaware Bay and to hunt for marine fossils in the Pocono Mountains. Students will gain exposure to the organisms, ecology, and geology of a wide variety of habitat types, as well as to basic methodology for field studies. Prerequisites: BI 215 or permission of the instructor. Offered in summer as needed.*

BI 397G, P, or N Internship in Biology. One or zero units. Research or teaching experience for at least 105 hours at a research facility or in a teaching laboratory where there is supervised, hands-on involvement in daily activities. The student will maintain a log describing day-to-day activities and the times and hours worked. A final paper in which the student evaluates the work experience is required. Other possible requirements will be determined by the faculty member overseeing the student’s progress. The student’s on-site supervisor will complete a written evaluation of the student’s performance and submit it to the faculty supervisor. Students registered for this course as BI 397G will receive a letter grade; those registered as BI 397P will be taking the course on a pass/fail basis; those registered as BI 397N will be taking the course for no credit (registration fee required). This course cannot be used to meet requirements for the Senior Thesis (BI 400) nor does it count towards completion of the requirements for the biology major. Interested students should contact the Center for Academic and Career Engagement. Prerequisites: BI 213 and permission of department chair. Offered as needed.

BI 400E Research for Senior Thesis in Biology. Zero units. This zero unit course is the experiential component of the senior learning community. It includes at least 100 hours of research. The research experience must be completed prior to BI 400, as determined by the chair of the student’s senior thesis committee. This experiential component serves as the basis for the thesis completed in BI 400. Cross-listed w/MI 400E. Prerequisite: BI 221 or PS 116
BI 400 Senior Thesis. (W) One unit. This course is linked to a completed research experience which includes at least 100 hours of research. This course must be taken during the senior year, as part of the senior learning community, by all biology majors, as well as biopsychology majors who have advisors in the Department of Biological Sciences. The student analyzes his/her own data and completes an original research paper. Writing follows standard scientific journal formats and will include multiple drafts. Each student is required to successfully defend his/her paper before a senior thesis committee. All students are also expected to present their findings publicly in oral or poster form. Cross-listed w/MI 400. Prerequisite: Completion of research experience (BI 400E), as determined by the chair of the student’s senior thesis committee, is required prior to the beginning of this course. Offered fall and spring semesters.

BI 490 Biology Research for Elementary School Teachers. One unit. Independent, but supervised research experience open only to dual majors in Childhood Education and Natural Science. Recommended for students in their junior or senior year. The student spends at least four hours per week researching, designing, and possibly testing pedagogical tools to enhance teaching and learning of biological concepts required to be taught in elementary school by the New York State Department of Education. Prerequisites: BI 120, 213, 215, NR 224, and permission of the department chair. Offered as needed.

BI 492 Ecological and Evolutionary Theory. One unit. Three hours of lecture, two hours of laboratory, and one hour of recitation/discussion weekly. Theoretical issues in ecology and evolutionary biology are discussed, including models of population growth and community interactions, behavioral ecology, population and quantitative genetics, macroevolution, and current controversies. Senior status required. Prerequisites: BI 213, 215 and permission of the instructor. Offered spring semester.*

BI 493 Undergraduate Research in Biology I. One unit. A minimum of eight hours per week of supervised research on a selected topic culminating in a research paper using format of any preferred scientific journal in biology. A minimum of 10 references to the selected topic are required. Students taking this course for credit may not use the research experience to meet requirements for the Senior Thesis. Offered fall and spring semesters. Permission of the instructor is required. Prerequisites: The following four foundation Biology courses (213, 215, 217, and 219). Students not majoring in Biology should seek permission of chairs of his/her own department and of the Department of Biological Sciences.*

BI 494 Undergraduate Research in Biology II. One unit. A minimum of eight hours per week of supervised research on the same selected topic as in BI 493. A rare student has the possibility of completing the research started as BI 493 for publication consideration. The course culminates in a research paper using the format of the scientific journal selected for consideration for publication. An additional 10 references to the selected topic are required. Offered fall and spring semesters. Permission of the instructor is required. Prerequisite: BI 493.*

BI496 Molecular Cell Biology. One unit. Three hours of lecture and three hours of laboratory weekly. An examination of current knowledge concerning eukaryotic cell structures and functions. Topics covered include cell organelles, membranes and membrane trafficking, the nucleus and nuclear membrane, cell signaling and communication. A molecular perspective is emphasized throughout the course. Cross-listed as Microbiology 496.
Senior status required. Prerequisites: BI 213, 219 and permission of the instructor. Offered spring semester.*

BI 497G, P, or N Internship in Biology: Two or zero units. Research or teaching experience for at least 210 hours at a research facility or in a teaching laboratory where there is supervised, hands-on involvement in daily activities. The student will maintain a log describing day-to-day activities and the times and hours worked. A final paper in which the student evaluates the work experience is required. Other possible requirements will be determined by the faculty member overseeing the student’s progress. The student’s on-site supervisor will complete a written evaluation of the student’s performance and submit it to the faculty supervisor. Students registered for this course as BI 497G will receive a letter grade; those registered as BI 497P will be taking the course on a pass/fail basis; those registered as BI 497N will be taking the course for no credit (registration fee required). This course cannot be used to meet requirements for the Senior Thesis (BI 400) nor does it count towards completion of the requirements for the biology major. Interested students should contact the Center for Academic and Career Engagement. Prerequisites: BI 213 and permission of department chair. Offered as needed.

BI 517 Electron Microscopy. One unit. Six hours of combined lecture and laboratory weekly. The principles and use of the transmission and scanning electron microscopes are covered. Students learn the basic techniques of electron microscopic tissue processing and microphotography. Each student must prepare a final technical report including examples of their own microphotographs. Cross-listed w/MI 517. Prerequisites: BI/MI 213 or MI 200, and CH 111, 112. Not open to students completing MI 615. Offered as needed.*

BI 524 Molecular Biotechnology. One unit. Three hours of lecture and three hours of laboratory weekly. A course in the application of molecular knowledge to the problems of genetic engineering. A comparison between the genetic systems of prokaryotes and eukaryotes and their role in molecular genetic techniques used in the fields of molecular biology and microbiology is explored. The development of current concepts and methods in molecular genetics as they apply to research, agriculture, industries, pharmaceutical companies and medicine is studied. The laboratory explores the most current techniques used in recombinant DNA technology as it relates to the course material. Cross-listed w/MI 524. Prerequisite: BI 311. Offered as needed.*

BI 591 Special Topics in Biology. One unit. Weekly lecture(s). Discussion and analysis of problems in Biology that are not covered in regular course work. The specific content of the course remains flexible in response to student and departmental interest. Special topics may be taken more than once with differing subject matter. Offered periodically; consult the department chair.

BI 593 Independent Study. One unit. Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced majors. Offered fall and spring semesters.

*A non-refundable laboratory fee is required.
The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.

BI 324 Endocrinology
BI 326 Environmental Issues
BI 412 Developmental Biology
BI 413 Marine Ecology
BIOPSYCHOLOGY

REQUIREMENTS FOR A MAJOR IN BIOPSYCHOLOGY (B.S.)

14 units including the following required courses and electives:
BI 213, 217, 306; PS 101, 351, 442; BI 221 or PS 116; CH 111.

Elective courses (Select two courses from Experimental Psychology and two from Biology)
Experimental Psychology: select 2 courses.
Biology: BI 219, 304, 311, 312, 323, 324, 333.

One of the following senior-level learning communities:
BI 400 and 400E, and BI 496 (recommended for students considering medical school or graduate studies in the biological sciences or neuroscience/neurobiology) or PS 400 and PS 441 (recommended for students considering graduate studies in psychology or neuroscience with emphasis on biopsychology). Students must make this decision in their junior year and inform the appropriate department. Students selecting the Biology Senior Learning Community must take Biology 219, because it is the prerequisite to Biology 496.

Students majoring in biopsychology may not also major or minor in psychology or biology.

A laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently.

Please consult the appropriate department chair (Biological Sciences or Psychology) for information regarding research and internship opportunities.

Courses used to calculate the major index include all courses taken in Biology and Psychology.

Students may choose an academic advisor from among the psychology or biology faculty depending on academic interest.
Wagner College, through its Business Administration Department, is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and is a member of The Association to Advance Collegiate Schools of Business International (AACSB) to offer the following business degrees:

- The Bachelor of Science in Business Administration (B.S.).
- The Master of Business Administration (M.B.A.).
- The Master of Science in Accounting (M.S.).

The College offers a major in business administration with concentrations in accounting, finance, management, and marketing.

**REQUIREMENTS FOR A MAJOR IN BUSINESS ADMINISTRATION (B.S.)**
A minimum of 18 units with the following distribution:

**Core requirements – 6 units distributed as follows:**
BU 201; AC 101, 102; FI 201; MK 201; MG 201; MG 201L

**Cognate units – 3 units distributed as follows:**
EC 101; 102; MA 108

**Senior Learning Community—2 units**
BU 400; BU 401.

**CONCENTRATION REQUIREMENT—7 UNITS**

**CONCENTRATIONS**

**REQUIREMENTS FOR A CONCENTRATION IN ACCOUNTING**
• A minimum of 7 units distributed as follows:
  AC 201, 211, 401, 411; BU 202; and two business electives.

**REQUIREMENTS FOR A CONCENTRATION IN FINANCE**
• A minimum of 7 units distributed as follows:
  BU 211; FI 311; choose any 3 “FI” courses numbered 300 and above, choose any 2 units from Business Electives, Internship or EC 301 or 304 or 305.

**REQUIREMENTS FOR A CONCENTRATION IN MANAGEMENT**
• A minimum of 7 units distributed as follows:
  BU 211; choose any 4 “MG” courses numbered 300 and above; 2 units of Business Electives.

**REQUIREMENTS FOR A CONCENTRATION IN MARKETING**
• A minimum of 7 units distributed as follows:
  BU 211; MK 301, 311; choose any 2 “MK” courses numbered 300 and above; 2 units of Business Electives.
MINORS
The College offers minors in Accounting, Finance, Marketing, and Management for non-Business students.

REQUIREMENTS FOR A MINOR IN ACCOUNTING
• Six units distributed as follows:
  AC 101, 102, 201, 211; EC 101 or 102; BU 201.

REQUIREMENTS FOR A MINOR IN FINANCE
• Six units distributed as follows:
  AC 101; EC 101 or 102; FI 201, FI 311; and any 2 “FI” designated course or an internship at a financial firm (only a 1 unit internship will be permitted).

REQUIREMENTS FOR A MINOR IN MANAGEMENT
• Six units distributed as follows:
  AC 101; EC 101 or 102; MG 201; two units in Management numbered 202 and above; and one business elective at the 200 level or above (including internships).

REQUIREMENTS FOR A MINOR IN MARKETING
• Six units distributed as follows:
  AC 101; EC 101 or 102; MK 201, MK 311; and any 2 “MK” designated course or an internship at an Advertising or Marketing firm (only a 1 unit internship will be permitted).

GRADUATE PROGRAMS
The degrees of Master of Business Administration (M.B.A.) and Master of Science (M.S.) in accounting are also offered. Consult the Graduate Programs section of this bulletin or the Office of Graduate Studies for further information.

COURSE DESCRIPTIONS BUSINESS ADMINISTRATION—GENERAL
BU 201 Business Law I. One unit. An introduction to the history of law and the American legal system is presented along with a discussion of the law of torts, court practice and contracts, agency, partnerships, and corporations. Problem solving is learned through the analysis of case studies. A mock trial will be conducted which will emphasize human behavior and verbal and written communication. Ethical issues will also be addressed. Aesthetically, films will be shown which speak to the respective legal issues. Sophomore standing is required. Offered fall and spring semesters.

BU 202 Business Law II. One unit. The course will deal with commercial law, employment law, and property law. Commercial law topics will be comprised of the UCC, sales contracts, warranties, commercial paper and secured transactions. Employment law topics will speak to selection, termination and discrimination. Property law topics will include real estate transactions, landlord and tenant relations, mortgages, forms of ownership, insurance, bailments, bankruptcy, wills, and trusts. A mock trial will be conducted which will emphasize human behavior and verbal and written communication. Ethical issues will also be addressed. Aesthetically, films will be shown which speak to the respective legal issues. Sophomore standing is required. Offered fall and spring semesters.
BUSINESS ADMINISTRATION, B.S.

BU 211 International Business. (I) One unit. A survey of various environmental, operational, and strategic issues facing managers and their organizations operating across national borders is studied. The course examines how economic, political, and cultural factors affect the management of international businesses. Topics include: trade issues; international monetary system; political risk management; international strategy; international financial, marketing, and human resource management. Prerequisites: EC 101 or 102. Offered fall and spring semesters.

BU 397 Internship. One unit. A faculty-supervised, part-time, practical work experience in one of the fields of concentration in the Department of Business Administration. Students will submit written reports of accomplishments and performance on job training, and an assessment of the job itself. Prerequisites: 8 units of coursework in the department with a GPA of at least 2.75. Junior standing and permission of the department chair are required. Offered fall and spring semesters and in summer session.

BU 400 Senior Thesis and Practicum. (W) One unit. This course allows students the opportunity to complete a field-based, real world experience, prompting them to reflect on their practical training within the field of business. Issues pertaining to all aspects of professional development are discussed in the weekly RTF sessions, with particular emphasis on the challenges of the transition from student to civic-minded professional. Senior standing is required. Co-requisite: BU 401. Offered fall and spring semesters.

BU 401 Senior Capstone and Simulation. One unit. A study of the establishment of organizational objectives and the implementation of strategies and policies to achieve these goals and to meet changing conditions. An integral part of the course is the use of a large scale Capstone simulation, where participants work as a team to run a fictitious diversified organization. Various decision-making techniques are analyzed in the areas of Total Quality Management and Human Resources. The functions, skills, and leadership roles of top-level executives are examined. Case studies. Senior standing is required. Prerequisites: MG 201; MK 201; FI201. Co-requisite: BU 400. Offered fall and spring semesters.

BU 497 Internship. Two units. A faculty-supervised, part-time, practical work experience in one of the fields of concentration in the Department of Business Administration. Students will submit written reports of accomplishments and performance on job training, and an assessment of the job itself. Prerequisites: 8 units of coursework in the department with a GPA of at least 2.75. Junior standing and permission of the department chair are required. Offered fall and spring semesters and in summer session.

BU 531 Global Perspectives in Business. One unit. An explanation of the dynamic global business environment and how corporations can effectively function on a global scale. The course will discuss various current global issues, look at corporate examples, and visit firms on a field trip to another country to gain first-hand insight into the global business setting. Topics include globalization, cultural influences on consumer behavior, and European economic integration. Offered as required.

BU 591 Special Topics in Business Administration. One unit. The course includes a discussion and analysis of problems and topics not covered in regular course work. The specific content of the course is flexible in response to student and departmental interests. Enrollment requires junior or senior status in the major and fulfillment of such prerequisites as are
established by the department and the instructor. Offered as required. Students should consult the department chair.

**BU 593 Independent Study.** *One unit.* Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced majors. Offered fall and spring semesters.

**ACCOUNTING**

**AC 101 Financial Accounting I.** *One unit.* An elementary course in accounting. Development of the fundamentals of accounting, mastering elementary accounting equations, journalizing, posting, taking trial balances, closing entries, work sheets, financial statements, accruals, deferred items, reversals, special journals, columnar books, controlling accounts, and business papers. Offered fall and spring semesters.

**AC 102 Financial Accounting II.** *One unit.* Topics to be covered include depreciation methods for plant and equipment, current and long-term liabilities, payroll accounting, partnerships and corporations, installment notes payable, bonds, and the statement of cash flows. Taxes will be discussed to the extent applicable. Prerequisite: AC 101. Offered fall and spring semesters.

**AC 201 Managerial Accounting.** *One unit.* A course dealing with the fundamentals of management accounting. Attention is given to job order, process, and standard cost procedures; cost volume profit analysis, budgeting and standard costs. Ample problem work is assigned to supplement lectures and textbook study in order to aid the manager with respect to pricing and product strategies. Prerequisite: AC 101. Offered fall semester.

**AC 211 Intermediate Accounting.** *One unit.* This course covers financial accounting, basic theory, and the recognition and measurement of current and long-term assets for corporations. It includes a review of the accounting process, analysis of the four basic financial statements, the time value of money, and various valuations (along with depreciation and depletion). Prerequisites: AC 101, 102. Offered spring semester.

**AC 401 Auditing.** *One unit.* A study of the application of auditing principles and procedures, designed primarily for students who may enter public or private practice. Students are required to complete all phases of an independent audit, including a long-form report. Relationships with clients and associates, ethics of the profession, and related topics are discussed. Prerequisites: AC 101, 102, 211. Offered spring semester.

**AC 411 Federal Taxes.** *One unit.* This course is designed to provide a basic working knowledge of the Internal Revenue Code with regard to individual, partnership, corporation, and fiduciary income taxes. Prerequisites: AC 101, 102 or their equivalents and senior class standing. Offered fall semester.

**FINANCE**

**FI 201 Principles of Finance (Business Core).** *One unit.* The basic tools and methods of financial analysis and decision-making are introduced to all business majors. A general study of financial management to include time value of money, measurement of risk and return, analysis of financial statements, and capital structure. Introduction to use of financial
calculator and Excel functions such as Present/future value, annuity valuation, stock and bond valuation and financial ratio analysis. All subsequent courses in finance built upon this base; the course serves as a prerequisite to all additional courses in the finance program. Prerequisites: EC 101 or 102; AC 101. AC 102 recommended. Offered fall and spring semesters.

**FI 311 Managerial Finance (Finance Concentration Requirement).** One unit. Financial analysis, techniques and principles are applied to corporate planning and control. Topics include: capital budgeting, valuation, determination of cost and capital, risk/return tradeoff and profitability. Financial calculator and Excel functions utilized in all aspects of corporate planning and control. Prerequisites: FI 201. AC 102 recommended. Offered fall semester.

**FI 313 Investments.** One unit. A fundamental introduction to the markets for securities and investments of stocks, bonds, mutual funds, derivatives and other marketable securities; an analysis of investment risk and the efficient market hypothesis will also be covered. Topics include investment objectives, determinants of investment value, investment choices, valuation of securities and personal investment administration. The course will utilize Excel for developing investments modeling such as asset pricing and valuation, company analysis, differentiating between a security’s systematic and unsystematic portion of risk and bond valuations. Prerequisites: FI 201 and MA 108. Offered in fall semester of even-numbered years.

**FI 411 International Corporate Finance.** One unit. A global approach to financial management. Topics include: financial structure in global markets, managing exchange rate risks and hedging with cash derivatives; international capital budgeting; and international arbitrage and parity. Financial calculator and Excel functions utilized in all facets of international corporate finance decision-making. Prerequisites: FI 201; BU 211. Offered spring semester.

**FI 412 Portfolio Theory.** One unit. A fundamental approach to the development and techniques of modern portfolio theory. Topics include options, commodities, mutual funds, capital asset pricing model, risk, diversification, and portfolio management. This course will provide students with a strong understanding of the key concepts in portfolio theory, the importance of risk and return, diversification, portfolio performance evaluation and benchmarking strategies, the Capital Asset Pricing Model and Beta Techniques include utilization of Excel in development portfolio measurements such as the Sharpe Ratio, weighted-average returns, Value At Risk, and estimating the Minimum Variance Portfolio, Capital and Security Market Lines Prerequisite: FI 313. Offered spring semester of odd-numbered years.

**FI 413 Money, Credit and Financial Institutions.** One unit. Analyze financial institutions with particular emphasis on commercial and central banking. Examine the role of financial markets and institutions in the economy, and the effects of the Federal Reserve’s monetary and regulatory policies. The course focuses on the workings of various financial markets and how financial institutions and other users interact with financial markets. Topics include interest rates, money and capital markets, innovations in capital markets, credit risk and asset and liability management in the context of financial regulation. Prerequisite: FI 201. Offered in fall semester of odd-numbered years.

**FI 414 Working Capital Management.** One unit. Exposure to corporate decisions in restructuring and managing working capital and assessing the risks and returns of corporate decisions. Topics include management of short-term assets and liabilities, financial statement
analysis, planning, budgeting, and bankruptcy. Financial calculator and Excel functions utilized in all facets of working capital decision-making. Prerequisite: FI 201. Offered in spring semester of even-numbered years.

**MANAGEMENT**

**MG 201 Management.** One unit. This course introduces students to various perspectives of management theory and practice. Managerial functions, activities, and behaviors are examined. Specific topics include: leadership, motivation, planning, production management, decision making, organizing, communication, and management ethics. This course includes a required, weekly 1 ½ hour laboratory section where students will apply management principles in running a simulated business enterprise. Prerequisites: EC 101 or 102; AC 101. Co-requisite: MG 201L. Offered fall and spring semesters.

**MG 201L Management Lab.** 0 units. This course will utilize an online simulation in a team setting where students will manage a business enterprise over an eight-year virtual period. The simulation will be a real time competition that will enhance practical application of management practices while exposing the students to financial statement structure, allocation of scarce resources while balancing customer demand. The lab will meet for 90 minutes per week. Co-requisite: MG 201. Offered fall and spring semesters.

**MG 301 Organizational Behavior.** One unit. A study of organizational behavior as it pertains to interpersonal relations and group dynamics. Topics include: organizational structure and development, communication, motivation, and evaluation. Prerequisite: MG 201. Offered fall semester.

**MG 311 Strategic Human Resource Management.** One unit. This course examines the new and expanded role of the human resource function in organizations. The impact of workforce diversity will be emphasized throughout the course, as well as how human resources are linked with organizational strategy. Specific topics include: recruitment, selection, training and development, and compensation. Prerequisite: MG 201. Offered fall semester.

**MG 313 Entrepreneurship.** One unit. Course focuses on a variety of issues related to entrepreneurs: problems and opportunities in getting new business started including sources of capital and how new products and services are developed; how entrepreneurs help the overall economy; personality traits and characteristics associated with entrepreneurs; why entrepreneurs often fail; analysis of great entrepreneurs. Prerequisite: MG 201. Offered fall semester.

**MG 333 Workforce Diversity in Organizations. (D)** One unit. Course examines various diversity issues facing organizations, including cultural, gender and race, and how management has responded. The effects of globalization and demographic and legal changes have resulted in a greater awareness of diversity issues facing organizations. Various management skills, training programs, and global business perspectives in dealing with diversity will be explored. Offered spring semester.

**MG 411 Information Technology Management.** One unit. This course is an engaging introduction to how managers use Information Systems (IS) to solve business problems. Students will learn about IS by channeling through relevant business examples designed to
help all business students become better problem-solvers and business professionals. Via
the internet, students will discover how industries use the newest technological innovations
to compile, maintain and analyze the most up-to-date data so that every aspect of the
organization functions efficiently and effectively. Prerequisites: MG 201; CS 106. Offered in
spring semester of odd-numbered years.

MG 421 International Management. One unit. The roles of the organization and the
manager are examined in an international context. The impact that culture has on managerial
behavior and practices is emphasized throughout the course. Traditional management topics
such as strategy, leadership, motivation, and human resources will be studied across different
cultures. Prerequisites: MG 201; BU 211. Offered in spring semester of even-numbered years.

MARKETING
MK 201 Marketing. One unit. A survey of marketing from both a functional and
institutional approach. Topics include consumer and industrial markets, channels of
distribution, product life cycle, marketing research, advertising, franchising, market analysis,
physical distribution, marketing legislation, pricing policies and practices. Prerequisites: EC 101
or 102; AC 101. Offered fall and spring semesters.

MK 301 Consumer Behavior. One unit. A study of theories related to consumer behavior
as part of the buying process. Topics include: needs, attitudes, and beliefs, and cultural,
family, and reference-group influences. Models are discussed. Prerequisite: MK 201. Offered fall
and spring semesters.

MK 310 Sales Decision Making. One unit. A study of the sales role in our society. The
course will examine what sales people do, how to sell, how to deal with customers, and those
factors that impact customers. Emphasis will also be on training, hiring, selection,
motivation and morale, evaluation and performance measures, and the sales manager’s role.
Prerequisite: MK 201. Offered in fall semester of even-numbered years.

MK 311 Advertising. One unit. A study of various aspects of advertising which pertain to
individual and group behavior in the buying process. Topics include messages and media as
related to promotion, personal selling, publicity and public relations. Prerequisite: MK 201.
Offered fall and spring semesters.

MK 320 Supply Chain Management and Retailing. One unit. To provide students with
the perspective of marketing through the channels of distribution, including the
manufacturer to the Wholesaler and the Wholesaler to the Retailer. Specific relevant topics
will include the internet as a distribution channel, and marketing to industries (including
manufacturers), the government and non-profit organizations. Supply chain management of
international distribution will also be discussed. This course will also explore the unique
challenges of marketing for the Retailer. Prerequisite: MK 201. Offered in fall semester of odd-
numbered years.

MK 324 Digital Marketing. One unit. This course provides students with the strategic
view about the digital world. Students will learn how to deal with data on customers,
products, and interactions. The content is delivered with the combination of hands-on
exercise, case discussions and term projects. Prerequisite: MK 201. Offered in fall semester of odd-
numbered years.
MK 401 Marketing Research. One unit. An introductory course in marketing research procedures. Topics include: sources and methods of collecting data, interpretation, and reporting findings. Prerequisite: MK 201. Offered in spring semester of even-numbered years.

MK 411 International Marketing. One unit. An analysis of the marketing function across national borders is stressed with special attention to the impact of economic, political, legal, and cultural factors on marketing activities. Factors that influence standardization and adaptation of marketing are considered. Concepts are illustrated through liberal use of cases. Prerequisites: BU 211; MK 201. Offered in fall semester of even-numbered years.

MK 420 Strategic Marketing. One unit. To provide an overview of Strategic Marketing. Lectures and text material would include evaluating various markets, segments and customer value for strategic planning. The course would also cover designing, developing, and implementing market driven strategies. Prerequisites: MK 301, MK 311. Offered in spring semester of odd-numbered years.
CHEMISTRY, B.S.

CHEMISTRY
(Sciences)

REQUIREMENTS FOR A MAJOR IN CHEMISTRY (B.S.)
A minimum of 16 units with the following distribution:

Core requirements—9 units of Chemistry as follows:
CH 111, 112, 211, 212, 214, 313, 314, 400, 511.

Elective requirements—2 units of Chemistry chosen from the following:
CH 491, 492, 510, 514, 517, 518, 520, 591.

Senior Learning Community
The senior learning community in chemistry consists of the reflective tutorial (CH 400), a capstone course (CH 491 or higher), and a department approved non-credit research project, internship or completion of CH 400E after the junior year.

Cognate courses—5 units of Mathematics and Physics:
MA 121, 122, 223; PY 131, 132 or PY 141, 142.

American Chemical Society Certification
To obtain American Chemical Society (ACS) Certification in Chemistry, a student must take CH 510 and 517 for a total of 16 units minimum.

Certification requires participation in research, on or off-campus, which must culminate in a comprehensive research report. Students may participate in on-campus research with a faculty mentor by engaging in a summer research project or enrolling in CH491 or CH492, which would increase the total units to 17. A second semester of research is strongly recommended. Off-campus research, often performed during the summer, must be approved by the chemistry faculty.

The calculus-based physics sequence, PY 141, 142, is strongly recommended for ACS Certification.

REQUIREMENTS FOR A MAJOR IN CHEMISTRY, CONCENTRATION IN BIOCHEMISTRY (B.S.)
A minimum of 16 units with the following distribution as follows:

Core requirements—10 units of Chemistry as follows:
CH 111, 112, 211, 212, 214, 313, 314, 400, 517, 518.

Elective requirements—1 unit of Chemistry chosen from the following:
CH 491, 492, 510, 511, 520, 514, 591. The department strongly recommends CH 511 as the elective course for students interested in graduate school or bachelor’s level employment.

Senior Learning Community
The senior learning community in chemistry consists of the reflective tutorial (CH 400), a
CHEMISTRY, B.S.

capstone course (CH 491 or higher), and a non-credit research or internship experience (approved by the department) and completed after the junior year.

Cognate courses—5 units of Mathematics and Physics
MA 121, 122, 223; PY 131, 132 or PY 141, 142

REQUIREMENTS FOR A MAJOR IN CHEMISTRY, CONCENTRATION IN ENVIRONMENTAL CHEMISTRY (B.S.)
A minimum of 18 units with the following distribution as follows:

Core requirements—9 units of Chemistry as follows:
CH 111, 112, 211, 212, 214, 313, 314, 400, 511.

Elective requirements—2 units of Chemistry chosen from the following:
CH 517 or 540 or 591; 491 or 492. Research (CH491/492) must be conducted in environmental chemistry.

Senior Learning Community
The senior learning community in chemistry consists of the reflective tutorial (CH 400), a capstone course (CH 491 or higher), and a non-credit research or internship experience (approved by the department) and completed after the junior year.

Cognate courses—7 units of Mathematics, Physics and Biology
MA 121, 122, 223; PY 131, 132 or PY 141, 142; BI213, BI215

REQUIREMENTS FOR A MAJOR IN CHEMISTRY WITH A MINOR IN MATHEMATICS
16 or 18 units required for the chemistry major and any three additional courses in mathematics numbered 200 or higher.

REQUIREMENTS FOR A MINOR IN CHEMISTRY
A minimum of 6 units including courses chosen from:
CH 111, 112, 211, 212 and any 2 Chemistry courses beyond CH 212.

Courses used to calculate major index: all chemistry courses numbered 111 or higher.

For two-semester courses, the first semester is a prerequisite for the second semester.

Where the laboratory is a separate course, completion of or concurrent registration in the lecture part is required for enrollment in the laboratory course. Permission of the department chair is required for enrollment in the lecture without laboratory

COURSE DESCRIPTIONS
CH 101 Chemistry in the Environment and Society. The fundamental principles of chemistry are studied within the context of their applications to the environment, and other issues of society. The course is intended for students who are not majoring in a science, and may not be used as a prerequisite to major courses in the department. The course is not
CHEMISTRY, B.S.

open to students who have credit for CH 111. Offered fall semester.

CH 111, 112 General Chemistry I, II. Three hours of lecture and three hours of laboratory weekly in each course. A study of the basic theories and laws of chemistry and of the properties of the more common elements. These courses are intended for students majoring in one of the natural sciences. Prerequisite: CH 111 (for CH 112). CH 111 offered fall semester, 112 offered spring semester.*

CH 211, 212 Organic Chemistry I, II. Three hours of lecture and three hours of laboratory weekly in each course. A presentation of the fundamental principles of organic chemistry in which the mechanisms of organic reactions are stressed. The nomenclature, structure, synthesis, reactions, and properties of the principal classes of organic compounds are described. The fundamental principles of qualitative organic analysis are presented. Prerequisites: CH 111, 112, 211 (for CH 212). CH 211 offered fall semester, 212 offered spring semester.*

CH 214 Quantitative Analysis. Two hours of lecture and six hours of laboratory weekly. Basic principles of volumetric and gravimetric analysis. Introduction to potentiometry and voltammetry, spectroscopy, and solvent extraction. Prerequisites: CH 111, 112. Offered spring semester.*

CH 313, 314 Physical Chemistry I, II. Three hours of lecture and three hours of laboratory weekly in each course. The general principles governing the behavior of matter are investigated. Topics include the laws of thermodynamics, engines and refrigeration, gases, phase diagrams, chemical equilibrium, electrochemistry, fuel cells and batteries, kinetics, bonding theories, atomic structure and quantum mechanics, spectroscopy, and selected topics in solid state chemistry. The laboratory reflects the topics covered in class and includes techniques for calorimetry, optical microscopy, conductance, kinetics, spectroscopy, and dilatometry. Prerequisites: CH 211, 212, 214, 313 (for CH 314); PY 131, 132 or 141, 142; MA 122. CH 313 offered fall semester, 314 offered spring semester.*

CH 400 Reflective Tutorial. Presentation and discussion of current research topics in various areas of chemistry by staff, students, and visitors. Offered spring semester.

CH 400E Teaching and Research Experience for Seniors. Zero units. This course, open only to senior chemistry majors, is one of the experiential options available to students completing their senior learning community. Experiences are a combination of acting as lab assistant for a laboratory course and a research project leading to significant pedagogical contributions to the course, culminating in a written laboratory procedure, report, and possible publication. The student will work with a faculty mentor. At least 100 experiential hours are required for successful completion of the course. Offered fall and spring semesters. Prerequisite: approval of faculty mentor and a minimum grade of B in the course and lab under study. Cross-listed with PY 400E.

CH 490 Chemistry Research for Elementary School Teachers. Supervised research experience open only to dual majors in Childhood Education and Natural Science. Recommended for students in their junior or senior year. Four hours per week researching, designing, and possibly testing pedagogical tools that enhance teaching and learning of
CHEMISTRY, B.S.

chemical concepts required to be taught in elementary school by the New York State Department of Education. Prerequisite: CH 112. Offered as needed.

CH 491, 492 Research. This course is open to senior chemistry majors. The student will be assigned an original problem to work on throughout the two semesters and will submit a paper on the work. This work, which includes the use of chemical literature, will be performed under the supervision of one of the faculty members acting as senior RFT advisor. 491 offered fall semester, 492 offered spring semester.*

CH 510 Advanced Inorganic Chemistry and Synthesis. Three hours of lecture and three hours of laboratory weekly. A course in modern inorganic chemistry including theories of chemical bonding, coordination chemistry, organometallic chemistry, inorganic synthesis, and selected special topics. Prerequisite: CH 212. Offered spring semester of odd-numbered years.*

CH 511 Instrumental Analysis. Three hours of lecture and six hours of laboratory weekly. Lecture and laboratory experiments include atomic and molecular spectroscopy, electroanalytical techniques of voltammetry, coulometry, ion-specific electrodes, and separation techniques of gas and liquid chromatography. Prerequisite: CH 214. Offered fall semester.*

CH 517, 518 Biochemistry I, II. Three hours of lecture and three hours of laboratory weekly. An intensive course in the principles of biochemistry including the structure, biosynthesis, and metabolism of bio-macromolecules and their subunits. The laboratory will present the instrumentation and methodology currently used in biochemical analysis and research. Prerequisites: Organic Chemistry; CH 517 (for 518). CH 517 offered fall semester; 518 offered spring semester.*

CH 520 Medicinal Chemistry. Three hours of lecture weekly. A course in modern medicinal chemistry examining drug interaction with receptors, drug design and discovery, pharmacokinetics, pharmacodynamics, and formulation issues. The course will incorporate recent publications within the field to illustrate topics covered during the lecture. Prerequisite: CH 212. Offered spring semester of even-numbered years.

CH 540 Environmental Pollution and Health. (I) One unit with an optional laboratory. The course is offered under the Expanding Your Horizons program in spring semester with an experiential learning at overseas during the preceding winter break. A course addressing water and air pollution in developing countries with special focus to the emerging groundwater arsenic contamination in a number of countries. Faculty-led field visits to arsenic affected areas in Bangladesh or India are arranged as part of the course work. Course covers environmental sampling and analysis, household energy, indoor air pollution in rural households and its impact on child and mother health in developing nations. Prerequisites: permission of instructor; open to science and non-science majors. Offered spring semester. (Course fee to cover overseas trip is required)

CH 591 Special Topics. A course of varying content dealing with topics selected because of special interest in them and/or because they are not being covered in other courses. (Course fee, when applicable.) Offered as required: consult department chair.

CH 593 Independent Study. Supervised independent research projects developed by the
student, with faculty advisement. Restricted to advanced majors. Offered fall and spring semesters.
*A non-refundable laboratory fee is required.

DEACTIVATED COURSES

The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.

CH103 Color Science.
CH512 Environmental Analysis.
CH514 Nuclear and Radiochemistry.
CITY STUDIES

The City Studies minor offers students an interdisciplinary program which examines the economic, political, and cultural forces that have shaped the contemporary city. Given our location, New York City is a natural laboratory for the study of historical and global transformations of the urban landscape. Students will engage with issues such as transnational migration, public policy, labor, global finance, environmental sustainability and the arts. In developing their program of courses, students will be encouraged to study a range of Western and non-Western cities.

Field trips to New York and opportunities to travel to other American and foreign cities will allow students an intimate and hands-on approach to urban issues. This minor will prepare students for graduate work and careers in business, the social sciences, the environmental sciences, and the arts or the humanities.

REQUIREMENTS FOR A MINOR IN CITY STUDIES
A minimum of 5 units with the following distribution:

Foundation course – 1 unit: GOV 200: The Future of the City (D)

Electives – 4 units:
At least 1 unit must focus on non-American cities.
- One course in History.
- One course from the Arts (Art, Music or Theatre) or Literature (English or Modern Languages).

Two additional electives from the list of approved City Study courses from across the disciplines. This may include one course from the Expanding Your Horizons program, with the approval of the City Studies faculty.

Experiential component: This would include either significant field work in one of the courses, or if appropriate, the experiential learning in the student’s Senior Learning Community. Each student will decide how to meet this requirement in consultation with the Director of the Minor, based on their own unique coursework and interests.

List of courses for the Minor (based upon the Wagner College Undergraduate Bulletin, 2014-2016):

I. History: HI 225, 252, 288, 291, 297, 325, 347
II. Arts and Literature: AH 218, FR/EN 310 (I) (W), FR 230 (I), FR 352 (I), SP 352 (I), MU 209
III. Social Sciences: GOV 205, 313, SO 302, 331

Note: Several courses offered as English 110 have urban themes, and change from semester to semester; Several special topics courses on urban themes continue to be offered in the Arts, Humanities and Social Sciences, and they will be approved for the minor by the Advisory Committee on a case-by-case basis, following the procedure currently used by the Gender Studies Minor.
CITY STUDIES

STUDENT LEARNING OBJECTIVES:

- Analyze the economic, demographic and political workings of cities
- Demonstrate an historical understanding of the development of cities in a global context
- Articulate the role of the arts (art, music, theatre) and literature in representing and sustaining cities
- Acquire competence in negotiating urban environments

ADMINISTRATION OF THE MINOR:

The City Studies Minor will be housed in the History Department to begin with (and rotate to the Sociology and the Government & Politics Departments as appropriate) and supported by an Advisory Committee consisting of all members of the faculty teaching approved courses for the Minor.

All courses for the Minor must be approved by this Advisory Committee, as must all other matters pertaining to the ongoing oversight of the minor. For course approval, the syllabus should be circulated to the faculty members who teach in the minor who will comment on whether and why it should or should not be included. The committee will meet at least once a semester.
COMPUTER SCIENCE

REQUIREMENTS FOR A MAJOR IN COMPUTER SCIENCE (B.S.)
A minimum of 16 units with the following distribution:

Computer Science requirements—10 units:
CS 130 (or 132); 142; 251; 252; 325; 356; 351 or 352 or 353 or 422; 453 or 456 if not taken as
the senior capstone course.
Two additional courses must be chosen from Computer Science: CS 130 (or 132), 212, 343,
345, 350, 351, 352, 353, 422, 595.

Senior Learning Community—2 units
Senior Reflective Tutorial: CS 400.
Senior Capstone Course: CS 453 or CS 550.

Cognate requirements—4 units
MA 121, 122, 230, 232.

REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE
A minimum of 6 units in computer science courses including no more than two of the
following courses (CS 212, 352, 353, or 422) and no more than one introductory course (CS
106 or 107).

REQUIREMENTS FOR A MAJOR IN INFORMATION SYSTEMS (B.S.)
A minimum of 16 units with the following distribution:

Computer Science and Information Systems requirements – 8 units
CS 106 or 107; 130 or 132; 142; 251; 252.
IS 352 or 353; 453; 522.

Senior Learning Community – 2 units
Senior Reflective Tutorial: IS 400.
Senior Capstone Course: IS 453 or IS 550.

Cognates – 6 units
MA 108 and one of MA 121 or MA 124.
AC 101
EC 102
MG 201 and 411

REQUIREMENTS FOR A MINOR IN INFORMATION SYSTEMS
Five units in computer science/information systems as follows: CS 106, 130, 142; IS 522,
550. Additionally, two units in business administration, MG 201, MG 411. Suggested courses
of study, or tracks, are available for computer science majors who are interested in any of the
following areas: hardware design, software design, applied mathematics, or business
computing. A description of these tracks may be obtained directly from the student’s
advisor.
COMPUTER SCIENCE, B.S.

COURSE DESCRIPTIONS

CS 106 Computer Competency Fundamentals. One unit. All students must demonstrate computer literacy by a successful completion of this course or of a higher numbered computer science course, or by means of a test (obtaining a grade of C or better on either). This course examines the history of computers and their role in society and business. Fundamentals of PC operating systems, electronic mail processing, word processing, spreadsheets, database management, and internet. This is a course for non-computer science majors. Offered fall and spring semesters.*

CS 107 Computers: Fundamentals of Networking and Internet. One unit. This course focuses on the Internet, the world’s largest computer network. Topics include: basic principles of networking, Internet specifics, Internet browsers, remote computer usage — telnet, FTP, HTM language, and basics of JAVA programming. This is a course for non-computer science majors. Offered fall and spring semesters.*

CS 130 Introduction to Programming. One unit. 130 (or 132) and 142 constitute a two-semester sequence. Introduction to computer hardware, internal data representation, machine language, algorithms, and object-oriented and structured programming techniques. Basic control structures such as sequencing, branching and loops, as well as basic data structures such as integers, real numbers, characters, arrays and pointers are exemplified through various examples. Offered fall and spring semesters.*

CS 132 Object-Oriented Software Development for the World Wide Web. One unit. Design and analysis of programs with special emphasis on Object-Oriented Programming in a GUI environment. Classes and their relationships, object building, derivation, and inheritance are covered in depth using JAVA language. Class overloading, virtual functions, and polymorphic techniques are addressed as well. Incorporation of Applet programs written JAVA into Web applications are discussed in depth. This course involves several hands-on programming exercises. Offered spring and fall semesters.*

CS 142 Techniques of Programming. One unit. Continuation of 130 (or 132). Design and analysis of programs with special emphasis on Object-Oriented programming. Classes, functions, files and pointers are covered in depth. Topics such as information hiding, separate compilation, personal libraries and linking, as well as recursive techniques for control and data structures are discussed and implemented. Data encapsulation and information hiding are covered through various related projects that include using classes, their constructors and destructors. Class inheritance and derivations, class templates and overloading, virtual functions and polymorphisms are studied and examined through several hands-on projects. Prerequisite: CS 130 or 132. Offered spring semesters.*

CS 210 Internet and Database Research Techniques. One unit. Information management and research skills are essential for academic success. This course is designed to teach students basic computing skills as well as techniques for retrieving and evaluating information sources. Students will learn database management, networking, and internet skills while learning the fundamentals of the research process. Hands-on instruction will take place in the Horrmann Library Smart Lab. Upon successful completion of the course, designated students may apply to work in the library as Research Tutors to assist fellow students with research. Prerequisite: Successful completion of a Freshmen LC. Offered spring semester.
CS 212 Computer Graphics. One unit. Point and line drawing techniques, planar transformations, clipping, windowing, graphics packages, survey of graphics hardware, interactive graphics. Additional topics to be chosen from raster graphics, curves and surfaces, perspective, shading, hidden-surface elimination. Prerequisite: CS 142. Offered spring semester.*

CS 251 Data Structures. One unit. Arrays, stacks, queues, lists, trees, with applications to sorting and searching. Prerequisite: CS 142. Offered fall semester.*

CS 252 Assembler Language. One unit. Data representation, instruction type and format, branching, stacks, subroutines, procedures, assembling, linking, and macros. Prerequisite: CS 142. Offered spring semester.*


CS/IS 343 A Comparative Study of Contemporary Operating Systems. One unit. The material covered in the course will include in a comparative study, the features of UNIX, Windows® 2000, XP, Linux, and other current operating systems. Their respective environments and their accommodations of programming and networking related issues will be studied at length. Available file systems, tools, utilities, as well as debuggers and other supporting tools are discussed on a comparative basis. Prerequisite: CS 130 or 132. It is recommended that this course be completed in the sophomore or junior year.*

CS/IS 345 Database Systems. One unit. The material covered in the course will include: organization, storage, and retrieval of large bodies or relatively uniform or structured data, its physical storage, and useful data structure techniques for common database operations. The main part of the course covers the main models of data — the relational model, the network model, and the hierarchical model. Emphasis is on the relational model. Current Database Management Systems overview, as well as SQL Basics and Standards are covered as well. Prerequisite: CS 142. Offered fall semester.*

CS 350 Microcomputer Fundamentals. One unit. Elements of microcomputer hardware and software. Basic digital electronics, microprocessor architecture, assembler language programming, introduction to interfacing. Prerequisite: CS 252. Offered fall semester.*

CS 351 Computer Architecture. One unit. Transistor circuits, gating, sequential circuits, CPU architectures and microprogramming, arithmetic algorithms, interrupts and I/O, basic design of main memory, microprocessor technology, and software considerations. Prerequisites: CS 251, 252. Offered spring semester.*

CS/IS 352 Computer Networks, Network Programming and Distributed Applications. One unit. This course focuses on design and implementation of network-distributed systems. Topics include: basic principles of networking, network topology and protocols, client/server applications using state machines and communication protocol techniques, and network programming utilizing JAVA facilities (socket interface, IDL, and remote method invocations) security. Prerequisite: CS 142. Offered spring semester.*
COMPUTER SCIENCE, B.S.

CS/IS 353 Computer Networks, LAN and WAN Technologies and Techniques. One unit. This course will examine the issues facing Local and Wide Area Network designers and administrators. While some of the technologies will be explored, most time will be spent investigating the techniques necessary to make them work. Students will become familiar with real networks exhibiting the decisions and problems inherent in modern LANs and WANs. Prerequisite: CS 142. Offered fall semester.*

CS 356 Programming Languages. One unit. A survey of current programming languages including the ALGOL family, PL/I, ADA, SNOBOL, and LISP. A formal specification of languages using grammars is presented. An introduction to recursive-descent parsing is also given. Prerequisites: CS 251, 252, 325. Offered fall semester.*

CS/IS 397 Computer Science/Information Systems Experience. One unit. Internship at an approved computer science or information systems facility under the supervision of a faculty member. Prerequisite: permission of the department. Offered fall and spring semesters.

CS/IS 400 Senior Reflective Tutorial. One unit. Students complete a field experience at an approved computer science facility or they execute a theoretical research project. An undergraduate thesis is presented. Prerequisites: senior standing and permission of the department. Offered spring semesters (with CS/IS 453 or CS/IS 550, capstone course).

CS/IS 422 Database Programming and Connectivity. One unit. This course focuses on current database programming techniques and methodologies. Topics include: database management systems overview, SQL, Basics and Standards, relational database primer, database drivers features and availability, ODBC, JDBC, database connectivity application programming interface, interfacing databases by applications generating database queries in SQL, integrating the techniques of database programming and interfacing into the World Wide Web. Prerequisite: CS 142. Offered fall semester.*


CS 456 Compilers. One unit. Principles of design and implementation of modern compilers. Topics include lexical analysis, parsing, code generation, error detection and recovery, and optimization. Particular emphasis on LL and LR parsing and on automatic parser generators. Prerequisite: CS 325. Offered fall semester.*

CS 482 Numerical Analysis. One unit. Newton’s and other numerical methods, operators, finite differences, numerical integration, numerical solution of differential equations, and an introduction to computer arithmetic. Cross-listed with MA 482. Prerequisites: CS 130 and MA 122. Offered fall semester of odd-numbered years.

CS/IS 497 Computer Science/Information Systems Experience. Two units. Internship at an approved computer science or information systems facility under the supervision of a faculty member. Prerequisite: permission of the department. Offered fall and spring semesters.
CS/IS 550 Electronic Commerce. Capstone course. One unit. This course is designed to provide students with a broad overview of the electronic commerce environment and key issues involved in its implementation. Students are going to learn how to build the front-end, middleware, and backend components that drive electronic commerce. Offered spring semester.*

CS/IS 591 Special Topics. One unit. Topics selected according to student interest. This course will provide students with an opportunity to study a particular area related to computers that may not be provided in the regular offerings, or to continue their study beyond an existing course offering. Prerequisite: permission of the department. Offered periodically; consult department chair.

CS/IS 593 Independent Study. One unit. An opportunity for an advanced student to work independently, under the direction of a faculty member, on some topic not included in the regular offerings. Prerequisite: permission of the department.

CS/IS 595 Seminar. One unit. Attendance is required at every meeting; at least one paper must be presented by each student. This course may be repeated once for credit with permission of the department. Prerequisites: junior standing and permission of the department. Offered periodically; consult department chair.* A non-refundable laboratory fee is required.
CRIMINAL JUSTICE

(See Sociology)
CULTURAL COMPETENCY FOR ALLIED HEALTH

It is increasingly important for students pursuing careers in healthcare to understand and be able to navigate cultural difference. As such, Cultural Competency is now considered central to many advanced training programs including medical school and Doctor of Nursing Practice programs. This minor is specifically designed for students in allied health fields, particularly those in Wagner’s Nursing, Pre-Health, and Physician Assistant programs. It is thus designed to provide the needed background in cultural material and theory, while fulfilling many General Education requirements including both I and D requirements as well as 3 social sciences, and 2 to 3 humanities.

Requirements for the Cultural Competency for Allied Health Minor
A minimum of 6 units with the following distribution:

Core requirements:
AN 252, SO 301, and AN 240 or AN 202
2 sequential units of the same Modern Language

At least 1 elective from the following:
AN 101, AN 201, MDS 109, PH 202, PS 240, PS 241, SO 213

MDS 109 Health and Society. One unit. This course will examine the determinants of health and the implications of law and policy decisions as they relate to health and equity of access. The health care delivery system within the United States will be discussed with an emphasis on managed care and its impact on policy and access. Health traditions and cultures are also examined as they affect health beliefs, values and outcomes. Specific careers are examined, as well as technologies, financing, and future direction. Prevention goals of Healthy People 2020 will be utilized, with a special focus on health issues and concerns of the college cohort, as well as public health and threats, environmental issues/conflicts. Political action and the need for collaborative approach to effect positive outcomes are part of the discourse. Health is an important component of a liberal arts curriculum. Students will develop an understanding of health promotion practices of various consumer groups and learn to appreciate their voices, globally and within the local community. Offered fall semester.
ECONOMICS

REQUIREMENTS FOR A MAJOR IN ECONOMICS (B.A.)
Understanding the American and global economies has become a necessity in many areas of life. This major offers a comprehensive array of courses to provide that knowledge, and to expose students to differing analytical approaches and research methods used in economics, and their applications to real world problems. The senior economics internship and research course unites critical thinking with the application of economic analysis and data management in a career-oriented placement. The economics major provides a rigorous and practical liberal arts background for a wide range of academic, professional, public policy, and business careers.

A minimum of 12 units with the following distribution:

Foundation courses—5 units
EC 101, 102, and either 301 or 302; EC 415; MA 108.

Electives in Economics—4 units from the following:
EC 300, 301 or 302 (if not used as a foundation course), 304, 305, 306, 307, 310, 312, 313, 397, 411, 412, 414, 593.

Senior Learning Community—2 units
EC 400, 420.

Cognate—1 unit
MA 124.

REQUIREMENTS FOR A MINOR IN ECONOMICS
A minimum of 5 units in Economics, including EC 101, 102, and one or both of EC 301, 302.

COURSE DESCRIPTIONS
EC 101 Macroeconomics. One unit. The cycle of boom and bust, of bubble and crash remains a permanent fixture of industrial economies. For two hundred years these cycles have been superimposed on rising affluence in Western, and now more recently, in Asian economies. This course explores the causes of growth and cycles from the perspectives of different schools of thought. In particular, the roles of monetary, fiscal, and regulatory policies will be examined in the light of the historical and recent economic performance of the United States and other industrial economies. Offered fall and spring semesters.

EC 102 Microeconomics. One unit. How does the market coordinate the buying and selling decisions of millions of consumers and businesses? How is the myriad of goods and services produced, as well as the incomes generated to buy them? This course examines the relationships between consumers, firms, markets, and government from orthodox and heterodox perspectives. It develops the economic analysis to understand the market economy. Topics that will be covered include demand, elasticity, supply, production and cost, and market structure. The markets for and utilization of labor, land, and capital are also
examined. The role of government in securing the advantages of the market while mitigating its problems is also discussed. Offered fall and spring semesters.

**EC 291 Special Topics in Economics.** *One unit.* Faculty may offer, from time to time, more specialized topics of interest.

**EC 301 Intermediate Macroeconomics.** *One unit.* This course develops the economic theory underlying macroeconomic policy-making in the United States today. It considers competing theoretical perspectives including Post-Keynesian, Monetarist, and supply-side approaches and the debates on the role of government, taxation, and stabilization policy, the balanced budget and the national debt, and money and credit. The actual practice of fiscal and monetary policy is examined in the light of the influences of the international economy on the United States. Prerequisite: EC 101. Offered fall semesters.

**EC 302 Intermediate Microeconomics.** *One unit.* Microeconomic theory is applied extensively every day in a range of business, governmental and not-for-profit organizations in manufacturing and service production, healthcare, and transportation. This course elaborates on and applies the core economic principles developed in EC 102 to answer questions of allocation, organization, and pricing from orthodox and heterodox perspectives. Policy issues of anti-trust, environmental protection, and utility pricing are also explored. Prerequisite: EC 101 or 102. Offered spring semesters of odd numbered years.

**EC 304 International Finance.** *One unit.* This course will demythologize the worlds of foreign exchange markets, balance of payments, and international financial institutions such as the IMF, the World Bank, and their affiliates. It will take a historical approach to unveil some of the major conflicts that are currently unraveling the world monetary system. We will also discuss some possible directions for the future restructuring of the system. Prerequisite: EC 101 or 102. Offered fall semester.

**EC 305 International Trade.** *One unit.* This course will explore modern trade theory with a major emphasis on developing and using economic modeling to explain the rationale and direction of modern trade flows. A discussion of changes in current practices of commercial policy in the context of new information technology and geo-economic structures will be included as well as the new European Economic Community. Prerequisite: EC 101 or 102. Offered spring semester.

**EC 306 Economics of the Environment.** *One unit.* This course analyzes environmental issues from an economic perspective. It draws on both orthodox and alternative approaches to examine issues of sustainable development and policies to correct environmental pollution and maintain habitat and species. Issues covered will include global warming, acid rain, ozone depletion, habitat and species preservation, and the economics of recycling. Prerequisite: EC 101 or 102. Offered as required.

**EC 307 Health Economics.** *One Unit.* This course provides an overview of the health care sector and how to apply the principles of economics to analyze it. Specifically, the course will cover the demand for and supply of health care services, the structure of health insurance and its impact on social welfare, with an emphasis on the peculiarities of the health care market, the causes of market failures and the need for government intervention. The U.S. health care system will be compared to those of other countries and the current health
policy will be evaluated based on such criteria as efficiency and equity. Prerequisite: EC 101, 102 or permission of the instructor. Offered spring semester of even numbered years.

EC 310 Urban/Regional Economics. One unit. This course will explore how cities and regions form and function. A variety of models will be employed, ranging from Input-Output Analysis and Central-Place Theory to Shift/Share Analysis and the Tiebout Model. Particular attention will be paid to issues of economic development, community planning and welfare maximization. The interactions between these issues will be examined in light of the role of government planning and development, big-box retail expansion, land-use/zoning, and a number of other relevant topics. Prerequisites: Either EC 101 or 102.

EC 312 Economics of Genocide. One unit. The course will explore the ways in which genocide is a logical extension of economic discrimination. This includes, but will not be limited to, an investigation of the economic motivations behind the 20th centuries classic cases of genocide: the Aghet (Turkish genocide against the Armenians), the Holocaust, the Khmer Rouge, and the Hutu-power genocide. Examples of previous cases of genocide such as the nineteenth century attempt at the extermination of the indigenous American tribes will be brought in as appropriate. Prerequisite: EC 101 or 102. Offered fall semesters of even numbered years.

EC 313 Labor Economics and Industrial Relations. One unit. While executive compensation has soared and dot.com millionaires have proliferated, more than one in five American children grow up in poverty. Inequality in the United States is the highest it has been since the Gilded Age at the turn of the century. In this course we will examine why the rise of “winner-take-all” markets has coincided with falling incomes for the poor, and the roles of globalization, technology, family structure, immigration, and other factors in producing these outcomes. We will conclude the course by examining the history and role of unions, the practice of collective bargaining, and the legal framework for industrial relations in the U.S. Prerequisite: EC 101 or 102. Offered spring semesters of odd numbered years.

EC 397 Economics Internship. One unit. This is a faculty supervised work placement, of approximately 100 hours, in the field of economics. This internship will give students an in-depth experience of the application of economic analysis in business, public policy, or international contexts. Students will be required to submit written reports on their accomplishments, job performance, and the placement itself. Research and writing requirements will be coordinated with those of Economics 420. Prerequisites: EC 101, 102, and either 301 or 302; MA 108.

EC 400 Senior Reflective Tutorial. One unit. This course requires students to complete a major research paper based on empirical economic work. A senior thesis will be the 100-hour experiential component. Students will design and develop an empirical research project independently. This research project is geared to students applying to graduate school for a M.A. or PhD. in economics, a law degree or medical degree as well as students who wish to apply economics to urban planning, international affairs and other liberal arts or professional programs. It is in this senior tutorial that students will develop and refine skills in applied economics, such as data collection, manipulation, mining and data organization that are required for a major research paper. It will demand a high level of empirical data analysis, competence with at least two economic regression programs and familiarity with the standard presentation techniques both verbal and written in economics. The subject area of
the project is broad in order to accommodate various economic applications. The RFT will provide a forum for reflection, sharing and discussion of the research. The RFT will allow students to share their research and literature searches with the group. They will be required to orally present at several stages of their senior thesis to economists from Wagner College and at seminars in the greater New York area. Prerequisites: EC 101 and 102, MA 108, one of EC 301 or 302 and EC 415. Offered every spring semester.

EC 411 Industrial Organization and Public Policy: Big Business U.S.A. One unit. How corporations work, how they grow, and how production is carried on; includes a survey of the relationships among market structure, conduct, and performance in theory and practice. The concepts of concentration, centralization, product differentiation, conditions of entry productivity, and performance are studied. Emphasis is placed on a history of corporate development, interpretations of the social role of the corporation, and a review of the effects of antitrust law. Prerequisite: EC 101 or 102. Offered as required.

EC 412 Economic Geography. One unit. Economic geography studies the social, cultural and institutional factors in the spatial economy. Economic Geography is the study of agglomeration of the linkages between systems. These linkages include but are not limited to transportation, international trade, development and growth, real estate, ethnic economics, gendered economics, core-periphery theory, the environment and globalization. Prerequisites: EC 101 or 102 or permission of the instructor. Offered spring semesters of odd numbered years.

EC 414 Economics of Discrimination. (D) One unit. Large gaps in earnings and differences in patterns of employment by race, gender, and ethnicity place many women and racial and ethnic minorities near or in poverty. Educational opportunities, access to healthcare, legal services, credit and housing, and eligibility for government programs can also differ systematically for members of different groups. This course explores these differences through readings, film, research projects, and field trips. In this process we will examine debates on the roles of biology, family, culture, and economic opportunity in generating inequality. Topics such as affirmative action and comparable worth will be discussed. Prerequisite: EC 101 or 102. Offered spring semesters of even numbered years.

EC 415 Applied Econometrics. One unit. This course is an introduction to applied econometrics, the field of economics in which statistical tools are applied to test economic ideas, and in which data are summarized in ways that can inspire new ideas. The primary objective is to provide theoretical and practical foundations in carrying out econometric studies, with a focus on the applications of econometric techniques in economic analysis. Students will gain experience in using computers to analyze data sets and interpreting the findings of empirical results. Prerequisites: MA 108 and either EC 101 or 102.

EC 420 Economic Methodology and the History of Economic Thought. One unit. This is the capstone course for economic majors. The course is focused on refining and developing the students understanding of the evolution of economic thought and the philosophy (methodology) of economics. The research/critical thinking skills necessary to practice economics in the real world necessitate an exposure of students to issues in the evolution of economic thought and methodology. The goal is to develop not only methodological sensitivity to current economic/business problems but to integrate the evolution of economic ideas into their world view. The course will have an overview of historical methodology and trace the history of economic thought. This will function as a
platform for students to think critically not only about their research but economics in general as a social/historical construct. **Prerequisites:** EC 101, 102 and either EC 301 or 302; MA 108 and EC 415. To be taken in conjunction with EC 400. Offered every spring semester.

**EC 593 Independent Study.** One unit. An opportunity for the more advanced student to pursue an independent research project developed by the student and supervised by a departmental faculty member. The project must result in a research paper approved by the department chair and the supervising faculty member. **Prerequisite:** approval by the department chair.
The Education Department develops and nurtures professional educators through engaging coursework that incorporates the best, most compelling research on effective education and human development; applies that learning through rich field-based experiences in our partner schools; and practices continuing reflection to deepen understandings and improve skills. Our graduates are caring, curious, competent, committed, and community-active—individuals exhibiting the “5 C’s.” Students are prepared to think and work within an inclusive, constructivist and democratic paradigm. The Department is nationally accredited, with both undergraduate and graduate programs that adhere to the highest state and national standards. Detailed information about our program philosophy, processes, and learning outcomes is available on our website.

Candidates majoring in Wagner’s undergraduate teacher preparation programs receive qualifications for initial certification in both general Childhood Education and Students with Disabilities for grades 1-6. In addition, teacher candidates pursue a dual major in a liberal arts field from among our twelve state-approved programs, providing them with deep disciplinary understandings to inform their teaching. Candidates minoring in education qualify for a reduced-credit master’s degree in either Childhood/Students with Disabilities (1-6) or Adolescent/Students with Disabilities (7-12) education.

**Dual Major in Childhood Education/Students with Disabilities (1-6)**

**Degree:** B.A. or B.S. in a liberal arts or science discipline and Childhood Education/Students with Disabilities (grades 1–6).

**Dual majors:**
Candidates may choose one of the following 12 disciplines as the dual major with Childhood Education/Students with Disabilities. All dual majors receive Bachelor of Arts degrees except for Natural Science, which receives a Bachelor of Science degree. Specific course requirements for the liberal arts and science discipline can be found under these programs’ departments in the Bulletin.

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<td>English</td>
<td>Natural Sciences</td>
<td>Sociology/Anthropology</td>
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<td>French</td>
<td>Music</td>
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<td>History</td>
<td>Philosophy</td>
<td>Theatre/Speech</td>
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The education component of the dual major is the same for each of these 12 programs, as detailed below.

**Major declaration requirements:** Students must hold a GPA of at least 3.0 and have identified a dual major for which they qualify. Students are encouraged to declare the major by the first term of the sophomore year. Because dual majors require a significant number of specified courses, students interested in study abroad are particularly encouraged to
approach the Department for advisement as early in their freshman year as possible to plan a program that will maximize the application of study abroad credits towards the dual degree.

**Liberal Arts requirements:** In addition to dual major requirements, all candidates must complete the following with a minimum grade of C or better unless indicated otherwise:

- Two courses from each of the following disciplines: English, Social Science, Science (one with lab), Arts; all courses must be satisfied with a minimum grade of C.
- Math 119 (Finite Math, the second course in the math sequence), with a grade of B or better. Students may substitute a more advanced course for this requirement.
- Math 121 (Calculus I), Math 124 (Calculus for non-majors), or a departmentally-approved statistics course connected to the disciplinary major.
- Foreign language: Candidates must take at least one foreign language course with a minimum grade of C for State certification. Dual majors are strongly encouraged to pursue the equivalent of a concentration in a foreign language (4 courses), which will qualify candidates for future certification in Teaching English to Speakers of Other Languages (TESOL).

In preparation for student teaching, candidates complete a minimum of 165 clock-hours of professional field placements in educational settings distributed throughout Foundations of Education and Methods and Content courses. Field placements include 130 hours of required guided experiences directly connected to course content to ensure candidates have appropriate clinical experiences across a range of settings and 35 hours of professional experiences candidates may select from a menu of approved field placements. For current field placement options and requirements, see the Departmental website.

**Progression through the Program:** Teacher education candidates must meet standards for program progression before entering upper-level courses and again before student teaching. To be a candidate in good standing, candidates must meet all GPA targets for Education, the dual major, and additional coursework; must pass background checks through required fingerprinting processes; must demonstrate computer competencies; must have favorable reports from supervisors of fieldwork; and must meet program standards in all courses assessing dispositions, knowledge, and application of skills necessary for being an effective teacher. Before student teaching, candidates must have taken all State- and Program-required workshops and passed all State-required exams applicable to the certification fields, with the exception of edTPA, which is completed during student teaching.

**Certification:** Students must hold at minimum a 3.0 overall GPA and 3.0 in all education courses, meet all additional course requirements as outlined in the Bulletin, and receive at least a 3.0 in both student teaching classes to qualify for College recommendation for certification. In addition to coursework, students are required to meet all additional state requirements to be eligible for recommendation for certification. See the website for the most up-to-date information on current state requirements. Students are ineligible for recommendation for certification if the Department, the school, or the student teaching supervisor suggests the candidate be removed from the placement site.

**Foundations of Education**

ED 326 is a prerequisite for all coursework. ED 312 and ED 335 may be taken concurrently or in any sequence.

ED 326: Teaching and Learning for the Inclusive Setting  
1 unit
ED 312: Learning Environments for Students with Exceptionalities  1 unit  
ED 335: Educational Assessment and Evaluation  1 unit  

Methods and Content of Education  
All foundations courses must be completed with a 3.0 minimum GPA before enrolling in Methods and Content courses. In addition, students must be declared majors and have successfully completed the program’s entry process into the Teacher Preparation Program (TPP). Blocks may be taken in any order. Workshops must be complete before student teaching.  

Block 1  
ED 322: Instructional Technology in a Networked World (TC)  1 unit  
ED 406: Inclusive Methods I: Social Studies, PE, & Health  1 unit  
ED 414: Inclusive Methods II: Science, Math, Technology, & Arts  1 unit  

Block 2  
ED 425: Language Acquisition and Literary Development  1 unit  
ED 426: Language and Literacy for Diverse Children  1 unit  

Workshops (0 credits)  
ED 500 S.A.V.E Workshop  0 credits  
ED 501 Autism Workshop  0 credits  
ED 502 Child Abuse Workshop  0 credits  
ED 503 Anti-Bullying Workshop  0 credits  
ED 504 Classroom Management  0 credits  
ED 506  0 credits  

Clinical Experience  
Classes are taken concurrently in the senior year, fall or spring semester. Students must have successfully completed all Education coursework with a 3.0 minimum GPA and have completed student teaching entry processes.  
ED 550B: Student Teaching: Inclusive/Childhood-Grades 1-3  1 unit  
ED 560B: Student Teaching: Inclusive/Childhood-Grades 4-6  1 unit  
ED 580: School, Diversity & Society: Elementary Schools (D)  1 unit  

Undergraduate Minor in Childhood (1-6)  
or Secondary (7-12) Education  
The intent of the Minor in Educational Studies is to introduce students to the study and practice of education. Although the minor articulates to an accelerated master’s program in elementary or secondary education certification at Wagner College, many students also pursue a minor in education to build their knowledge about learning, teaching, and how organizations can promote human development.  

Accelerated Master’s Program  
Wagner students with a minor in educational studies are eligible to receive graduate credit for an articulated accelerated Master’s degree in Childhood Education or Adolescent Education. Upon completion of the masters program, students qualify for college recommendation for initial and professional New York State Certification in Childhood/Students with Disabilities.
Candidates wishing to pursue the accelerated masters program should meet early in their undergraduate careers, preferably by the sophomore year, for advisement on requirements for certification and, for secondary education, on specific coursework required for certification in the subject area. See the Graduate section of the Bulletin for more information.

Program Requirements
Candidates for the Education Studies minor must hold and maintain a 3.0 GPA overall and in their Education coursework. Candidates take 6 units, in the following order. With pre-approval of an advisor, students may request an elective in Education to substitute for one of the 300-level courses.

Candidates may simultaneously be dual majors in Childhood Education 1-6 and also minor in Secondary Education. If the candidate completes both the undergraduate program and the accelerated master’s program in secondary education, the result would be certification in 1-6 (both general education and Students with Disabilities) and in 7-12 (both in the content area and in Students with Disabilities).

Education minors participate in all professional field experiences in their coursework, with an additional field experiences linked to ED 322. Professional field experiences across the undergraduate and articulated graduate program ensure appropriate clinically-rich experiences for students who enter the accelerated master’s program.

Introductory Coursework
Prerequisite to all other coursework for both Childhood and Secondary minors:
ED 326: Teaching and Learning for the Inclusive Setting 1 unit

Taken either simultaneously or in any order:
ED 312: Learning Environments for Students with Exceptionalities 1 unit
ED 335: Educational Assessment and Evaluation 1 unit

Required before Adolescent or Childhood coursework:
ED 322: Instructional Technology in a Networked World 1 unit
ED 322L: Lab for Instructional Technology in a Networked World 1 unit

Minor Specialization
Childhood minors (1-6), to be taken as a block:
ED 425: Language Acquisition and Literary Development 1 unit
ED 426: Language and Literacy for Diverse Children 1 unit

Adolescent minors (7-12), to be taken simultaneously or in any order in the senior year:
ED 559: The Secondary Classroom in an Inclusive Setting 1 unit
ED 562: Content Area Reading and Writing 1 unit
EDUCATION, B.A./B.S.

UNDERGRADUATE COURSE DESCRIPTIONS

ED 210 Schools and Learning. One unit. This course provides an introduction to schools, teaching, and learning, offering opportunities to explore the complex worlds of teachers and students. Against a background of personal experiences, the class examines the roles teachers and students play and the dynamics of the classroom of the twenty-first century. Field experiences of up to 20 hours offer an opportunity to ground course learning in real-life settings. This course is an elective intended for any major. Offered fall and spring.

ED 312 Learning Environments for Students with Exceptionalities. One unit. This course focuses on the laws, policies, and principles for teaching individuals with different abilities and learning needs within appropriate placements in self-contained and inclusive settings. Using a framework of Universal Design for Learning, teacher candidates identify and analyze abilities and challenges related to specific exceptionalities, exploring evidence-based strategies for instruction, assessment, and assistive/adaptive technology use to ensure all students have access to meaningful, rigorous and standards-aligned educational experiences. Candidates engage Individualized Educational Plans and associated decision-making for inclusive and self-contained settings, with emphasis on teaming, cultural inclusion, and family involvement, and incorporating formative and summative assessment of academic and social progress of students with exceptionalities. Includes 30 hours of professional field experiences. Prerequisite: ED 326. Offered fall and spring.

ED 322 Instructional Technology in a Networked World (TC). One unit. This course provides experience with a range of technology applications within education, including deep practice in using technology to design instructional learning opportunities for general education students and students with exceptionalities. Teacher candidates gain proficiency using online software, social media, multimedia, and data management and presentation tools, developing a critical eye for assessing which tools are most likely to enhance students’ learning. In particular, teacher candidates design active inquiry learning experiences for K-12 students using media techniques that emphasize collaborative and supportive interactions. Prerequisites: ED 335 and ED 312 and status as an Education minor or dual major in good standing. Co-requisite: Dual majors co-enroll in ED 406 and ED 414. Offered fall and spring.

ED 322L Lab for ED 322. Zero units. This lab provides 25 hours of professional field experiences in the applications of technology in the classroom. It is required of education minors who are not also dual majors simultaneously enrolled in ED 406 and ED 414. Prerequisites: ED 335 and ED 312 and status as an education minor in good standing. Co-requisite: ED 322. Offered fall and spring.

ED 326 Teaching & Learning for the Inclusive Setting. One unit. This course explores foundational knowledge in the history and philosophy of education, theories of learning and motivation, and contemporary educational reform policies and contexts. Teacher candidates explore social and political forces that shape student learning and become familiar with the research around developmental milestones of children and adolescents. Throughout the course, candidates plan and implement instruction guided by leading theories of instruction and learning. Includes 20 hours of professional field experiences. Course fee: $115 to cover costs of fingerprinting needed for teacher preparation programs in New York City. Offered fall and spring.
EDUCATION, B.A./B.S.

ED 335 Educational Assessment and Evaluation. One unit. This course introduces teacher candidates to the elements of effective assessment and evaluation for general education students and students with exceptionalities. Topics include the history of standardized testing, accountability policy, and data-based instructional decision-making. Candidates gain understandings of the implications of national and international testing initiatives and the disadvantages of relying on single-measure, high-stakes tests. Applications of course content focus on how multiple forms of formative and summative assessment can support the needs of individual learners and how teachers can learn to inform instruction through analysis of assessment data. Includes 15 hours of professional field experiences. Prerequisite: ED 326. Offered fall and spring.

ED 403 Music for Elementary School Teachers. One unit. This course explores concepts, methods and materials used in the teaching of music in the elementary school. Required for Music/Education dual majors. Prerequisite: ED 326 or permission of advisor. Offered fall, even-numbered years.

ED 406 Inclusive Methods I: Social Studies, PE, & Health. One unit. This course provides teacher candidates with the knowledge and skills they need to effectively teach social studies, physical education, and health within diverse classrooms across a spectrum of abilities, particularly children with low-incidence exceptionalities, in the 1-6 setting. Candidates study State and professional association standards that support these disciplines (ACEI, NCSS, ISTE, AAHPERD, CEC, and New York State Learning Standards, including the Common Core) to plan, implement, and assess interdisciplinary inquiry-focused lessons designed to meet all students’ needs. Candidates create technology-enhanced, content-specific lessons that emphasize hands-on, constructivist-oriented practices. Includes 25 hours of professional field experiences. Prerequisites: ED 335 and ED 312 and status as an Education dual major in good standing. Co-requisites: ED 414 and ED 322. Offered fall and spring.

ED 414 Inclusive Methods II: Science, Math, Technology, and Arts. One unit. This course provides teacher candidates with the knowledge and skills they need to effectively teach mathematics, science, technology, and the fine arts within diverse classrooms across a spectrum of abilities, particularly children with high-incidence exceptionalities, in the 1-6 setting. Candidates study State and professional association standards that support these disciplines (ACEI, NCTM, NSTA, ISTE, NAEA, CEC, and New York State Learning Standards, including the Common Core) to plan, implement, and assess interdisciplinary inquiry-focused lessons designed to meet all students’ needs. Candidates create technology-enhanced, content-specific lessons that emphasize hands-on, constructivist-oriented practices. Includes 25 hours of professional field experiences. Prerequisites: ED 335 and ED 312 and status as an Education dual major in good standing. Co-requisites: ED 406 and ED 322. Offered fall and spring.

ED 425 Language Acquisition and Literacy Development. One unit. This course explores how language and literacy are acquired and developed for children across a wide spectrum of abilities. Candidates study literacy theories, features of emergent language acquisition, and effective strategies that strengthen literacy development through reading, listening, writing, and oral communication. Teacher candidates learn to use children’s literature, non-fiction informational texts, reading and writing workshops, and various literacy assessment tools. Using State and professional association standards that support English Language Arts learning (ACEI, IRA, CEC, and New York State Common Core
EDUCATION, B.A./B.S.

standards), candidates plan, implement, and assess the impact of interdisciplinary inquiry-focused lessons designed to meet all students’ ELA learning needs. Includes 25 hours of professional field experiences. Prerequisites: ED 335 and ED 312 and status as an Education minor or dual major in good standing. Co-requisite: ED 426. Offered fall and spring.

ED 426 Language and Literacy for Diverse Children. One unit. This course introduces teacher candidates to the ways in which linguistically and culturally diverse children across a wide spectrum of abilities acquire and develop language and literacy, whether in English or other native tongues. Particular attention is paid to second language acquisition, bilingual education, and effective curricular methods for assessing, developing, and reinforcing reading, writing, listening, and oral communication skills. Teacher candidates investigate language and literacy theories, literacy assessment methods, and effective literacy strategies for supporting the academic success of children from linguistically and culturally diverse backgrounds. Using State and professional association standards that support literacy development for diverse learners (TESOL, CEC, and New York State Common Core standards), candidates plan, implement, and assess the impact of interdisciplinary inquiry-focused lessons designed to provide effective interventions for students struggling with literacy development. Includes 25 hours of professional field experiences. Prerequisites: ED 335 and ED 312 and status as an Education minor or dual major in good standing. Co-requisite: ED 425. Offered fall and spring.

ED 500 S.A.V.E. Workshop. Zero units. The Safe Schools Against Violence in Education (S.A.V.E.) workshop is a state-mandated workshop training, required for all education students enrolled in certification programs regardless of their future certification intentions. Offered fall and spring.

ED 501 Autism Workshop. Zero units. The Autism workshop is a state-mandated workshop training, required for all education students enrolled in certification programs leading to students with disabilities certification, regardless of students’ future certification intentions. Prerequisite: ED 312. Offered fall and spring.

ED 502 Child Abuse Workshop. Zero units. The Child Abuse workshop is a state-mandated workshop training, required for all education students enrolled in initial certification programs regardless of their future certification intentions. Offered fall and spring.

ED 503 Anti-Bullying Workshop. Zero units. The Dignity for All Students Act (D.A.S.A.) workshop is a state-mandated workshop training in anti-bullying, required for all education students enrolled in certification programs regardless of their future certification intentions. Prerequisites: ED 335 and ED 312. Offered fall and spring.

ED 504 Classroom Management. Zero units. The Classroom Management workshop is a program-mandated workshop required for all education students enrolled in 1-6 certification programs regardless of their future certification intentions. Offered fall and spring.

ED 505 Professional Field Experiences Lab. Zero units. This lab is a co-requisite to education classes with pre-arranged field experiences. Hours for the Professional Field Experiences Labs vary by class and are published each term through linked Lab and coursework sections, as needed.
EDUCATION, B.A./B.S.

ED 550B Student Teaching: Inclusive/Childhood Grades 1-3. One unit. The teacher candidate’s preparation for teaching diverse children in grades 1-3 culminates in a full-time, seven week, 220-hour directed teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning, implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student’s college supervisor, accompanies the clinical experience. Either ED 550B or ED 560B must be in a special education context. Prerequisites: Completion of all 8 required Education courses and all required workshops (ED 500 through ED 504 and ED 506); status as a senior; status as an Education major in good standing, including a B average overall and a B minimum in all education courses; and passing scores on all State certification exams for Childhood/Special Education 1-6 except edTPA. Co-requisites: ED 560B, ED 580. Offered fall and spring.

ED 559 The Secondary Classroom in an Inclusive Setting. One unit. This course surveys a variety of general and special education topics about secondary schools, including historical and comparative contexts of schooling; socio-cultural influences on student learning; standards-based, professionally aligned curriculum design; content-specific pedagogy; authentic instruction and assessment; and differentiation within the high school context. Candidates develop constructivist instructional units and implement and assess lesson plans. The class explores models of secondary instruction such as tracking, integrated co-teaching, expeditionary, and vocational education. Includes 15 hours of professional field experiences. Prerequisite: ED 322; status as a senior; status as an Adolescent Education minor in good standing. Generally offered fall or spring; check with the Department for current cycle.

ED 560B Student Teaching: Inclusive/Childhood Grades 4-6. One unit. The teacher candidate’s preparation for teaching diverse children in grades 4-6 culminates in a full-time, seven week, 220-hour directed teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning, implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student’s college supervisor, accompanies the clinical experience. Either ED 550B or ED 560B must be in a special education context. Prerequisites: Completion of all 8 required Education courses and all required workshops (ED 500 through ED 504 and ED 506); status as a senior; status as an Education major in good standing, including a B average overall and a B minimum in all education courses; and passing scores on all State certification exams for Childhood/Special Education 1-6 except edTPA. Co-requisites: ED 550B, ED 580. Offered fall and spring.

ED 562 Content Area Reading and Writing. One unit. The course explores methods of teaching reading, writing, speaking, listening, and study skills in content area subjects in the secondary curriculum, with an emphasis on working with culturally and linguistically diverse students in inclusive settings. Candidates study the theory and practice of reading and
writing, questioning and discussion, vocabulary, study strategies, fiction, and non-fiction across the curriculum. Approaches include collaborative, individual, electronic, and visual instructional techniques to address the needs of diverse classrooms. Using State and professional association standards that support literacy development for diverse learners (TESOL, CEC, and New York State Common Core and subject area standards), candidates plan differentiated content area learning and assessments for students who are English speakers and English language learners and for those with special needs or interrupted formal education (SIFE). Includes 25 hours of professional field experience. Prerequisite: ED 322; status as a senior; status as an Adolescent Education minor in good standing. Offered spring and summer.

ED 580 School, Diversity & Society: Elementary Schools (D). One unit. This capstone course, which requires a comprehensive professional portfolio demonstrating effectiveness as an elementary school teacher, explores broad educational issues in light of current research and candidates’ student teaching experiences. Topics such as law, diversity, culturally-relevant pedagogy, educational history and reform, accountability, purposes of schooling, and the teaching profession undergird explorations of practice. Candidates assess their student teaching to improve their daily instructional practice and to become effective, transformational professionals. In particular, the course develops pre-service teachers’ ability to foster individual and group motivation; to use technology effectively; to communicate well with students, colleagues, parents, and community; and to ensure equitable, ethical treatment of students, with high expectations for all. Prerequisites: Completion of all 8 required Education courses and all required workshops (ED 500 through ED 504 and ED 506); status as a senior; status as an Education major in good standing, including a B average overall and a B minimum in all education courses; and passing scores on all State certification exams for Childhood/Special Education 1-6 except ed TPA. Co-requisites: ED 550B, ED 560B. Offered fall and spring.

ED 593 Independent Study. One unit. Supervised independent research projects developed by the student with faculty advisement. Restricted to advanced majors. Offered as needed.
English

Requirements for a Major in English (B.A.)
A minimum of 12 units with the following distribution:

Foundation courses (should be taken by the end of sophomore year)—
3 units as follows: EN 111, 211, 212.

Core British and American courses (should be taken by the end of junior year)—
3 units, one from each of the following groups:
Pre-1800 British or European literature course from the following: EN 302, 303, 304, 327, 355.
Post-1800 British literature course from the following: EN 206, 224, 225, 311, 313, 314.
American literature course from the following: EN 226, 227, 228, 315, 317, 318, 319, 332, 342, 348.

Elective courses (prerequisite of English 212 or permission of instructor)
3 units from among EN 203, 213, 229, 291, 310, 323, 326, 343, 344, 346, 347, 351, 354, 593.

Please note: Additional core courses beyond the required three may be counted as electives.

A maximum of one course from either of the following two categories may be counted as an elective:
1. Courses devoted primarily to film (designated “F”): EN 230, 356, 357 and EN 291 or 593 (when they focus primarily on film).
2. Courses devoted primarily to writing rather than literature: EN 280, EN 329, JR 011, JR 261, JR 321, JR 363, JR366, JR368, JR370, JR372, JR373, JR376, and EN or JR 291 or 593 (when they focus primarily on writing).

Upper Level Required courses—3 units:
EN 330 Shakespeare Survey (should be taken by the end of junior year)
EN 400 Senior Reflective Tutorial
EN 425 Senior Seminar

Only English courses in which a student earns a grade of C- or higher will count toward the
English major. Although the study of a foreign language is not required, students majoring in
English are strongly urged to undertake such a study.

Note that EN 012, 101 and 110 do not count toward the English major, minor or the
dual major.

Requirements For A Dual Major in English and Childhood Education
(B.A)
For the Education component of the dual major please consult the Education section. The
English component of the dual major consists of a total of 11 units with the following
distribution:
Foundation courses (should be taken by the end of sophomore year)—3 units:
EN 111, 211, 212

Core British and American Courses (should be taken by the end of junior year)—3 units:
Pre-1800 British or European literature course (see list above in the English major)
Post-1800 British literature course (see listing above in the English major)
American literature course (see listing above in the English major)

Elective courses—4 units
See listing above in the English major

Required course:
EN 330 Shakespeare Survey

One of the core or elective courses must be an intercultural course (designated by “I”).

As with the regular English major, additional core courses beyond the required three may be counted as electives.

A maximum of one course from either of the following two categories may be counted as an elective:
1. Courses devoted primarily to film (see listing above in the English major)
2. Courses devoted primarily to writing rather than literature (see listing above in the English major)

Only courses in which the student earns a grade of C- or higher will count toward the English portion of the dual program.

Note: English majors who minor in secondary education qualify for an accelerated master’s degree leading to teacher certification. See the Education Department in the Graduate section of the Bulletin for more information.

Requirements for a Minor in English
A minimum of 5 units, including one foundation course (EN 111 or 211 or 212), one core British or American course, and three electives.

Requirements for a Minor in Journalism
A minimum of 6 units, including JR 011 (which must be taken twice), JR 261, the two-unit internship in journalism (JR 397 One unit and 497 two units), and two electives.

Requirements for a Minor in Comparative Literature
Comparative Literature addresses literary study from an international perspective. This approach to literature advances the idea that the study of literature is enhanced by knowledge of surrounding texts, languages, and cultures, and thus Comparative Literature emphasizes intersections between literature and global cultural, philosophical, and linguistic contexts. The minor is comprised of 5 courses: 1 core course, EN229: Introduction to Comparative Literature (EN 212 may be substituted if necessary), and 2 courses from 2 of
the following areas: 300-level English courses, 200-300-level French, Spanish, or Italian courses. At least one course must be conducted in French, Spanish or Italian.

English Composition Requirement
The first writing requirement is met by successful completion of the First Year RFT (Reflective Tutorial). A student who fails the writing component of the RFT must take EN 101 (College English) as the equivalent course in the spring semester following the failure. Upon successful completion of EN 101, the “F” earned in the RFT will become an “F/R” and will not count toward the cumulative GPA. The student must pass EN 101 before enrolling in the next writing-intensive course (designated as “W”).

COURSE DESCRIPTIONS

Note that EN 012, 101 and 110 do not count toward the English major, minor or the dual major.

EN 012 Foundations in Writing. Zero Units. A foundation course in basic college-level writing skills to assist selected students in meeting the requirements of the first-year program RFT. Offered fall semesters.

EN 101 College English. One unit. An introduction to the writing process and to the requirements of college writing. This course is only to be used to make up for a student’s failure of the First Year RFT writing component. Offered spring semester.

EN 110 Introduction to Literature. (W) One unit. A study of a variety of literary works on a topic chosen by the instructor. Sections of the course taken as part of a First Year learning community may not be used to fulfill the writing-intensive course requirement. Offered fall and spring semesters.

EN 111 World Literature. (W)(I) One unit. An introductory course covering fiction from English-speaking countries other than the U.S. and Great Britain such as Canada, India, and South Africa and writing in translation from such areas as Africa, Asia, Europe, and Latin America. The course will focus on a specific theme. Sections of the course taken as part of a First Year learning community may not be used to fulfill the writing-intensive course requirement. The course is part of the foundation of the English major and should be taken by the end of the sophomore year. Offered fall and spring semesters.

EN 203 The Spiritual Quest in Literature. One unit. An examination of some major pieces of literature, which draw heavily upon religious themes and concepts for their content. How, for example, do fictional works deal with the issues of guilt, punishment, faith, and the quest for salvation? What is salvation? How, also, are God and Christ conceived in contemporary fiction? Cross-listed w/RE 203. Prerequisite: EN 212 or permission of instructor. Offered fall semester.

EN 205 Crime and Violence in 18th Century British Literature. (W) One unit. Crime and violence are prevalent features of 18th century English literature, reflecting the sensational crime stories in the newspapers of the day. This course explores criminal and violent behavior in works by authors that may include Defoe, Pope, Swift, Fielding, and Johnson. We will pay special attention to the intersection between class, gender, colonialism and crime
and violence. We will also read selections from factual crime narratives in 18th-century media sources and commentaries on the punishment of crime. Offered as needed.

EN 206 Romantic Poetry, Revolution, the Slave Trade and Women’s Rights. (W) One unit. The fear of revolutionary ideas spreading from France to England, the growing opposition to slavery and the slave-trade, and increasing calls for the redefinition of women’s rights all help to create the social and political contexts for English literature written between 1780 and 1830. Poets of the period respond to these issues and to questions about the workings of the human mind, the power of the imagination and the relationship between people and nature. We will explore these concerns as we study the works of Wordsworth, Coleridge, Shelley, Keats and others. Not open to students who have taken EN 306. Offered fall semesters of odd years.

EN 211 British Literature Survey. (W) One unit. A reading of major works from the Middle Ages to the twentieth century with a focus on their historical context. Readings will be selected from such authors as Chaucer, Shakespeare, Donne, Milton, Pope, Keats, Austen, Conrad, Eliot, Joyce, and Woolf. The course is part of the foundation of the English major and should be taken by the end of the sophomore year. Offered spring semester.

EN 212 Introduction to Literary Analysis and Theory. (W) One unit. This course is an introduction to the conventions of literature and to a variety of theoretical approaches to it (psychoanalytic, structuralist, Marxist, feminist, etc.). Readings will include poetry, fiction (the works of authors such as Nicolai Gogol, Salman Rushdie and Nicola Griffith), and various critical articles and introductory readings on theory. Students will learn the research tools necessary to locate and evaluate literary critical sources. Writing assignments will require the integration of literary interpretation, critical ideas, and theoretical approaches. The course is part of the foundation of the English major and should be taken by the end of the sophomore year. Offered fall and spring semester.

EN 213 Hispanic Literature in English Translation. (W)(I) One unit. This is a course in English designed to introduce several masterworks of the Spanish and Latin American literary traditions to students who may or may not be ready to read the texts in the original language. Readings include selections from early peninsular works, such as El Cid and the Quixote, pre-Columbian texts, such as the Popul-Vul, poetry from colonial Mexico’s Sor Juana and, finally, contemporary works from both Latin America (Borges, Cortázar, Allende) and Spain (Matute, García Lorca, Arrabal). (Cross-listed as SP 213.) Prerequisite: EN 212 or permission of instructor. Offered spring semester.

EN 224 Orphans, Poverty and Scandal in 19th Century British Literature. (W) One unit. The plight of orphans such as Dickens’s Oliver Twist, the poverty that drives flawed decision-making for Braddon’s Lady Audley and the fear of scandal that haunts many of Sherlock Holmes’s clients are examples of the issues we will study in this course. The tension between a rapidly changing society and tradition and social conventions wreaks havoc for Victorian characters. Expanding views of women’s rights, the pressure of maintaining a vast empire and the influence of increasing industrialization all challenged the familiar and comfortable ideas of nineteenth-century English people. Not open to students who have taken EN 309 or EN 324. Offered spring semesters of odd-numbered years.
EN225 Ghosts, Vampires and Civilization in English Gothic Fiction. (W) One unit. This course focuses on the English novel as it evolves from the 18th century through the end of the 19th century. The gothic tradition that begins with Walpole's *The Castle of Otranto* includes explorations of the supernatural, human emotions, family psychology and dysfunction, gender, social norms and their violation, and monstrosity. We will discuss such texts as Charlotte Brontë's *Jane Eyre*, Charles Dickens's *A Christmas Carol*, Sheridan LeFanu's *Carmilla*, Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde* and Bram Stoker's *Dracula*. Offered as required.

EN 229 Introduction to Comparative Literature. (W) (I) One unit. This course introduces students to Comparative Literature as a discipline. Students will examine different methods of comparative study, including the comparison of different national literatures, different regional literatures, and literatures written in different languages. The course is structured around a series of essays taken from the groundbreaking study *Comparative Literature in the Age of Multiculturalism*, which are paired with a series of literary texts. Offered as required.

EN 230 Introduction to Film. (W)(F) One unit. This is a fundamental film course which should create good critical viewers with a basic knowledge of film form, concepts, and terminology. On a practical level, students will be applying what they’ve learned to film and video of all kinds. Students will also learn basic film history, including the cultural role of international cinematic trends. Equally importantly, students will learn how to identify and disarm the covert political and social assumptions in which films immerse audiences. The amount and level of reading as well as writing standards will be high. Two short papers, a research paper, and class presentations will be required, as well as a mid-term and final exam. Offered as required.

EN280 Writing Intensive Tutoring. (W) This course prepares Writing Intensive Tutors (WITs) to work in the College's Writing Center. The class will review the theories, philosophies and pedagogies on the teaching of writing. Students will then apply what they have learned in a 15 week practicum in the Writing Center. (This course is restricted to selected students.) Students will be eligible for, but are not guaranteed employment in the Writing Center. Offered spring semesters for 1 or 0 units.

EN 291 Special Topics. (W) One unit. A course dealing with literary topics not covered in the standard courses of the department; its content will be determined by the instructor. Sections of the course taken as part of a First Year learning community may not be used to fulfill the writing-intensive course requirement. Prerequisite: EN 212 or permission of instructor. Offered as required.

EN 302 Medieval Literature. (W) One unit. The Middle Ages in England was a period of great social change. Labor unrest and the prosperity of the new middle class shook the confidence in society's neat class division into three estates—clergy, aristocracy, and commons. The flagrant corruption of the clergy undermined the spiritual authority of the Church. A new assertiveness on the part of women challenged stereotyped views of them as either sinful daughters of Eve or exalted courtly ladies. We will read works that explore these issues such as *Sir Gawain and the Green Light*, Langland's *Piers Plowman*, and Chaucer's *Troilus and Criseyde*, as well as love lyrics and biblical drama. Offered as required.
EN 303 Chaucer: A Study of Chaucer’s Canterbury Tales. (W) One unit. Geoffrey Chaucer is one of the greatest humorists in English literature. From his perspective as a middle class man rubbing shoulders with the aristocratic employers at the Royal Court, he saw the foibles of all the social classes in the rapidly changing England of the fourteenth century. We will read a selection of his Canterbury Tales told by such pilgrims as the Pardoner and the Wife of Bath, which take the form of sermon to confession, romance, and bawdy tale, to name just a few. Offered fall semester of even-numbered years.

EN 304 Early Modern Literature. (W) One unit. A study of the non-dramatic literature of the English Renaissance and Restoration periods, with emphasis on discoveries in language, genre, nationality, and the identity of the self. Offered spring semester of odd-numbered years.

EN 310 Literature in Turn-of-the-Century Paris, Vienna, Berlin, and Barcelona. (W)(I) One unit. A detailed reading of some of the major literary works written in fin-de-siècle Paris, Vienna, Berlin, and Barcelona. Along with readings by authors such as Marcel Proust, Colette, Thomas Mann, Rainer-Maria Rilke, and Arthur Rimbaud, this class also addresses the rise of psychoanalysis, the exploration of sexuality, and café culture. Students will visit the Metropolitan Museum of Art and attend a concert at Carnegie Hall. Prerequisite: EN 212 or permission of instructor. Offered spring semester of odd-numbered years.

EN 311 Modern English and Irish Literature. (W) One unit. As Virginia Woolf put it, “On or about December 1910, human nature changed.” New forms of artistic expression, along with the height and decline of the British Empire in the first decades of the 20th century, had a profound impact on writers. We will examine this tumultuous period through the works of such English and Irish modernist writers as Yeats, Joyce, Forster, and Woolf, as well as looking at the transnational nature of modernism in works by Conrad, Rhys, and Mansfield. Offered spring semester of odd-numbered years.

EN 314 Postcolonial Literature. (W)(I) One unit. The term “postcolonial” generally refers to the interactions between the European nations and the societies they colonized both during the period of colonization and after independence. In this course, we will examine the relationship between the “post” and the “colonial” as part of our project of understanding literature by African and Caribbean authors in particular. We will thus study issues central to postcolonial theory--such as power, race, gender, and the status of the nation—as well as the formation of African and Indian Diasporic discourses as a particular response against colonialism. Last but not least, we will discuss the ways in which the current phenomenon of globalization is inflected by the post/colonial histories we have covered during the semester. Offered spring semester of even-numbered years.

EN 315 African-American Literature. (W)(D) One unit. An examination of the African-American literary tradition, as represented by selected central works of fiction and biography. Major poets of the century will also be considered. The course will observe the continuum from the oral tradition of spirituals and field hollers, dating from the days of slavery and Reconstruction, through the blues/jazz roots of, and influence upon, contemporary African-American writing. Recent efforts by black scholars and literary critics to establish a ‘canon’ of African-American writing will be considered. Offered spring semester of odd-numbered years.
EN 323 Science Fiction. (W) One unit. We will study science fiction from the nineteenth century to the present. Science fiction as social critique will be a focal point of the course. Issues that science fiction works address include crises of self-definition, the interplay between technologies and the humans who create and use them, the fear, anticipation and acceptance/rejection of the alien, the future of society’s institutions (from government to religion) and the links between progress, humanity and the natural environment. Reading for the course may include works by H.G. Wells, Isaac Asimov, Philip K. Dick, Ursula K. Le Guin, Nicola Griffith, Octavia Butler and Orson Scott Card. There will also be significant critical reading in this course. Prerequisite: EN 212 or permission of instructor. Offered spring semesters of odd years.

EN 327 Advanced Drama: Renaissance and Modern. (W) One unit. Drama, one of the most powerful of artistic experiences, reaches its height in the late English Renaissance and again in the late twentieth century. This course will look first at some of the most compelling of Renaissance non-Shakespearian plays and then at some of the experimentation that has made contemporary drama particularly fascinating. Among the authors we may study from the Renaissance are Kyd, Webster, Middleton, Behn, and perhaps Polwhele. The playwrights of today may include Beckett, Hansberry, Soyinka, Puig, and Wilson. Offered spring semester of even-numbered years.

EN 329 Creative Writing. (W) One unit. Designed for students who have demonstrated superior ability in one of the forms of composition. Considerable practice will be afforded in the writing of the short story and/or poetry. Offered as required.

EN 330 Shakespeare Survey. (W) One unit. A study of selected plays representative of Shakespeare’s career as a dramatist. The course is required of the English major and should be taken by the end of the junior year. Prerequisite: EN 212 or permission of instructor. Offered fall semester.

EN 342 “Growin’ Up in Dixie.” (W) (D) One unit. What’s it like to be young and growing up in the land of cotton and kudzu, debutantes and rednecks, coon dogs and bass boats, instant grits and barbecue? Find out how a culture that created jambalaya, catfish pie and Elvis could also produce Strom Thurmond and the Klan. Readings will include well-known major Southern authors such as William Faulkner, Alice Walker, and Flannery O’Connor, as well as some very droll present-day writers such as Barry Hannah and Ellen Gilchrist. Offered spring semester.

EN 347 The Study of Fairy Tales. (W)(I) One unit. We will focus on some traditional European tales, some Asian versions of tales, as well as critical reading and some more modern versions of the stories. Various authors’ renderings of “Beauty and the Beast,” “Cinderella,” and “Bluebeard” are a few of the tales we will take up. Angela Carter’s versions of some of these tales as well as Maguire’s Wicked and Emma Donoghue’s Kissing the Witch may be among the twentieth-century texts we read. All writing assignments for the course involve the use of theoretical approaches. Prerequisite: EN 212 or permission of instructor. Offered spring semester of even-numbered years.

EN 348 Southern Women Writers. (W)(D) One unit. This course explores the work of important American writers from the South, including Eudora Welty, Flannery O’Connor, Katherine Anne Porter, Kaye Gibbons, Doris Betts, Ellen Gilchrist, Carson McCullers, Elizabeth Spencer, Dorothy Allison and Alice Walker. Their regional perspectives—on love 178
and loyalty, independence and work, race and family—underpin a unique sense of place and a rootedness in tradition that permeates their work. Offered fall semester.

EN 351 French Women Writers in Translation. (W)(I) One unit. This course explores women’s writing from the unique literary and cultural perspectives of French-speaking society. Readings include such authors as Madame de Sevigne, George Sand, Simone de Beauvoir, Colette, Nathalie Sarraute, and Marguerite Duras. The course also includes writings by francophone West African, Caribbean, and Canadian authors. Cross-listed w/FR 351. Prerequisite: EN 212 or permission of instructor. Offered spring semester of even-numbered years.

EN 355 Sex and Gender in Medieval French Literature. (W)(I) One unit. Medieval France saw a new flowering of interest in romantic love, but also a new imposition of control over sexual behavior by the Church. As a result there was an explosion of literature both celebrating and condemning a wide variety erotic attitudes and practices, composed by churchmen, noblemen, and the few women who achieved the education and authority to write. We will read troubadour love lyrics, Arthurian romances, poems debating the merits of same-sex love, and selections from Christine de Pizan, widely considered to be Europe’s first feminist. All texts, whether written in French or Latin, will be read in English translation. Cross-listed w/FR 355. Offered spring semester of even-numbered years.

EN 356 French Cinema: Retrogrades, Rebels, and Realists. (I)(F) One unit. This course introduces students to the major developments in the history of French cinema. The course aims to develop students’ skills of analysis and interpretation in order to enable them to read and appreciate film as an art form. The course is divided into three parts which present the three principal moments of French cinematic history: the films of Poetic Realism from the 1920s and 1930s; the films of the New Wave from the 1950s and 1960s, and fin-de-siècle films of the 1980s and 1990s. Film-viewings are supplemented by the study of film theory. Taught in English. Cross-listed w/FR 356. Offered fall semester.

EN 357 Italian Cinema. (W)(I)(F) One unit. Italian cinema provides a fascinating portrait of Italy in the 20th century, chronicling such phenomena as the rise of fascism, the tensions between North and South, and the changing role of women. In addition, it has exhibited impressive narrative and technical innovation, which have been influential on American filmmakers. Directors such as Federico Fellini, Vittorio De Sica, Luchino Visconti, and Sergio Leone will be studied. Cross-listed w/IT 357. Prerequisite: EN 212 or permission of instructor. Offered as required.

EN 360 African Literature. (W) One Unit. The course will examine 20th and 21st century literature written by Africans, mostly in the postcolonial period. We will look at such issues as the role and function of literature in Africa, the relationship between literature, history and politics on this continent, and the always topical question of the relationships between African culture and the West. Whilst this course looks at celebrations of African culture through such movements as Négritude, there will also be some focus on the inevitable topics of war, famine and genocide. Readings are taken from across Anglophone, Francophone and Lusophone Africa, and may include works by Chimamanda Ngozi Adichie, J.M. Coetzee, Albert Camus, Cheikh Hamidou Kane, Ken Bugul, Boubacar Boris Diop, Buchi Emecheta, Ngugi Wa’Thiongo, and Amilcar CabrIL. Prerequisite: EN 212. Offered fall semesters of even-numbered years.
EN 397 Internship. **One unit.** Part-time experience in an off-campus internship working under a site supervisor and with the approval of a faculty mentor. 105 hours required as well as a daily log and journal. The internship does not count toward the English major, dual program with Education or the English minor. **Prerequisite:** Junior standing in the English major. **Offered as needed.**

EN 400 Senior Reflective Tutorial **One unit.** This course, taken in conjunction with EN 425, combines theory and practice. It presents selected literary theories that pertain to the texts studied in the senior seminar, at the same time that it provides a structure and vocabulary for analyzing the experiential component of the course, whether that takes the form of an internship or research paper. **Prerequisites:** Senior standing in the English major and successful (C- or higher) performance in EN 212. **Offered spring semester.**

EN 425 Senior Seminar **One unit.** This course is a culminating experience for the senior English major. The advanced level will permit an intensive study of the subject, and the seminar format will permit active student participation. Topics may include an author, genre, or the relationship between the study of literature and another discipline. **Prerequisites:** Senior standing in the English major and successful (C- or higher) performance in EN 212. **Offered spring semester.**

EN 497 Internship. **Two units.** Part-time experience in an off-campus internship working under a site supervisor and with the approval of a faculty mentor. 210 hours required as well as a daily log and journal. The internship does not count toward the English major, dual program with Education or the English minor. **Prerequisite:** Junior standing in the English major. **Offered as needed.**

EN 593 Independent Study. **One unit.** Supervised independent research projects developed by the student with a faculty mentor. Restricted to advanced English majors. Students planning to write a thesis for the honors program or departmental honors in English should register for EN 593 for the fall semester of their senior year. **Prerequisite:** EN 212 or permission of instructor. **Offered fall and spring semesters.**

Journalism Courses

JR 011 Intern Program: Wagnerian. **One-half unit.** Intensive participation in the student newspaper in both its print and online forms. Students will complete articles, take photos, shoot videos and design pages assigned by the instructor, who will grade them. Required of students who minor in Journalism and recommended for students interested in writing for the *Wagnerian*. May be repeated. **Prerequisite:** completion of first year RFT. **Offered fall and spring semesters.**

JR 261 Introduction to Journalism. (W) **One unit.** An introduction to newspaper and magazine writing, including news, feature articles, and editorials. **Offered fall and spring semester.**

JR 363 News Design and Editing. (W) **One unit.** An introduction to design and editing, which work in tandem in the newsroom. In the editing segment, students learn copyediting, Associated Press style, headline and caption writing, newsgathering techniques, budgeting and story assigning. They develop news judgment and leadership skills. In the design
segment, the history of design, the elements of design, typography, photography and the current and evolving trends in new media are explored. Students receive training in Mac design and learn how to successfully assemble a newspaper or magazine page. Prerequisite: JR 261 or permission of the instructor. Offered spring of even-numbered years.

JR 366 Feature Writing. (W) One unit. Preparation for successful writing for both newspapers and magazines. Extensive classroom editorial sessions. Attention to techniques of style, organization, lead writing, use of quotes and attribution, ethical questions, generating article ideas, and surveying contemporary magazine outlets. Emphasis on covering trends in the arts, politics, popular culture, and social issues. Human interest stories, interviews, profiles, in-depth investigative, and how-to articles also explored, according to the student’s interests. Attention to proposals and correspondence with editors, and identifying marketing of final copy. Prerequisite: JR 261 or permission of instructor. Offered spring semester of even-numbered years.

JR 368 Reviewing. (W) One unit. The art and craft of reviewing theatre, dance, recordings and concerts, restaurants and cuisine, television and film, new books and magazines, exhibits, and a variety of culture events. The course will focus on freelance techniques for devising story ideas, researching publications, proposing story ideas to editors, writing letters of inquiry, and completing assignments. Students will contribute articles to the Wagnerian. Prerequisite: JR 261 or permission of instructor. Offered spring semester of odd-numbered years.

JR 372 Journalism and Public Relations. (W) One unit. An exploration of the codependent relationship between these two fields. Students will learn how news people rely on PR people for story ideas and information, and how PR people rely on news people to bring credibility and success to their concepts. They will learn how to market an idea creatively, prepare press releases from press kits, and deal with reporters and editors from the PR angle. They will also learn how to identify and develop a story idea from a press release, and become proficient in handling “rewrites.” Prerequisite: JR 261 or permission of the instructor. Offered fall semester of odd-numbered years.

JR 373 Ethics in Journalism: The National Enquirer to the New York Times. (W) One unit. Newspaper editors make tough calls every day, based on a professional code of ethics that differs from newspaper to newspaper. What’s un-publishable for one is front-page news for another. This course explores ethical issues including sensationalism, libel and slander, the right to privacy, conflicts of interest, and the blurring line between journalism and entertainment. Prerequisite: JR 261 or permission of instructor. Offered spring semester of odd-numbered years.

JR 376 History of Journalism. (W) One unit. This course traces journalism from the primitive days of wooden type, invented by the Chinese, to the implications of Gutenberg’s invention of the printing press and the computerized complexities of the field today. Students will read articles by some of America’s earliest reporters (Ben Franklin, Thomas Jefferson, Edgar Allan Poe) and study how writing styles, topics, and newspaper design have changed through the centuries. A collection of old newspapers will be used to illustrate the changes. Prerequisite: JR 261 or permission of the instructor. Offered as required.
**ENGLISH, B.A.**

**JR 397 Internship in Journalism.** *One unit.* Part-time, on-the-job experience at a New York area newspaper, magazine, television network, or public relations outlet. **Prerequisites:** JR 261, minimum 2.5 GPA in the major, and approval of the advisor to the journalism minor. Offered as required.

**JR 497 Internship in Journalism.** *Two units.* Part-time, on-the-job experience at a New York area newspaper, magazine, television network, or public relations outlet. **Prerequisites:** JR 261, minimum 2.5 GPA in the major, and approval of the advisor to the journalism minor. Offered as required.

**JR 593 Independent Study in Journalism.** *One unit.* Supervised independent research projects developed by the student with a faculty mentor. **Prerequisites:** JR 261, and approval of the advisor to the journalism minor. Offered as required.

*The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.*

- EN 317 American Literature: from the European Renaissance to the American Renaissance. (W)
- EN 318 American Literature: from Romanticism to Realism. (W)
- EN 319 American Literature: World War I to the Present. (W)
- EN 326 Drama Survey. (W)
- EN 344 Modern Poetry. (W)
- EN 346 Contemporary Poetry. (W)
- JR 370 Sports Journalism. (W)
ENVIRONMENTAL STUDIES

Environmental issues are arguably among the most pressing facing humanity. The interdisciplinary minor in environmental studies will encourage students to investigate the nature and causes of environmental problems and to consider solutions to those problems. Any study of the environment requires that many sides of the issue are considered. Environmental studies is by its very nature interdisciplinary. Courses in the minor address the biological, physical, and social aspects of ecology and environment. All of the courses taught emphasize the interconnection of the various facets of life that comprise ecosystems. The minor is administered by the Department of Biological Sciences and receives managerial oversight from an interdisciplinary committee of faculty members.

REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES
A minimum of 6 units with the following distribution:

BI 110 is required for all students in the minor.

At least one course must come from each of three groups (life sciences, physical sciences, social sciences) listed below. A maximum of three courses may be chosen from one group.

At least two courses must include a laboratory component. 
Note: PS 305 meets this requirement although it does not contain a separate laboratory component.

The committee will meet to approve courses not listed below on a semester by semester basis.

COURSES WHICH MAY BE USED TO FULFILL THE MINOR IN ENVIRONMENTAL STUDIES
Life Sciences: BI 110 (required) 215, 326, 335, 413, 492; MI 512, 523.
Additional elective course: HI 237
FAMILY STUDIES

(See Sociology)
FILM/MEDIA STUDIES

The interdisciplinary minor in film/media studies will encourage students to become media literate and to advance their own awareness of media’s effect on their perceptions of critical social issues. Courses in the minor address the growing need for knowledge of film form, film and television history, world cinema, and/or practice in graphic computer arts.

The minor is administered by and receives managerial oversight from a director elected by an interdisciplinary committee of faculty members.

REQUIREMENT FOR A MINOR IN FILM/MEDIA STUDIES:
A minimum of five (5) interdisciplinary courses from the list below, with the following distribution:

At least one course must be chosen from the following: EN 230(W) [Introduction to Film], SO 257 [The Sociology of Television].

At least one course must come from each of the two groups, Humanities and Social Sciences, listed below. A maximum of three courses may be chosen from one or the other of these two groups.

The committee will meet to approve courses not listed below on a semester by semester basis.

COURSES WHICH MAY BE USED TO FULFILL THE MINOR IN FILM/MEDIA STUDIES:

Humanities: EN 230(W) [Introduction to Film], 357(I) Italian Cinema (cross-listed w/IT 357(I)); Modern Languages: FR 356(I) [French Cinema: Retrogrades, Rebels, and Realists], IT 357(I) [Italian Cinema], SP 314 (I) [Hispanic Cinema]

Social Sciences: AN 301 [Exploring Culture through Film]; HI 286 [On the Screen: Gender, Class, and Culture in Film]; Government and Politics: GOV 236 [Politics in Literature and Film], PS 249 [Psychology of Media]

Visual Arts: AR 203 [Advertising Art: Graphic Design I]; AR 109 [Art History or Histories]

Theatre: TH 218 [History of American Film]
FINANCE
(See Business Administration)
GENDER STUDIES

The interdisciplinary minor in gender studies encourages students to think about the process of acquiring an identity as male and female and to consider the impact of changing gender roles on their lives. Areas of focus include marriage and family, sexual orientation, alternative lifestyles, gender across the life cycle, the distribution of power by gender, work and gender, and the representation of gender in literature and the arts. The gender studies program is under the supervision of the program director and a committee consisting of faculty members from most of the departments of the College.

REQUIREMENTS FOR A MINOR IN GENDER STUDIES
A minimum of 5 units satisfying the following requirements:

Gender Studies course in the Humanities - 1 Unit
(English, French, History, Philosophy, Religion, Spanish)

Gender Studies course in the Social Sciences - 1 Unit
(Anthropology, Economics, Psychology, Sociology)

Additional Gender Studies courses - 3 Units

COURSE DESCRIPTIONS
AN 251 Sex, Gender, and Culture. One unit. This comparative course emphasizes the various ways in which sex and gender are culturally interpreted and socially organized among different human groups. An initial brief investigation of the biological foundations of human sexuality will provide the background for consideration of such culturally determined elements as: what defines masculinity versus femininity and heterosexuality versus homosexuality in various cultures; the roles and rituals that may be assigned to each gender; and the meanings attached to sexual behavior. Data will be drawn from both Western and non-Western societies. Offered as required.

AR 216 Women in the Visual Arts. One unit. This course explores the work of women artists, as well as representations of women throughout history, with an emphasis on the modern period. Issues of gender are examined in relation to the subject matter, stylistic preferences, media, reception and criticism of female artists. Issues to be discussed include self representations by women artists, themes of motherhood, prostitution, and female sexuality in the visual arts, the impact of the women’s movement on art, issues of the gaze and the gendering of vision, and the various obstacles and options facing the contemporary woman artist. Painters and sculptors to be studied include Artemesia Gentelleschi, Frida Kahlo, Eva Hesse, Georgia O’Keefe, Cindy Sherman, Judy Chicago, Merritt Oppenheim, Hannah Hoch, and many others. Discussions also focus on major works created during the Renaissance, Impressionist, and Modern periods as well as works in such diverse media as performance, cinema, and advertising. Offered spring semester.

EC 414 Economics of Discrimination. (D) One unit. Large gaps in earnings and differences in patterns of employment by race, gender, and ethnicity place many women and racial and ethnic minorities near or in poverty. Educational opportunities, access to
healthcare, legal services, credit, and housing, and eligibility for government programs can also differ systematically for members of different groups. This course explores these differences through readings, film, research projects, and field trips. In this process we will examine debates on the roles of biology, family, culture, and economic opportunity in generating inequality. Topics such as affirmative action and comparable worth will be discussed. Prerequisite: EC 101 or 102. Offered alternate spring semesters.

EN 206 Romantic Poetry, Revolution, the Slave Trade and Women’s Rights. (W) One unit. The fear of revolutionary ideas spreading from France to England, the growing opposition to slavery and the slave-trade, and increasing calls for the redefinition of women’s rights all help to create the social and political contexts for English literature written between 1780 and 1830. Poets of the period respond to these issues and to questions about the workings of the human mind, the power of the imagination and the relationship between people and nature. We will explore these concerns as we study the works of Wordsworth, Coleridge, Shelley, Keats and others. Not open to students who have taken EN 306. Offered fall semesters of odd years.

EN 347 The Study of Fairy Tales. (W) (I) One unit. We will focus on some traditional European tales some Asian versions of tales, as well as critical reading and some more modern versions of the stories. Collodi’s Pinocchio and various authors’ renderings of “Beauty and the Beast,” “Cinderella,” and “Bluebeard” are a few of the tales we will take up. Angela Carter’s versions of some of these tales as well as McGuire’s Wicked and Emma Donoghue’s Kissing the Witch may be among the twentieth century texts we read. Prerequisite: EN 212 or permission of instructor. Offered spring semester of odd-numbered years.

EN 348 Southern Women Writers. (W) (D) One unit. This course explores the work of important American writers from the South, including Eudora Welty, Flannery O’Connor, Katherine Anne Porter, Kaye Gibbons, Doris Betts, Ellen Gilchrist, Carson McCullers, Elizabeth Spencer, Dorothy Allison and Alice Walker. Their regional perspectives—on love and loyalty, independence and work, race and family—underpin a unique sense of place and a rootedness in tradition that permeates their work. Offered fall semester.

EN 351/FR 351 French Women Writers in English Translation. (W) (I) One unit. This course explores women’s writing from the unique literary and cultural perspectives of French speaking society. Readings include such authors as George Sand, Simone de Beauvoir, Colette, Nathalie Sarraute, and Marguerite Duras. The course also includes writings by francophone West African, Caribbean, and Canadian authors. Prerequisite: EN 212 or permission of instructor. Offered spring semester of even-numbered years.

EN/FR 355 Sex and Gender in Medieval French Literature. (W) (I) One unit. Medieval France saw a new flowering of interest in romantic love, but also a new imposition of control over sexual behavior by the Church. As a result there was an explosion of literature both celebrating and condemning a wide variety of erotic attitudes and practices, composed by churchmen, noblemen, and the few women who achieved the education and authority to write. We will read troubadour love lyrics, Arthurian romances, poems debating the merits of same-sex love, and selections from Christine de Pizan, widely considered to be Europe’s first feminist. The course counts as an elective for the English major and the French minor. All texts, whether written in French or Latin, will be read in English translation. Offered spring semester of even-numbered years.
GOV 272 Feminist Political Thought. One unit. Introduction to major concepts in modern and contemporary feminist political theory. Critical analysis of key texts that address feminist topics from a variety of perspectives. Examines many issues raised by African-American, Third world, postcolonial, poststructuralist, and transnational thought.

HI 257 Sex and Society in Christian Europe. (I) One unit. The development of Christian notions of male and female sexuality from c.400 A.D. to c.1650 A.D., changing gender roles from the early middle ages to the seventeenth century, and the impact of gender on culture and on political and social organization. Topics will include the rise of chivalric culture, attitudes toward chastity and prostitution, the history of costume and cross-dressing, and witchcraft. Offered as required.

HI 226 Topics in the History and Politics of Gender. One unit. An introduction to the history of gender relations in America, including a discussion of feminist theories, gender in contemporary culture, and the politics of gender. Offered as required.

HI 257 Sex and Society in Christian Europe. (I) One unit. The development of Christian notions of male and female sexuality from c.400 A.D. to c.1650 A.D., changing gender roles from the early middle ages to the seventeenth century, and the impact of gender on culture and on political and social organization. Topics will include the rise of chivalric culture, attitudes toward chastity and prostitution, the history of costume and cross-dressing, and witchcraft. Offered as required.

HI 282 Working Stiffs and Welfare Moms: Love and Labor in the Modern World. One unit. Why have Europeans created a safety net for children and wage-earners that differs from that in the U.S. and how did it happen? This course analyzes changes in leisure, work, and family relations over the past century. Students will debate current controversies such as labor discrimination, sweatshops, privatizing social security, and parental leave. How did immigration, globalization, wars, and fears of national and “racial” decline affect policy? Other topics addressed include: employment law, unions, and business practices; socialism, feminism, and civil rights; cultural representations of labor and gender; child-care and social work. The course will include guest lecturers, films, and visits to sites of labor history and social reform in New York City. Offered as required.

HI 286 On the Screen: Gender, Class, and Culture in Film. (I), (W) One unit. This course offers students the two-fold opportunity to gain a better understanding of the history of the twentieth century and to become cultural critics of the cinema. Beginning with the invention of motion pictures in 1895 to the present, the course will trace the evolution of technology, style and meaning in mass entertainment in Europe, the U.S. and throughout the world. Films will be examined as cultural artifacts of their society, with particular attention to gender, sexuality, class, and ethnic and national identities. Works by major twentieth century directors, including such films as The Blue Angel (Germany, 1930) and Bicycle Thief (Italy, 1948), will be critiqued. Students will visit the Museum of the Moving Image and other independent cinema venues in New York City. Offered as required.

NR 212 Human Sexuality Across the Life Span. (D) One unit. This is a survey course designed to provide the student with a factual background on human sexuality. Historical and research perspectives are integrated throughout the course as well as discussion and
examination of differing viewpoints and current issues. The course may be applied to the
minor in gender studies. Offered spring semester.

**PH 204 Philosophy of Feminism.** One unit. This course examines the characteristic trends
(e.g. Existentialist, Liberal, Libertarian, Marxist, and Postmodern) positions, and topics (e.g.
knowledge, politics, ethics, sex, gender, identity; heterosexuality, alternative lifestyles and
family; sexism, misogyny, and equality) of feminist philosophers and their philosophical and
cultural impact. Authors may include Anscombe, Benhabib, Butler, de Beauvoir, Cixous,
Irigaray, Kristeva, Fraser, Frye, MacKinnon, Nussbaum, and Paglia. Offered as Required.

**PS 241 Psychology of Gender.** One unit. This course examines the similarities and
differences between men and women from a psychological perspective, with emphasis on
the following themes: major theories of gender development, including the psychoanalytic,
cognitive, and behavioral models; the development of gender roles across the life span;
application of schema theory to the understanding of gender; examination of biological and
psychological sources of gender awareness; and exploration of gender issues in film and
media. Offered fall semester.

**PS 245 Psychology of Men.** One unit. An examination of male psychological development
from boyhood through old age. Topics include the anthropology of manhood, masculinities,
men’s attitudes toward women, being a son, being a father, male homosexuality, the spiritual
life of men, and psychological disorders peculiar to boys and men. Offered as required.

**PS 247 Other Sexualities. (D)** One unit. This course considers the meaning, expression
and experience of sexual and erotic life other than heterosexuality in historical context and
and from the perspective of contemporary psychiatry and gender studies. Topics include the
origin of sexuality as a notion in developmental and forensic psychology, male
homosexuality and lesbianism, bisexuality, transgenderism, and the paraphilias (sexual sadism
and sexual masochism, fetishism and transvestic fetishism or cross-dressing, exhibitionism,
voyeurism, and pedophilia). Emphasis is placed on both theoretical and experiential accounts
of the meaning of these sexualities for individuals. Careful distinctions are made between
biological sex, assigned sex, sex of identification, gender and sexual orientation. Illustrations
are drawn from psychiatry, queer (alternatives) theory studies, sociobiology, philosophy and
literature. Readings include texts by psychologists and sexologists (Krafft-Ebing, Ellis, Moll,
Freud, Ferenczi, Money, Katz), representatives of contemporary psychiatry (Stoller, Isay)
and theoreticians and advocates representing lesbian/gay/bisexual/transgender (LGBT)
studies and gender studies literature (Sedgwick, Halberstam). Offered as required.

**RE 220 Forbidden Knowledge: The Power of Myth in Genesis.** One unit. This course is
an intensive reading and discussion of the meanings of the book of Genesis. The mythic
themes and literary motifs of its magnificent but often infuriating stories are examined: e.g.,
the moral ambiguity and imperfection of Genesis’ human heroes, the first man and woman’s
desire for knowledge despite the consequences. The relationship between creation and why
we die, the idea of original sin, the ultimate reason for human suffering, and the paradox of a
God who is both blessed and flawed. In addition, this course attempts to uncover the
narrator’s perspective not only of Israel’s patriarchs but also of the paradigmatic role that its
matriarchs play in the sensitive treatment of the fragile nature of God’s promise. Offered spring
semester.
RE 224 Mary Magdalene and Judas. One unit. This course will examine the roles of Mary Magdalene and Judas in the New Testament Gospels as well as in the second-century Gospels of Mary Magdalene and Judas and also in the other so-called Gnostic gospels that were not canonized. The course will focus on gender-related issues regarding these two figures. Students will participate with oral reports, papers and a research paper. Offered every other fall semester.

SO 201 Courtship and Marriage. One unit. An examination of the forms and functions of courtship and marriage patterns in relationship to individual and social needs. Analysis of sex-related roles and the changing patterns of these roles in marriage and courtship. Offered fall semester.

SO 210 Growing Up Female. (D) One unit. This course explores what it means to grow up female in the United States. We will consider differences and similarities in the experiences of girls across lines of class, race and sexual orientation. We will examine how gender defines girls’ experiences and how some girls resist these definitions. Sigmund Freud once called work and love the central arenas of human life. We will examine what it means to grow up and be female in these two areas, along with an examination of the representation of women in the larger culture, and of violence in the lives of girls. We will make use of a variety of texts in exploring cultural notions of female “nature” and so-called women’s work, the expectations “experts” have of girls and women, the representation of girls in the mass media, and girls’ own stories about their lives, romances and sexuality. Offered as required.

SO 213 Sexualities and the Social. (D) One unit. Ranging from pre-colonial Nigerian to contemporary United States culture, “Sexualities and the Social” will examine the diverse ways human beings think about and experience sexuality, sex and gender roles, intimacy and love, marriage and other forms of intimate human relationship, parenting, and domestic and sexual labor. The course will explore how both the experience and ideological meanings of human sexuality have changed in different social and historical contexts, and how sexuality permeates the social division of labor. It will investigate how the ways humans think about and organize sexuality are related to the material realities of the political economy and people’s everyday lives and work. Special attention is given to differences and similarities in the experience of sexual relationships across lines of gender, sex, class, race, and sexual orientation. “Sexualities and the Social” makes use of sociological, anthropological and literary sources on sexuality, sex and gender roles including for example the following: Igbo society before and during British colonization; an early nineteenth-century British novelist’s exposé on sex and love; an American sex researcher’s exploration of human sexuality in the 1940s; second-wave feminist and conservative thinking on marriage and divorce; a late twentieth-century gay man’s autobiographical story about his partner’s death; and contemporary sociological research on domestic and sexual labor. Offered fall semester.

SO 276 Employment, Education, Household, and Gender. One unit. This course examines gender differences in education, employment, demographic behavior, and other household behaviors. Particular attention will be given to how gender discrimination in the labor market relates to changes in education, demographic behavior, and other household behaviors. Major topics that will be covered include gender discrimination and income inequality, education, marriage and the distribution of marital power, the household division of labor, sexual behavior, reproduction, and divorce. Offered as required.
SO 301 The Family. (D) One unit. This course explores the family as an emotional, economic, historical and sociocultural institution. Families hold great paradox. On the one hand, they are a deeply mundane and ordinary part of human experience; and on the other hand, families contain incredible drama, vast pain and profound love. They both shape our individual lives and social world, and are fundamentally shaped by our society and history. In this course, we will make use of a variety of texts in exploring the family - with a focus on the American family - through the twentieth century. We will look at cultural notions of what families “should” be and social realities of what families actually have been/are in terms of marriage and sexuality, work, popular culture, domestic violence, and law and social policy. Throughout the term, we will consider differences and similarities in the experiences of families across lines of class, race, gender and sexual orientation. Offered spring semester.

SP 323 Contemporary Hispanic Women Writers. (I) One unit. This course addresses the cultural, social and political currents that have changed the works of contemporary Hispanic women writers in the twentieth century. Feminist concepts are examined in the works of such authors as Carmen Laforet, Ana María Matute, Carmen Martín Gaite, Soledad Puértolas, María Luisa Bombal, Luisa Valenzuela, and Cristina Peri Rossi. Historical, sociological, and artistic documents will also be examined for what they reveal of the changing consciousness of women in Spain and Latin America. Prerequisite: SP 251 or permission of the instructor. Offered spring semester of even-numbered years.
Government and Politics

The study of government and politics is valuable and exciting in our times. It is crucial that students understand the democratic system as well as other forms of governance; this is especially important now given that the world’s citizens have far more contact with each other than ever before. Understanding political processes and policies is also enlightening and useful for many different kinds of professions; whether one eventually works as a teacher, public official, lawyer, policy analyst, or with a variety of international organizations, the study of politics and government will be great preparation. Studying government and politics also helps students develop their reasoning and analytical skills as they simultaneously build confidence in their written and oral expression. These kinds of skills are indispensable for successful work and can help citizens make meaningful contributions to the world. Students will sharpen their intellectual abilities and have fun along the way as they take courses in American politics, comparative politics, international relations, and political theory. Student can also do internships in Albany or Washington, D.C., where they have many career opportunities, and can make important professional contacts.

Requirements for a Major in Government and Politics (B.A.)

A minimum of 12 units with the following distribution:

**Foundation Courses - 5 units**
GOV 103, 230, 251, 297, 371

**Electives – 5 units**
With at least one unit from each of the four fields of the discipline:
American; Comparative; International; Political Theory

**Senior Learning Community - 2 units or 4 units**
Students shall select one of the following options:
Government 390 and 391 – 4 units;
Government 395 and 396 – 4 units;
Government 400 and 490 – 2 units.

Requirements for a Minor in Government and Politics.

A minimum of 5 units including GOV 103; 4 units from at least 3 subfields (American, Comparative, International, and Theory) at the 200 level or above.

**COURSE DESCRIPTIONS**

**Introductory**
GOV 102 Politics and Governments. *One unit.* Politics is not just elections. We can study politics in novels, films, biographies, and students will find that it is much more interesting and relevant than they perhaps thought. In this class we will explore a variety of introductory political issues, such as socialism, libertarianism, and welfare liberalism, and also examine key political institutions from a comparative perspective. The emphasis is on developing critical
GOVERNMENT & POLITICS, B.A.

thinking and intelligent opinions about politics broadly conceived. Offered fall and spring semesters.

GOV 103 American Government and Politics. One unit. The structures and underlying principles of the American political system are studied: the judiciary, Congress, the presidency, political parties and movements, and the role of public opinion. Selected current issues will be discussed. Offered fall and spring semesters.

GOV 104 Political Theory. One unit. What problems confront the relationship between a governing body and its members? Why does this question necessitate an inquiry into the very meaning of government, i.e. what it should aspire to achieve and why? Who should rule and why? According to what principles? May political theorists argue that such inquiries require that we investigate our human condition and the various forces shaping it. This course explores key concepts in political theory, such as moral respect, obligation, coercion, freedom, justice, law, power, consent, conflict, goodness, evil, legitimacy, and equality. We will examine how a variety of influential political thinkers in the western tradition have approached these topics, noting the philosophical, psychological, historical, and moral contexts within which they theorize. We will also ask in what ways their ideas may or may not be useful in helping us to think about our own political world and many of the political problems we face. Offered fall semester.

American

GOV 205 Urban Politics. One unit. An analysis of the structure and operations of the operations of urban government and politics focusing on the unique problems of the urban environment. Offered fall semester of even-numbered years.

GOV 207 New York Politics. One unit. A study of the government and politics of New York City and State. An analysis of the processes, values and problems of contemporary New York and of the relationships between the city and the rest of the state. Offered spring semester of odd-numbered years.

GOV 211 Public Administration. One unit. A study of the policy making process within the context of the American political system. Emphasis will be placed on administrative and organizational theory; selected cases of the practice of administration at the federal, state, and local levels, and the differences between public and private administration. Offered fall semester.

GOV 212 Congress and National Policy Making: the Legislative Process. One unit. The structure, activities, and policies of the congressional system. The role of Congress in public policy making. Offered fall semester of odd-numbered years.

GOV 213 The Presidency. One unit. An examination of the institution of the chief executive of the United States in its historical evolution, focusing on Article II of the Constitution, theories of presidential function, and the relationship of the presidency to other segments of the body politic. Offered fall semester of even-numbered years.
GOV 215 Law and Justice in America. One unit. An assessment of the American judiciary and an examination of the relationship between the legal and political systems. Offered fall semester of odd-numbered years.

GOV 312 Public Policy. One unit. An examination of case studies that focus on the influence of the American constitutional and legal system; the role of political institutions; changing social, economic, and political conditions and values; and the historical development of the process of management and organizational structure. The case studies include those of historic importance and those presently under consideration. Offered spring semester of odd-numbered years.

GOV 313 Ethics and Public Policy. One unit. This course will examine the relationship between ethical theory and political decisions, practices, and policies. The meaning of ethics will be discussed, and the differences between morally right and other criteria of right action will be explored. Theory analysis and case studies will enable students to make informed and intelligent value judgments concerning a number of issues. Prerequisite: Junior standing. Offered fall semester of even-numbered years.

GOV 316 Constitutional Law. One unit. An analysis of constitutional thought and practice concerning: the powers of the president, Congress, and the courts; their interrelationships; federalism; First Amendment rights; the rights of defendants in criminal cases; and the rights of racial and sexual minorities. Offered fall semester of even-numbered years.

Comparative

GOV 230 Comparative Politics. One unit. Comparison is the key to understanding and explaining politics. Why do the Western European democracies have more generous welfare states than the United States? Why are some nations rich and others poor? Why has the U.S. never had a major socialist party? What are the dynamics and outcomes of revolutions? By exploring such questions, we learn crucial techniques for analyzing politics. Specific topics will vary. This course will pay special attention to examining the effects of voting systems and political institutions. Offered spring semester.

GOV 232 Comparative European Politics. One unit. A comparative study of parties, political ideologies, public policy processes, and governing institutions in Europe. Offered as required.

GOV 234 History and Politics of East Asia. (I) One unit. This course provides an overview of politics in China, Japan, and Koreas from the beginning of the twentieth century to the present. It deals with political history, institutions, the political process, political economy, and culture. Cross-listed w/ HI 234. Offered as required.

GOV 236 Politics in Literature and Film. One unit. This introductory-level class examines the political themes in various films and works of fiction. Topics to be covered include terrorism, poverty, war, dictatorship, genocide, feminism, the free market, corruption and dystopia. The course is based on the seminar format: i.e. students will discuss each week’s readings and film with only infrequent lectures. Offered as required.
GOVERNMENT & POLITICS, B.A.

GOV 240 Volunteer Service and Politics Abroad. One unit. This course combines volunteer work (over a period of roughly two weeks in January) in various locations in Latin America and Africa, as well as academic study. The volunteer work will typically involve working for service organizations such as orphanages, shelters, and schools. The coursework, which will be conducted prior to and after the trip, will focus around the recent political history of the country, as well as social and development issues. Students will be evaluated, in part, on their ability to incorporate their learning experiences from the volunteer work into their understanding of the academic subject matter. Site will vary. **Offered intersession and as required.**

GOV 242 African History and Politics. (I) One unit. This course provides an overview of the political, economic, and social history of Africa with a view towards understanding the challenges which have developed in creating the image of Africa and its peoples. An early historical survey will be given, which sets the tone for an examination of such topics as the transatlantic slave trade, colonialism, and African resistance to imperialism. Equally important is the focus on the political forces influencing contemporary African regimes such as the emergence of modern forms of African nationalism, democratization, and the constraints to development in the post-independent era which will be highlighted. **Cross-listed w/HI 242. Offered as required.**

GOV 246 Comparative Politics in the Third World. (I) One unit. This course studies politics in developing countries in Africa, Asia, and Latin America. It explores the Third World’s problems and their causes, and introduces theories of political and economic development. Specific topics include state-society relations, political institutions, political behavior, political instability, and external shocks. Case studies are used to make clear the similarities and differences of Third World politics. **Offered as required.**

International

GOV 249 US Military Interventions in Latin America. One unit. This course explores some controversial issues and political history, focusing on U.S. military intervention in Latin American politics in the 20th century. Focusing mostly to Central America, we will analyze the motives, actions and effects related to United States’ attempts to forcibly affect the politics and economics of the region. We will evaluate these interventions regarding the definition, nature and effects of imperialism. **Offered spring of odd-numbered years.**

GOV 250 Judaism, Christianity and Islam: Toward Understanding and Peace. One unit. This course examines the comparative religious traditions of Judaism, Christianity, and Islam and analyzes the origins of these faith communities’ histories in light of current religio-political conflicts in Israel. Primary reading is from Malloy’s “Experiencing the World’s Religion.” The course includes a field trip to Israel supplemented by in-class discussions. **Cross-listed with RE 250. Offered spring semester.**

GOV 251 International Politics. One unit. This course prepares students for advanced and specialized courses in the study of international relations, and is appropriate for non-majors. The course examines the major schools of thought in international politics, introduces three levels of analysis, discusses the evolution of the modern international system, and elaborates on the major aspects of international studies: security and political economy. **Offered fall semester.**
GOV 253 The Politics of Terrorism. One unit. An examination of the growing phenomenon of the use of terror as a form of political expression. The course will investigate terrorism from institutional and historical perspectives. Topics include state-sponsored terrorism, counter-terrorism, and the nature of the terrorist threat. Offered fall semester of odd-numbered years.

GOV 350 International Political Economy. One unit. This course studies the interaction between international politics and economics. It presents several major theoretical perspectives, and examines such issues as trade, finance, and multinational corporations. Students analyze the interaction between the state and the market, and examine major global economic problems, such as oil, poverty, and the environment. Offered spring semester of odd-numbered years.

GOV 355 United States Foreign Policy. One unit. The institutions, processes, and politics which shape United States foreign policy formulation and implementation. Offered fall semester of odd-numbered years.

GOV 356 U.S.-China Relations. (I) One unit. This course approaches the evolving relationship between China and the United States from historical and theoretical perspectives. Focusing on the relationship during and after the Cold War, it explores major issues, including security, economic relations, mutual perception, and Taiwan. Offered as required.

Theory
GOV 272 Feminist Political Thought. One unit. Introduction to major concepts in modern and contemporary feminist political theory. Critical analysis of key texts that address feminist topics from a variety of perspectives. Examines many issues raised by African-American, Third world, postcolonial, poststructuralist, and transnational thought.

GOV 260 Darwin, Marx and Freud. One Unit. Darwin, Marx and Freud changed the world. Their ideas, methods and techniques affected the way we understand, practice and study: biology, medicine, human evolution, human societies, human minds and cultures. Their insights and theories changed our language and have led to social revolutions. In this course we will explore Darwin, Marx and Freud's basic insights and theories. We will carefully read and discuss significant portions of their work as well as some interpretive texts. The class will be run as a seminar combining lectures and class discussions but the emphasis will be on the latter. There will be a required class trip to the American Museum of Natural History and we will use films and documentaries as supplementary material. Cross-listed w/HI 260. Offered fall semesters.

GOV 317 Civil Liberties and Human Rights. One unit. Examines the relationship of constitutional law to politics and society, with particular emphasis on the conflictual values of liberty and equality in the Bill of Rights. Analyzes controversial issues such as abortion, free speech, capital punishment, affirmative action, and the “war on terrorism.” Explores the concept of human rights from a philosophical, political, legal, moral, and global perspective.
GOV 371 Modern Political Thought. One unit. The major political theories of Western civilization will be studied. Theorists from Machiavelli to Marx will be examined in detail. Offered fall semester of odd-numbered years.

GOV 373 Contemporary Political Theory. One unit. An intensive examination of some of the most controversial and important ideas in politics today. In analyzing a variety of authors, we will argue about gay rights, the relevance of socialism, the importance of property rights, racial discrimination, different definitions of feminism, and the effects of personal selfishness, among other topics. This course will be conducted as a seminar, which means that the students are responsible for conducting the discussions. Offered spring semester of even-numbered years.

Wagner in Washington, D.C. Program

Academic Seminars

GOV 292 Inauguration: Transition in Presidential Power. One unit. An examination of the presidential transition process. Through lectures, discussion and site visits, students will learn about the transition process and the prospects for the new administration. The course is conducted in Washington, D.C. Prerequisite: permission of the instructor. Offered spring 2013.

GOV 294 Congress and the Presidency. One unit. The process and politics by which Congress and the presidency compete and cooperate in order to make policy. The response of the institutions to interest groups and constituencies will be emphasized. Offered spring 2014.

Experiential Education

GOV 395 Washington Internship (35 hours). Two units. Theoretical approaches to public policy development through operation of the federal government in a working-learning experience. The course is conducted in Washington, D.C. Requirements include: forums, readings, and papers on current issues. Prerequisite: Permission of the instructor. Co-requisite: GOV 396. Offered fall and spring semesters.

GOV 396 Dynamics of American Government. Two units. In-depth experience in dynamics of actual public policy implementation in the federal government through direct involvement in the governing process. The course is conducted in Washington, D.C. Requirements include: onsite evaluation, written assignments, and reports. Prerequisite: permission of the instructor. Co-requisite: GOV 395. Offered fall and spring semesters.

General

GOV 291 Special Topics. One unit. A course to deal with political systems, theories, and issues not covered in the standard courses of the department; content varies in accordance with special interests of staff and students, and is noted in the registration schedule of courses when offered. Offered as required.

GOV 297 Research and Analysis. One unit. This course develops some of the skills that are important in the study of politics such as formulating, researching, and writing a clear and persuasive argument. The specific goals of the class are to improve students’ critical,
analytical, and writing abilities and to increase understanding of and ability to conduct research. This is a required course for political science majors. It must be taken by the spring of the sophomore year. Offered spring semester.

**GOV 390 New York State Government and Politics. (35 hours)** Two units. Theoretical approaches to public policy development through operation of the state government in a working learning experience in the state legislature. The course will focus on legislative politics, and is conducted in Albany. Intensive orientation by government officials under the direction of program and College faculty. Forums, readings, and papers on current issues are required. **Prerequisite: permission of the instructor. Co-requisite: GOV 391. Offered spring semesters.**

**GOV 391 New York Legislative Internship. Two units.** In-depth experience in dynamics of actual public policy formulation and implementation in state government through direct involvement in the legislative process. The course is conducted in Albany and requires a working learning contract between the student and the legislative sponsor. Requirements: weekly internship of no less than 30 hours in a legislative office working with staff; onsite evaluation; written assignments; and reports. **Prerequisite: permission of the instructor. Co-requisite: GOV 390. Offered spring semesters.**

**GOV 394 Practicum in Political Science. One unit.** An opportunity to gain first-hand knowledge of politics by participating in local government under supervision of faculty and practicing politicians. Course may be taken no more than twice. Consult department chair for further information. **Offered fall and spring semesters.**

**GOV 397 Internship: Working in a Global Context. One unit.** A faculty-coordinated internship at the United Nations or at organizations affiliated with the United Nations. **Offered as required.**

**GOV 400 Senior RFT. One unit.** The Senior Reflective Tutorial examines questions related to poverty, social welfare, class and segregation. Past topics have included American exceptionalism as well as comparative welfare-state studies. Specific topics vary from year to year. As part of the Senior Learning Community, it requires 100 volunteer hours off campus. **Offered fall semester.**

**GOV 490 Senior Seminar. One unit.** Along with GOV400, this course forms a capstone of the study of Government & Politics. The Senior Seminar focuses on a political matter or concept determined by the interests of the faculty member leading the seminar for that year. Recent topics have included “Democracy and Its Challenges” and “Theories of Justice.” Students complete the seminar with a 15-20 page thesis. This final project is preceded by two shorter papers and a classroom presentation. **Offered fall semester.**

**GOV 499 Thesis. One unit.** Intensive individual research on a topic of interest in the field of public policy and administration, terminating in a written report. **Prerequisite: Senior standing within the public administration major. Permission of the department chair.**

**GOV 593 Independent Study. One unit.** An opportunity for the more advanced student to pursue an independent research project developed by the student and supervised by a
departmental faculty member. The project must result in a research paper approved by the department chair and the supervising faculty member. *Prerequisite: approval by the department chair.*

*The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.*

- GOV 200 The Future of the City
- GOV 217 Parties, Elections and the Mass Media
- GOV 218 Topics in the History and Politics of Gender
- GOV 247 History and Politics of Latin America
- GOV 273 Ancient Political Thought
- GOV 290 Political Science Workshop
- GOV 295 Presidential Convention
- GOV 298 Pursuit of the Presidency
- GOV 314 Politics of Urban Policy Development
- GOV 318 Cities and Globalization
- GOV 340 Comparative Politics Seminar
- GOV 354 Middle Eastern Politics and History
- GOV 372 History of Marxism
HISTORY

Studying history today is critical in our global world as it prepares us to respond to breaking news and conflicting views of our own and other cultures. History majors develop intellectual skills that equip them well for decision-making in law, marketing, government, journalism, teaching, and other careers. Students of history develop an elasticity of mind, as they argue about what actually happened and make sense of complex events. Using newspapers, films, novels, legal documents, and a wide range of other primary sources, they learn how to read and research carefully and write persuasively and creatively.

For students interested in languages, theater or arts administration, business, education or the social sciences, interdisciplinary history courses, and a history minor (or major), provide context and make bridges to their primary field of interest. International history courses, for example, provide an excellent pairing with a degree in international business or economics while public history courses are highly relevant to arts administration majors. Several courses offered by the history department also fulfill requirements in the International Affairs Major, the City Studies Minor and the Gender Studies Minor.

Students planning to pursue graduate studies in history should prepare themselves in the appropriate foreign language.

**Requirements for a Major in History (B.A.)**

A minimum of 11 units, at least two of which must be at the 300 level, with the following distribution:

**Foundation course—1 unit**

One survey course is required.

*No more than two 100 level courses will count toward a history major.*

**Methods Course—1 unit:**

HI 297: The Historian as Detective: Exploring the City

*To be taken in spring of Sophomore if possible or in spring of Junior Year*

**Core Courses—3 Units (one in each of the subfields listed below)**

1. American History: 215, 221, 236 or 321
2. European History: 257, 286, 334 or 362
3. Non-Western History: 242, 264, 330 or 347

**Electives—4 units**

Any course at the 200 level or above counts as an elective. Students choose electives based on their interests. Students must have two 300 level courses in history in which they write extensive research papers based on primary and secondary sources.

**Senior Learning Community—2 units**

Senior Seminar: HI 490

Senior Reflective Tutorial: HI 400
Concentration Requirements (optional)
In order to concentrate in history, a student takes at least three courses in a particular area of study and writes his or her thesis in the Senior Seminar in that area. Any student who can link three history courses to a theme may create their own independent concentration, with approval of the department chair. Pre-law students majoring in history are encouraged to concentrate in Global Justice and Human Rights.

Media, Museums and Public History: HI 229 and any two of the following: HI 225, HI 246, HI 286, HI 322, HI 325 or HI 362.

Global Justice and Human Rights: HI 201 and any two of the following: HI 227, HI 235, HI 236, HI 237, HI 321, HI 330, HI 334 or HI 345.

Requirements for a Dual Major in History and Childhood Education
The history major prepares future teachers with skills and a knowledge base that includes local and global perspectives, and addresses the state requirement that teachers learn about the history of New York. For the education component of the dual major consult the Education department. The history component of the dual major consists of a total of 11 units with the following distribution:

Foundation courses—3 units
HI 101, 111; HI 120; GOV 207 or HI 225.

Methods Course—1 unit
HI 297: The Historian as Detective: Exploring the City
To be taken in spring of Sophomore or Junior Year

Electives—5 units at the 200 level or above
One unit in gender history; One unit in non-Western/global history. Any other courses in history at the 200 level or above can be taken as electives. At least two of these electives must be in American history. Students are strongly encouraged to take at least two of these electives at the 300 level.

Senior Learning Community—2 units
Senior Seminar - HI 490
Senior Reflective Tutorial - HI 400 (If scheduling permits, the experiential placement will be student teaching.) Must be taken in the fall of the senior year.

Requirements for a Minor in History
A minimum of 5 units with the following distribution:
1 unit at the 100 level
4 units at the 200 level or above. It is strongly recommended that at least one of these electives be in non-western/global history.

Civic Innovations Option
Selected as one of six departments to offer Civic Innovations courses, the History Department provides students the option to become more socially and environmentally
HISTORY, B.A.

responsible citizens. The History department has created partnerships with the International Rescue Committee (IRC), P.S. 57 and several other agencies to work with refugees and immigrants from West Africa to address local environmental and economic issues and to tutor children. Students thus engaged gain leadership and analytical skills increasingly required in our global marketplace, and the satisfaction of making a difference, while reinforcing learning in the discipline.

COURSE DESCRIPTIONS

AMERICAN

HI 104 American History Survey Since the Civil War. One unit. An introduction to the social, cultural, political, and economic history of the United States since the end of the Civil War. Topics include: Reconstruction; the New South; immigrant experiences; civil rights movements; urbanization; westward expansion; corporate capitalism; economic globalization; progressivism; the New Deal; the World Wars; the Cold War and McCarthyism; gender and society; countercultures and the American left; foreign policy. Offered fall semesters.

HI 212 Revolutionary America, 1754–1800. One unit. British Imperial politics and the rise of American political thought; colonial protests leading to the Declaration of Independence; the Articles of Confederation and the Constitution of 1787; the Federalist era; the roles played by Franklin, Washington, Hamilton, Jefferson, Adams, and Madison will be stressed. Offered Fall 2015.

HI 214 The Civil War and Reconstruction. One unit. Examines the American Civil War and its aftermath with an emphasis on the causes and consequences of the conflict between North and South. Topics include: How did slavery and capitalism compare as rival economic and social systems? What caused the Civil War to happen? What principles did the Confederate States of America stand for? Why did the South lose the war? What were the experiences of women during the war? What made the Civil War the first “modern war”? Why did Abraham Lincoln abolish slavery during the war? What were the experiences of former slaves after Emancipation? What have been the legacies of slavery? What were the goals of Reconstruction? Why did it fail? How have the Civil War and Reconstruction been remembered and interpreted in the century and a half since the war ended? Offered Spring 2015.


HI 221 The US and World War II. One unit. A study of American involvement in the war against European fascism and Japanese imperialism, including military, political, diplomatic, social, economic, and cultural aspects of the conflict. Offered spring semesters.

HI 225 History of New York City. (D) One unit. This course explores the history of New York City from the founding of the Dutch colony of New Amsterdam to present day. Because of its broad historical sweep, the course does not touch upon every aspect of the city’s history, but rather introduces students to major issues of each era and examines some
selected topics in greater depth. Special emphasis will be placed upon the experiences of different social classes and ethnic groups. Issues addressed in this course include: What has been unique about New York’s urban environment? How have ethnic, racial, class divisions shaped the history of the city? How have immigrants been central to the history of New York City? What has been the relationship of New York to the rest of America? What contributions has New York made to America’s political, economic and cultural traditions? Offered fall semesters.

**HI 226 Topics in the History and Politics of Gender.** One unit. An introduction to the history of gender relations in America, including a discussion of feminist theories, gender in contemporary culture, and the politics of gender. Offered Fall 2014, Spring 2016.

**HI 235 Native American History.** (D) One unit. This survey course will examine the history of the North American continent from a “facing east” perspective, in which the history of the region will be explored through the eyes of the native population. It will explore American Indian cultural identity before the European invasion and pan-Indian movements of the 19th and 20th centuries from the Ghost Dance movement to the Red Power movements of the 1970’s. This will provide both the historic background for the problems confronting American Indians today, as well as challenging the way we understand and define U.S. history. Offered as Spring 2015.

**HI 236 History of The Civil Rights Movement.** (D) One unit. This course will examine the key events, figures, philosophies, tactics, and consequences of the modern civil rights movement in the United States. The period from 1950-1968 receives special attention, but the roots of the freedom struggle in an earlier era and the effect of the movement on recent American history also warrant investigation. This course will use primary source documents, film, interpretive literature, and music in order to fully study the most powerful mass protest movement in modern US history. Special emphasis will be given to the centrality of religion in the movement and the liberal social ethics, which motivated key participants. In addition, this course will concentrate on the powerful role played by whites, both in the North and the south, who fiercely resisted the black freedom struggle. Offered spring semesters.

**HI 248 African American History I, 1619-1865.** (D) One unit. For more than three centuries, millions of Africans endured captivity and forced transportation into brutal labor in the plantation complex of the Americas. This course provides an introduction to the early history of Africans and African descendants in North America. Using historical scholarship, film, nineteenth -century slave narratives, and other primary documents, we will consider the momentous transformations in African American history from enslavement to emancipation. Far from a homogeneous experience, this diverse history reaches from colonial outposts in South Carolina, to the antebellum cotton plantations of the Deep South, from the towns and farms of the upper South to the urban communities of the North. Four main themes of community, culture, religion, and resistance form a foundation for our investigations. We will ask how Africans of diverse nations and cultures formed African American communities how families and congregations constituted themselves for mutual support and daily survival; how identities and cultures were transformed in the process. We will explore the development of the institution of slavery and the white racial ideology that reinforced it. Offered fall semesters.
HI 249 African American History II, 1865-1968. (D) One unit. This course will introduce students to the major themes and events in African-American history since Emancipation. We will examine Reconstruction, the creation and establishment of Segregation, the migration of African-Americans from the South to the North, the Cultural Politics of African-Americans, the growth of Black Protest organizations, and the modern Black Freedom Struggle. In this course we will study the women and men who were leaders during these periods, but we examine the lives of ordinary women and men, also. Some of the themes we will encounter throughout the course are gender roles in the African-American community, the threat of lynchings and violence, color consciousness, children and poverty and race pride. The analysis of primary documents will be one emphasis of this class, although contemporary interpretations by historians are included. We will look to the African Americans of the period to guide us in our investigation of the complexities of this era of African American history. Class time will be given to lectures and other activities, as well as class discussions on issues raised by your assigned readings and selected videos. Offered Spring 2016.

HI 321 History of New World Slavery. (D) One unit. Slavery has been a feature of human societies since the beginnings of human society. The form of chattel slavery pioneered by Europeans who brought Africans to the New World, though, occupies a unique place in the institution’s long story. The course examines the rise and demise of New World slavery: its founding, central practices, long-term consequences as well as the social and human toll of the institution. The culture of African slaves in the diaspora will also be examined. This course will further explore slavery as it developed throughout the Atlantic basin, focusing particularly on parts of South America, the Caribbean, and mainland North America from the 17th to the 19th century. Offered fall semesters.

HI 322 History of Minorities in the Media. One unit. This course is designed to examine the history of stereotypical images of minorities in film and the mass media. We will study how ideas of race and culture were formulated or shaped from the early 19th century to the present. Students will consider how minorities in the U.S. are represented as outsiders in American society. Students will read about and define derogatory or stereotypical images of minorities and discuss why these caricatures are enduring and, in some cases, very popular. Images that present African Americans as sambos, mammies, jezebels, beasts and darkies will be examined. We will also consider the image of Asian Americans as evil, simple, illiterate, and/or dragon ladies in the mainstream media. The popular image of Native Americans as savages, unworthy, and un-American will also be deconstructed. Students will be asked to read recent scholarship on gender, race and American culture and asked to consider the question of why we (themselves included) still accept and enjoy these unflattering images (i.e. how does their viewing, buying and listening habits either stop or create greater demand for minority stereotypes). Offered Spring 2016.

HI 325 Immigrant NYC, 1800-Present. (D) One unit. Listen to the voices of the "huddled masses yearning to breath free" who have chosen the five boroughs of New York City as their destination. This course will explore how and why diverse peoples were drawn to and built one of the world's most important global cities. Students will compare the waves of immigrants who came to America in the era of mass immigration from 1880-1924 to those arriving since 1965. We will study the struggles and contributions of immigrants at moments such as the Civil War, the Great Depression, World Wars and the civil Rights movement. Students will have the opportunity to explore positions around immigration
debates, past and present, as well as their own cultural background. In visits to local
museums and class readings, students participate in reenacting the feelings of those first
coming to our shores. Offered Spring 2015.

EUROPEAN

HI 111 Medieval and Early Modern Europe. One unit. What institutions — both religious
and secular — were developed to control and organize medieval and early modern lives?
Who exercised power over whom and how? We will investigate the changing cultural
practices and assumptions of these men and women, their political behavior, their social life
and family organization, the ideas they cared about, the wars they fought, and the problems
they faced. We will read myths, plays, letters, poetry, law codes, philosophical and religious
works, listen to music, and see films. Students will explore how historians do history — by
dealing directly with the primary sources that have survived from this long, creative period in
Europe — as well as what life was like in the past for men and women, peasants and town
dwellers, kings and commoners. Offered fall semesters.

HI 227 The Exercise of Leadership. (D) One unit. Students will explore exemplary
models of leadership through case studies of political and civic issues that have mobilized
communities in the U.S. and around the world in the Twentieth Century. The struggles of
notable activists, including youth in the American civil rights movement, and Nelson
Mandela in South Africa, offer insight into making effective choices in complex and ethically
challenging situations. Case studies will also include business and sports leaders,
environmental activists, U.S. presidents and other heads of State. Theories of leadership will
also be analyzed in relation to outcomes. Students will be challenged to explore their own
leadership goals and strategies, including pre-professional goals, civic-mindedness and their
sense of global citizenship. Offered Fall 2014, 2015, Spring 2016.

HI 229 Museums, Myths, and Memories. (I) One unit. From the 9/11 Memorials in
New York City to the Jewish Museum in Berlin, significant, provocative or sensationalist art
and history exhibits draw crowds even as they challenge national identity and personal
memory. How do museums decide what to exhibit and how to shape their message to the
public? The purpose of this course is to examine the relationship between museums,
historic sites, professionally trained and public historians, curators, marketing executives and
communities. Among museums to be studied are the Jewish museum in Berlin, the
Hiroshima Peace Memorial Museum, the International Slavery Museum in Liverpool,
Colonial Williamsburg in Virginia, the Museum of Chinese-American History in New York
and others. Students will be required to visit and analyze exhibits at several local museums
or historic sites. Offered spring semesters.

HI 257 Gender, Sexuality and the Rise of the West. (I) One unit. This course traces the
development of “male” and “female” from the ancient world through the nineteenth
century, focusing on the impact of gender on culture and on political and social organization.
Changing scientific and medical ideas about sexuality will be discussed. Topics will include
attitudes toward chastity, prostitution and childbirth, the history of costume and cross-
dressing, conflicting notions of “honor,” the use of gender for political and social
commentary, and the impact of the Enlightenment on the “gendering” of state and society.
The course will also compare the gendered model of the Western nuclear family to non-
Western examples. Offered Spring 2016.
HI 260 Darwin, Marx and Freud. One Unit. Darwin, Marx and Freud changed the world. Their ideas, methods and techniques affected the way we understand, practice and study: biology, medicine, human evolution, human societies, human minds and cultures. Their insights and theories changed our language and have led to social revolutions. In this course we will explore Darwin, Marx and Freud's basic insights and theories. We will carefully read and discuss significant portions of their work as well as some interpretive texts. The class will be run as a seminar combining lectures and class discussions but the emphasis will be on the latter. There will be a required class trip to the American Museum of Natural History and we will use films and documentaries as supplementary material. Cross-listed w/GOV 260. Offered fall semesters.

HI 269 Modern France and the World. (I) One unit. A study of the making of modern France and its contacts with other cultures from 1871 to the present. Topics include: the transformation of peasants into Frenchmen; popular culture, sports, avant-garde art, and urban life; socialism, nationalism, and the Dreyfus Affair; war and imperialism; American expatriates in Paris; labor and the Popular Front; Vichy France, Charles De Gaulle, and the Algerian War; the student revolt of 1968; Existentialism; relations with Africa and the Arab World; the New Europe; and contemporary issues. Offered Spring 2016.

HI 286 On the Screen: Gender, Class, and Culture in Film. (I) One unit. This course offers students the two-fold opportunity to gain a better understanding of the history of the twentieth century and to become cultural critics of the cinema. Beginning with the invention of motion pictures in 1895 to the present, the course will trace the evolution of technology, style and meaning in mass entertainment in Europe, the U.S. and throughout the world. Films will be examined as cultural artifacts of their society, with particular attention to gender, sexuality, class, and ethnic and national identities. Works by major twentieth century directors, including such films as The Blue Angel (Germany, 1930) and Bicycle Thief (Italy, 1948), will be critiqued. Students will visit the Museum of the Moving Image and other independent cinema venues in New York City. Offered fall semesters.

HI 334 Nazi Germany and the Holocaust. (I) One unit. Study of the Nazi movement in Germany and Europe, from the post-World War I era to the Holocaust. Topics will include: Hitler's ideas on race, religion and gender and their appeal; experiences of men and women in the Nazi State; the role of the church and big business; comparisons with Italian Fascism and Vichy France; Nazi persecutions, collaboration, and resistance; the Final Solution and the Jews. We will also analyze recent debates over the representation of this era in film, literature (including the comic book Maus), museum exhibits, and commemorative monuments. The course includes a trip to the National Holocaust Museum in Washington, D.C. Offered spring semesters.

HI 345 Global History of Food. One unit. We will focus on the production, consumption, distribution and cultural perception of food and drink from the Ancient World to the present, concentrating on the Mediterranean basin, Western Europe, South Asia and the Americas. The common readings for the course will link the cultural history of food to economics, politics, anthropology, psychology, film and literature. Students will be encouraged to do a wide range of independent research on the “foodways” of historical periods of particular interest to them. Offered Spring 2016.
HI 362 Renaissance Italy 1300–1600. (I) One unit. The period of great wealth and cultural magnificence in Italy that was fostered by rapidly growing city-states such as Florence and Venice. The course will focus on Renaissance music, literature, art, and architecture, as well as political life, the culture of the laboring classes, the roles of women, and the rise of a highly sophisticated urban aristocracy. Offered fall semesters.

NON-WESTERN AND GLOBAL PERSPECTIVES
HI 120 Global History (I). One unit. This course traces the history of modern world beginning with the European expansions in Latin America, Asia and Africa. The main focus is to analyze the interdependence between the world regions and sustained contribution of the non-westerns world in making of the modern world. In conceptualizing global histories as interconnected the course also brings out the social, cultural, economic and ecological implications and diversities to understand the global imbalances in various aspects. Most importantly the course intends to give a comprehensive understanding of the present through the lens of the past. Offered fall semesters.

HI 201 History of International Human Rights. (I). One Unit. In this course we will explore the emergence and spread of human rights ideas, institutions, and activism from a historical perspective. We will consider the roots of human rights in 19th Century political theory and the institutionalization of these norms in the United Nations and other international organizations. By studying key moments when human rights ideals have emerged and flourished(British abolitionist movement, anti-colonial struggles in Africa and India, aftermath of World War II) this class explores the tensions and possibilities within the rhetoric of international human rights. Offered Fall 2015.

HI 234 History and Politics of East Asia. (I) One unit. This course provides an overview of politics in China, Japan, and Korea from the beginning of the twentieth century to the present. It deals with political history, institutions, the political process, political economy, and culture. Cross-listed w/ GOV 234. Offered Fall 2014.

HI 242 Modern African History. (I) One unit. This course offers an overview of the political, economic, and social history of modern Africa with a view towards understanding contemporary African issues. This is a survey course, exploring issues involving the transatlantic slave trade, colonialism, African nationalism, and international development policy. Through analytical readings, literature and film, this course explores labor, gender in African society, religious transformation, and ethicity in order to present the diversity and complexity of modern Africa. Cross-listed w/ GOV 242. Offered spring semesters.

HI 264 Islam in the World. (I). one unit. This course examines the theme of Islamic communities beyond the central Islamic lands. The course will familiarize students with some of the many Muslim communities that exist beyond the Arabian peninsula, notably in East and West Africa, South Asia, China and Europe. By exploring the multiple processes of trade, migration, conversion, and political expansion that have led to the growth of the world’s fastest-growing religious community, this class introduces students to the concept of the “Islamic Diaspora.” Offered Spring 2016.

HI 330 Empires and Imperialism. (I) One unit. This course examines imperialism within the context of the 19th and 20th Century world. This course explores the social, political, and economic impacts of empire on global and local histories. Why did sexuality and gender
roles become part of the marketing of Empire in advertisements, films (like Tarzan) and children’s literature? How did the “civilizing mission,” motivate or mask imperial policies in the Congo Free State or the British raj in India? In exploring imperialism’s relationship to gender, race, class, religion, and ideology, we will also focus on critiques and resistance to empire, particularly 20th Century African and Asian nationalist movements. Offered Spring 2015.

HI 347 Global Cities. (I). One unit. Cities such as Lagos, London, Dakar and Paris have been shaped by the global exchanges of economy, culture, and information. This course explores the development of global cities throughout the 19th and 20th centuries and examines the history of competition, extraction, and exchange that have shaped cities in Europe and Africa. Through readings about human migration, music, social movements, and trade we will explore cities as both products and engines of globalization. Offered Spring 2016.

GENERAL

HI 291 Special Topics. One unit. Discussion and analysis of regions, peoples, and problems not covered in the standing courses of the department; content varies in accordance with special interests of faculty and students. The course may be taken more than once, depending upon the topic. Offered as required.

HI 297 The Historian as Detective: Exploring the City. One unit. Historians follow clues to gain insight into human behavior and the causes and consequences of dramatic social, political, economic and cultural change. Historians also seek to bring their ideas to the public through museum or on-line exhibits, teaching and speaking engagements, articles, books, films, games, or walking tours. This course develops the skills that are crucial for success in the major and important for many career paths: Critical analysis of sources, strategies for finding sources online, writing, oral presentation skills and website design. Students will learn the value and limits of primary sources (eyewitness accounts, including newspapers and memoirs) and secondary sources. They will mine local New York City archives to gain new perspectives on specific topics of interest to students in American and global history. When possible, they will try to publish their work on-line or in print. Offered spring semesters.

HI 394 Practicum in History. One unit. Take your skills into the field! You can work with experts at cultural institutions, museums, or historical societies (e.g., Ellis Island) on a project of your choice. No more than two internships may be taken towards the bachelors degree. Consult the department chair for further information.

HI 400 Senior RFT - Going Global. One unit. Touching, shocking, infuriating but essential sources, autobiographies remind us of the possibilities and dangers inherent in looking at the world from a single perspective. By looking critically at autobiographies, this course explores the dynamic fashion in which cultural and intellectual identities—including our own—are shaped within specific socio-political contexts. The use and abuse of personal narratives reveals disjunctions and connections between truth and memory, past and present, academic and experiential learning. Students craft their own cultural and intellectual autobiography as a 21st century citizen. As part of the senior learning community, the RFT will also provide opportunities for applied learning—in a senior practicum, on the job market, in public debate and in decision-making. Offered fall semesters.
HISTORY, B.A.

HI 490 Making History and History Makers. One unit. As a capstone seminar for history majors, this course offers history majors new insights into the craft of writing history and culminates in the research and writing of a substantive senior thesis. Reading seminal works in our field, we search for answers to fundamental questions such as: Who decides what is history? Who makes history and why? We look at the evolution of historical writing and thinking—a field known as historiography—as a contested terrain. The course navigates between colonial and postcolonial methods and periods to help the students to capture the changing nature of historical inquiry. Over the course of the semester students select their own research projects, lead class discussion about their work-in-progress and visit archives and libraries to search for research materials for their thesis. Offered fall semesters.

HI 493 Independent Study. One unit. An opportunity for the more advanced student to pursue an independent research project developed by the student and supervised by a history faculty member. The project must result in a research paper approved by the department chair and the supervising faculty member. Prerequisite: approval by the department chair.

The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.
HI 101 Who Owns History? (W)
HI 103 American History Survey to the Civil War.
HI 130 Revolutionary Cities: From Paris to Tehran. (I)
HI 208 Colonial America, 1607–1753.
HI 215 Creating a New Nation.
HI 220 America in the Era of Prosperity, Depression, and Reform, 1919–1939.
HI 224 The Conservative Era, 1980 to the Present.
HI 230 The Vietnam War.
HI 231 (D) The Sixties: Protest and Reform.
HI 232 The Making of an Empire: U.S. Intervention Abroad.
HI 233 History of American Relations with the Middle East.
HI 238 History of Modern South Asia (I).
HI 239 Oral History in Theory and Practice. (I)
HI 247 History and Politics of Latin America. (I)
HI 315 American Social History I.
HI 316 American Social History II.
HI 252 Ancient Mediterranean Cities.
HI 253 The World of the Crusades (I).
HI 254 After the Black Death, 1348–1750. (I)(W)
HI 283 The Rise and Fall of the Soviet Union.
HI 284 Women and Men in Modern Europe and the World. (I)
HI 340 Gandhi and Modernism.
HI 356 Middle Eastern History and Politics. (I)
HI 374 History of Marxism.
INFORMATION SYSTEMS

(See Computer Science)
The Interdisciplinary Studies major allows students to create a major that spans more than one academic department. Students build a rigorous program of study to investigate interdisciplinary topics, problems, and questions. This option may be used to create a major program of study from a currently offered interdisciplinary minor (no more than 2 units of the major may be applied to a minor, see "Minors" elsewhere in this bulletin), although topics are not limited to currently offered minors. To be eligible for submitting an IDS major proposal, students must have a minimum cumulative GPA of 3.5.

Requirements for a major in Interdisciplinary Studies (B.A.)
A minimum of 12 units with the following distribution:
No more than three 100-level courses
Must include a Senior learning community – 2 units. At least one semester before the Senior Learning community is planned, students must work with their advisors to approve their topics and/or locations for their thesis and/or internship.

To submit an IDS major proposal:
Students must complete a declaration form (available on the web) listing selected courses, including possible alternate courses, and providing a 1-2 page proposal describing their goals and interests. A primary and secondary faculty advisor must sign the form and forward it for other approvals as specified. The proposal form must be submitted by the start of the spring semester of the sophomore year.
INTERNATIONAL AFFAIRS

The growing interdependence of the world has great impact on our society. The International Affairs major helps students understand this complex and changing world. Drawing upon various disciplines, including political science, economics, history, and foreign languages, this major provides students with analytical, theoretical, and communication skills; it also prepares students for graduate study and careers in law, government, business, journalism, education, and international organizations, to name a few.

REQUIREMENTS FOR A MAJOR IN INTERNATIONAL AFFAIRS (B.A.)

A minimum of 12 units with the following distribution:

Core requirements—3 units
GOV 251; EC 101; GOV 350.

Foreign Language Requirement—1 unit
Must be at 112 level or above. Wagner offers modern language study in French, German, Italian, and Spanish. Students who already demonstrate language proficiency, and thereby meet this requirement, are required to take one additional unit from the selective requirements.

Elective Requirements—6 units
Within the international affairs major, students may concentrate in international politics or international economics. They must take 4 units from their own concentration and 2 units from the other concentration. (Note that GOV 355 is required for students in the International Politics concentration, and EC 304 and 305 are required for students in the international economics concentration.) In addition to the courses below, students may petition to take other courses if the courses have a substantial international component and are approved by the director and advisory committee of the international affairs major.

International Politics Concentration—6 units
GOV 355 (required); and 3 additional units chosen from: AN 201; HI 238, 245, 269, 283, 330; GOV 232, 246, 249, 253, 356; GOV 354/HI 356; GOV/HI 234, GOV/HI 242, GOV/HI 247. Two additional units must be chosen from the international economics track below. Note: At least one course should be drawn from one non-European region (i.e., Africa, Asia, Latin America, or the Middle East).

International Economics Concentration—6 units
EC 304 and 305 (required); and 2 additional units chosen from: BU 211, 531; EC 301, 312, 412; FI 411; MK 411; MG 421.

Two additional units must be chosen from the international politics track above.

The Senior Learning Community—2 units
Students must take the senior learning seminar (Gov 490) and RFT (Gov 400) at the Department of Government and Politics. Those who have I/R as their secondary major do not have to take Gov 400, but are required to take one additional unit from the non-language elective requirements.

For course descriptions see the appropriate sections of the Courses of Study in this Bulletin.
JOURNALISM

(See English)
MANAGEMENT

(See Business Administration)
MARKETING

(See Business Administration)
MATHEMATICS

REQUIREMENTS FOR MAJOR IN MATHEMATICS (B.S.)
A minimum of 16 units with the following distribution:

Core Mathematics requirements—6 units

Electives—5 units
Five additional courses must be chosen from MA 316 or higher including no more than one of the following courses: MA 591, 593, 595.

MA 316, 321, 322, 325, 373, 421, 431, 433, 441, 482 are strongly recommended.

Senior Learning Community—2 units
Senior Reflective Tutorial: MA 400.
Senior Capstone Course: Choice of one of the following: MA 321, 373, 421, or 431.

Cognates—3 units
CS 130 or 132; PY 141 and PY 142.

REQUIREMENTS FOR A DUAL MAJOR OF MATHEMATICS AND CHILDHOOD EDUCATION (B.S.)
For the education component of the dual major consult the education section. The mathematics component of the dual major consists of a total of 10 (9 units + 1 cognate) including the following courses:

Core Mathematics requirements—6 units
MA 121, 122, 223, 230, 232, and two of the following: 373, 421, 431, 433, and 441.

Cognate—1 unit
CS 130.

Senior Learning Community—2 units
Senior Reflective Tutorial: MA 400.
Senior Capstone Course: Choice of one of the following, not taken as a core mathematics requirement: MA 373, 431, 433, or 441.

REQUIREMENTS FOR A MINOR IN MATHEMATICS
A minimum of 6 units in mathematics numbered 108 or higher, except for MA 110 are required for a minor in mathematics. A computer science course numbered 130 and higher may be taken as a substitute for a mathematics course to reach those 6 units.

Alternatively, if a major requires both MA 121 and MA 122, students in those majors are required to take four more units in mathematics numbered 200 or higher for a minor in mathematics. Students in these majors are not allowed to substitute computer science courses for mathematics courses.
COURSE DESCRIPTIONS

**MA 108 Statistics for Business.** *One unit.* The basic techniques of descriptive and sampling statistics including regression, normal and t-distributions, hypothesis testing, estimation, and trend analysis. Applications to economics and business. Credit will not be given for both MA 108 and 109. *Offered fall and spring semesters.*

**MA 109 Elementary Statistics.** *One unit.* The basic techniques of descriptive and sampling statistics including regression, normal and t-distributions, hypothesis testing, estimation, including regression, normal and t-distributions, hypothesis testing, estimation, F-distributions, and analysis of variance. Applications to the natural and social sciences. Credit will not be given for both MA 108 and 109. *Offered fall and spring semesters.*

**MA 110 Mathematical Concepts and Applications.** *One unit.* This course is a required course for all non-mathematics/science majors (see MA 119 for math, science, and business majors). It is designed to be a general overview of selected mathematical concepts with strong liberal arts roots and with useful everyday life applications. Topics include logic, real numbers, equations, geometry, combinatorics, probability, and statistics. This course may be waived if a higher-level math course is taken. *Offered fall and spring semesters.*

**MA 119 Finite Mathematics.** *One unit.* Designed primarily for students in math, science, and business, as an alternative to MA 110. This course builds algebraic skills while emphasizing applications, modeling, and decision-making problems in the social sciences, business, natural sciences, and other areas. Introduces the student to the basic ideas of logic, set theory, combinatorics, probability, vectors, matrices, and linear programming. *Offered fall and spring semesters.*

**MA 121 Analytic Geometry and Calculus I.** *One unit.* MA 121, 122, and 223 constitute a three-term sequence. MA 121 is an introduction to calculus: derivatives and integrals of algebraic and trigonometric functions of one variable, with applications. *Offered fall and spring semesters.*

**MA 122 Analytic Geometry and Calculus II.** *One unit.* Continuation of MA 121. Techniques and applications of integration of functions of one variable: L'Hopital’s rule, improper integrals, sequences and series, polar coordinates, and conic sections. *Prerequisite: MA 121. Offered fall semester. Periodically offered spring semester, consult department chair.*

**MA 124 Applied Calculus.** *One unit.* A review of linear and quadratic equations, an introduction to polynomial functions, a study of derivatives, logarithmic and exponential functions, and basic integration, with applications to business, economics, social sciences, and life sciences. Applications include optimization of cost, revenue and profit functions, curve sketching, and surplus calculations. This is a course for non-mathematics majors. *Prerequisite: MA 108 or 109 or 110 or permission of instructor. Offered fall and spring semesters.*

**MA 223 Analytic Geometry and Calculus III.** *One unit.* Continuation of MA 122. Vectors, functions of more than one variable, partial differentiation, multiple integration. *Prerequisites: MA 121, 122.*
MA 230 Discrete Mathematics. One unit. Logic and proof techniques, set theory, algorithms, recurrence relations, graph theory, trees. Prerequisite: MA 121 or permission of instructor. Offered fall semester.


MA 316 Operations Research. One unit. Mathematical models, constraints, the simplex method, duality, and the transportation problem. Other topics to be chosen from game theory and dynamic programming. Prerequisite: MA 232. Offered spring semester of even-numbered years.

MA 321 Advanced Calculus. One unit. Capstone course. A thorough discussion of the real number system; topology of the real line, continuous functions, uniform convergence. Additional topics from theory of integration and multivariate calculus. Offered spring semester of odd-numbered years.

MA 322 Complex Variables. One unit. Complex numbers, analytic functions, conformal mapping, Taylor and Laurent series, contour integration, and residues. Prerequisite: MA 223. Offered fall semester of even-numbered years.

MA 325 Theory of Computation. One unit. Mathematical foundations of computer science. Formal languages: lexical, context-free, context-sensitive, type 0. Automata: Finite, Pushdown, Linear-bound Turing machines, Chomsky’s hierarchy. Cross-listed with CS/IS 325. Prerequisites: CS 130 and MA 230 or instructor’s permission. Offered spring semesters.*

MA 373 Probability. One unit. Capstone course. Basic laws of probability, discrete and continuous random variables, expectations, and the Central Limit Theorem. Offered spring semester of even-numbered years.

MA 397 Mathematics Experience. One unit. Internship at an approved internship facility under the supervision of a faculty member. Prerequisite: permission of the department. Offered fall and spring semesters.

MA 400 Senior Reflective Tutorial. One unit. Students complete a field experience at an approved facility or they execute a theoretical research project. An undergraduate thesis is presented. Offered spring semester with MA 421, MA 431, MA 321, or MA 373, capstone course.

MA 421 Topology. One unit. Capstone course. Topological spaces and topological equivalence, the topology of the real line, metric spaces, compact spaces, connected spaces, Hausdorff spaces, and the separation axioms. Offered spring semester, even-numbered years.

MA 433 Theory of Numbers. One unit. Divisibility, congruence, theorems of Wilson and Fermat, linear diophantine equations, and elements of coding theory and encryption. Prerequisite: MA 230. Offered spring semester, odd-numbered years.

MA 441 Modern Geometry. One unit. An introduction to modern geometry through a unified treatment of foundations; Euclidean geometry, projective and other non-Euclidean geometries. Offered fall semester, odd-numbered years.

MA 451 History of Mathematical Thought. One unit. A survey of the development of mathematics from ancient to modern times. Prerequisite: junior standing.

MA 482 Numerical Analysis. One unit. Newton’s and other numerical methods, operators, finite differences, numerical integration, numerical solution of differential equations, and an introduction to computer arithmetic. Prerequisites: CS 130 and MA 122. Cross-listed with CS 482. Offered fall semester, odd-numbered years.*

MA 497 Mathematics Experience. Two units. Internship at an approved facility under the supervision of a faculty member. Prerequisite: permission of the department. Offered fall and spring semesters.

MA 591 Special Topics. One unit. Topics selected according to student interest. This course will provide students with an opportunity to study a particular field of their mathematical interest that may not be provided in the regular offerings or to continue their study beyond an existing course offering. Prerequisite: permission of the department. Offered periodically; consult department chair.

MA 593 Independent Study. One unit. An opportunity for an advanced student to work independently, under the direction of a faculty member, on some topic not included in the regular offerings. Prerequisite: permission of the department.

MA 595 Seminar One unit. Attendance is required at every meeting; each student must present at least one paper. This course may be repeated once for credit with permission of the department. Prerequisites: junior standing and permission of the department. Offered periodically; consult department chair.

*A non-refundable laboratory fee is required.
MICROBIOLOGY

Mission and Student Learning Goals for a Major in Microbiology (B.S.)
The mission of the undergraduate program in microbiology within the Department of Biological Sciences at Wagner College is to provide students with a comprehensive background in the various fields of modern microbiology including microbial genetics, clinical microbiology, applied microbiology, immunology, molecular biology, and microbial physiology. Wagner is one of the few liberal arts colleges in the Northeast offering this major as an undergraduate degree. The primary goal of this major is to prepare students for graduate study and careers as microbiologists in public health, hospital, industrial, or research laboratories.

By graduation, microbiology majors should possess or have demonstrated:
- a basic knowledge of fundamental concepts in cell and molecular biology, microbial genetics, and microbial physiology.
- a basic knowledge of applied, food, and industrial microbiology.
- a clear conceptual knowledge of immunology and serology.
- a general knowledge of clinical microbiology.
- a basic knowledge of statistical analysis.

Requirements for a Major in Microbiology (B.S.)
A minimum of 18 units with the following distribution:

Core requirements – 8 units of Microbiology as follows:
Microbiology 200, 213, 221, 314, 512, 521, 522, 525.

Elective requirements – 2 units of Microbiology chosen from:
200-level or higher microbiology courses, CH 517

Senior Learning Community – 2 units
MI 400E (zero units), 400, 491.

Cognate courses—6 units of Chemistry and Physics:
CH 111, 112, 211, and one of the following: 212 or 517 (if not used as an elective);
PY 131, 132 or PY 141, 142.
A laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently.

Courses used to calculate the major index include all courses in microbiology. It is recommended that microbiology majors complete MA 119 or higher, to fulfill the mathematics requirement of the college.
Requirements for a Combined Major in Microbiology and Minor in Chemistry

18 units required for the major in microbiology, and any two additional units in chemistry above CH 212. The minor must be declared at the time when the major in microbiology is declared.

Requirements for a Minor in Microbiology.

A minimum of five units at the 200-level or higher in microbiology. MI 200 is required and MI 314 and 512 are strongly recommended. A laboratory section must be taken as part of any course for which a laboratory section is offered.

Graduate Program

The degree of Master of Science in the field of microbiology is offered. Consult the Graduate Programs section of this bulletin or the Office of Graduate Studies for additional information.

The College also offers a 5-year B.S./M.S. in Microbiology (see below). For specific graduate course descriptions, please consult the Graduate Programs section of this bulletin.

Course Descriptions

MI 109 Plagues, Outbreaks, and Biological Warfare. One unit. Three hours of lecture weekly. This course is designed for non-science majors and meets the science distribution requirement. The course focuses on historical epidemics with emphasis on how scientists discovered, treated, and halted the spread of these illnesses and how the diseases shaped societies. Present-day epidemics are examined and attention is given to future epidemic threats. Organisms used in biological warfare are described. No prerequisites. Offered as needed.

MI 200 Microbiology. One unit. Three hours of lecture and two hours of laboratory weekly. This course is a study of microorganisms with special emphasis on those that affect the human body. The study of pathogenic organisms is introduced, including the more common tests for infectious diseases and the specific immunities by which the body is protected. Primarily for science and health science majors. Not recommended as a sole course in microbiology to meet distribution requirements. Offered fall and spring semesters.*

MI 213 Cells, Genes, and Evolution. One unit. Three hours of lecture and two hours of laboratory weekly. A course designed to familiarize students with fundamental biological principles emphasizing evolution and speciation; cell chemistry, structure and function; Mendelian and population genetics. Laboratory experiments give students hands-on experience with various aspects of evolution, cell biology, and genetics. Cross-listed with BI 213. Primarily for science majors. Not recommended as a sole course in biology to meet distribution requirements. Offered fall and spring semesters.*

MI 216 General Pathology. One unit. Three hours of lecture and two hours of laboratory weekly. A course in the principles, techniques, and clinical significance of standard clinical laboratory procedures in hematology, clinical biochemical analyses, and immunohematology. Cross-listed w/BI 216. Prerequisite: MI 200. Prerequisite or co-requisite: CH 112. Offered spring semester.*
MI 221 Biostatistics and Experimental Design. One unit. Three hours of lecture and one hour of recitation weekly. This course provides an introduction to hypothesis testing, experimental design, and the statistical treatment of biological information. Fundamental aspects of data analysis are presented, including parametric and nonparametric testing procedures commonly used in biological research. Cross-listed w/BI 221. Offered fall and spring semesters.

MI 291 Special Topics in Microbiology. One unit. Weekly lecture(s). Discussion and analysis of problems in microbiology which are not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interest. Special topics may be taken more than once with differing subject matters. Offered periodically; consult department chair.

MI 314 Clinical Microbiology. One unit. Three hours lecture; two hours lab. Standard methods for the bacteriological examinations of blood, urine, sputum, spinal fluid, and other body secretions and excretions. Prerequisite: MI 200. Offered spring semester of odd-numbered years.*

MI 397G, P, or N Internship in Microbiology: One or zero units. Research or teaching experience for at least 105 hours in a research, clinical, industrial, or teaching setting where there is supervised, hands-on involvement in daily activities. The student will maintain a log describing day-to-day activities and the times and hours worked. A final paper in which the student evaluates the work experience is required. Other possible requirements will be determined by the faculty member overseeing the student’s progress. The student’s on-site supervisor will complete a written evaluation of the student’s performance and submit it to the faculty supervisor. Students registered for this course as MI 397G will receive a letter grade; those registered as MI 397P will be taking the course on a pass/fail basis; those registered as MI 397N will be taking the course for no credit (registration fee required). This course cannot be used to meet requirements for the Senior Thesis (MI 400) nor does it count towards completion of the requirements for the microbiology major. Interested students should contact the Center for Academic and Career Engagement. Prerequisites: MI 200 and permission of department chair. Offered as needed.

MI 400E Research for Senior Thesis. Zero units. This zero-unit course is the experiential component of the senior learning community. It includes at least 100 hours of research. The research experience must be completed prior to Microbiology 400, as determined by the chair of the student’s senior thesis committee. This experiential component serves as the basis for the thesis completed in MI 400. Cross-listed w/BI400E. Prerequisite: MI 221 and permission of Departmental Senior Learning Community Coordinator required. Offered fall, spring, and summer.*

MI 400 Senior Thesis. (W) One unit. This course is linked to a completed research experience which includes at least 100 hours of research. The course must be taken during the senior year, as part of the senior learning community by all Microbiology majors. The student analyzes his/her own data and completes an original research paper. Writing will follow standard scientific journal formats and will include multiple drafts. Each student is required to successfully defend his/her paper before a senior thesis committee. All students are also expected to present their findings publicly in oral or poster form. Cross-listed w/BI 400. Prerequisite: Completion of research (MI 400E), as determined by the chair of the student’s senior thesis committee, is required prior to the beginning of this course. Offered fall and spring semester.
MICROBIOLOGY, B.S.

**MI 491 Capstone Course: Recent Advances in Microbiology.** One unit. Three hours of lecture weekly. This course addresses recent advances in research and concepts within the following microbiological disciplines: molecular cell biology, microbial physiology, microbial genetics, environmental microbiology, clinical microbiology, immunology, virology, and applied microbiology. Specific lectures are provided by faculty. Each student actively participates by preparing and presenting lectures in all fields. This course is part of the senior learning community in microbiology and is normally taken during the senior year. Prerequisites: MI 200, 213, 221, 314, 512, 521, 522, and 525. Offered spring semester.

**MI 493 Undergraduate Research I.** One unit. Independent but supervised research experience averaging at least eight hours per week on a topic such as bacteriology, microbiology, virology, serology, hematology, molecular biology, or parasitology, culminating in a research paper using format of any preferred scientific journal in biology. A minimum of 10 references to the selected topic are required. Students taking this course for credit may not use the research experience to meet requirements for the Senior Thesis. May be taken once. Prerequisites: Four units of Microbiology including MI 221; permission of the department chair. Offered as fall and spring semesters.*

**MI 494 Undergraduate Research II.** One unit. This course is identical to Microbiology 493. Together with MI 493, a rare student has the possibility of completing a year of research for publication consideration or pursuing research in two different areas. Prerequisite: MI 493. Offered as needed.*

**MI 496 Molecular Cell Biology.** One unit. Three hours of lecture and three hours of laboratory weekly. An examination of current knowledge concerning eukaryotic cell structures and functions. Topics covered include cell organelles, membranes and membrane trafficking, the nucleus and nuclear membrane, cell signaling and communication. A molecular perspective is emphasized throughout the course. Cross-listed as Biology 496. Senior status required. Prerequisites: BI/MI 213, BI 219 and permission of the instructor. Offered spring semester.*

**MI 497G, P, or N Internship in Microbiology:** Two or zero units. Research, clinical, industrial, or teaching experience for at least 210 hours at a facility where there is supervised, hands-on involvement in daily activities. The student will maintain a log describing day-to-day activities and the times and hours worked. A final paper in which the student evaluates the work experience is required. Other possible requirements will be determined by the faculty member overseeing the student’s progress. The student’s on-site supervisor will complete a written evaluation of the student’s performance and submit it to the faculty supervisor. Students registered for this course as MI 497G will receive a letter grade; those registered as MI 497P will be taking the course on a pass/fail basis; those registered as MI 497N will be taking the course for no credit (registration fee required). This course cannot be used to meet requirements for the Senior Thesis (MI 400) nor does it count towards completion of the requirements for the microbiology major. Interested students should contact the Center for Academic and Career Engagement. Prerequisites: MI 200 and permission of department chair. Offered as needed.

**MI 503 Epidemiology.** One unit. Three hours of lecture weekly. An intensive course in the principles and methods of epidemiology with special reference to the determination of community needs. Prerequisites: MI 200, MI/BI 221. Offered spring semester of even-numbered years.
MI 512 Applied, Food, and Industrial Microbiology. One unit. Three hours of lecture and two hours of laboratory weekly. This course includes bacteriological studies of water, sewage, milk, and food. In this course emphasis will also be placed on microbiological assays, toxicology studies, and purposes and procedures involved in the standardization of antibiotics, germicides, preservatives, and disinfectants. Prerequisites: MI 200, 221; CH 112. Offered spring semester of odd-numbered years.*

MI 513 Pathogenic Fungi. One unit. Three hours of lecture and two hours of laboratory weekly. A study of the morphology, taxonomy, and phylogeny of pathogenic fungi and the pathology of mycological diseases in humans and animals. The isolation, identification, and study of fungi for purposes of classification, physiology, ecology, and genetics. Prerequisite: MI 200. Offered fall semester of odd-numbered years.*

MI 517 Electron Microscopy. One unit. Six hours of combined lecture and laboratory weekly. The principles and use of the transmission and scanning electron microscopes are covered. Students learn the basic techniques of electron microscopic tissue processing and microphotography. Each student must prepare a final technical report including examples of their own microphotographs. Cross-listed as BI 517. Prerequisites: BI/MI 213 or MI 200; CH 111, 112. Not open to students completing MI 615. Offered as required.*

MI 521 Immunology and Serology. One unit. Three hours of lecture and two hours of laboratory weekly. The principles of immunology including the immune response, immunoglobulin production theories, standard serological methods, and serodiagnostic procedures. Prerequisites: MI 200; CH 211. Offered fall semester of even-numbered years.*

MI 522 Microbial Genetics. One unit. Three hours of lecture and two hours of laboratory weekly. A course in the genetics of bacteria, fungi, bacteriophages, and other viruses. Particular emphasis is placed on the experimental use of microorganisms in the study of molecular events in genetics including: DNA replication, macromolecular synthesis and regulation, mutation, recombination, and DNA repair. Prerequisites: MI 200, 213, 221, CH 211. Offered spring semester of odd-numbered years.*

MI 523 Microbial Ecology. One unit. Three hours of lecture and two hours of laboratory weekly. An introduction to the ecology of microorganisms. Involvement of microorganisms in nutrient cycles is emphasized. Applications in the areas of deterioration of products and disposal of wastes are treated. Prerequisites: MI 200 and one additional unit of Microbiology; CH 112. Offered as required.*

MI 524 Molecular Biotechnology. One unit. Three hours of lecture and three hours of laboratory weekly. A course in the application of molecular knowledge to the problems of genetic engineering. A comparison between the genetic systems of prokaryotes and eukaryotes and their role in molecular genetic techniques used in the fields of molecular biology and microbiology will be explored. The development of current concepts and methods in molecular genetics as they apply to research, agriculture, industries, pharmaceutical companies and medicine will be studied. The laboratory will explore the most current techniques used in recombinant DNA technology as it relates to the course material. Cross-listed w/BI 524. Prerequisite: MI 522. Offered as required.*

MI 525 Microbial Physiology. One unit. Three hours of lecture and two hours of laboratory weekly. The structure, function, and assembly of microbial cells and analysis of products of
their metabolism are presented. Prerequisites: MI 200; CH 211. Offered fall semester of odd-numbered years.*

**MI 591 Special Topics in Microbiology.** *One unit.* Weekly lecture(s). Discussion and analysis of problems in microbiology which are not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interest. Special topics may be taken more than once with differing subject matter. Offered periodically; consult department chair.

**MI 593 Independent Study.** *One unit.* Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced majors. Offered fall and spring semesters.

*A non-refundable laboratory fee is required.

*The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.*

MI 523 Microbial Ecology.
MODERN LANGUAGES, CULTURES AND LITERATURES

Language majors are required to study abroad, and minors are strongly encouraged to do so. Credit from Wagner-approved study-abroad programs may be used for completing a major or minor in French, French Studies, German, Italian, or Spanish. In addition to meeting with the Study Abroad Coordinator, students must have their study abroad courses approved by the chair of the department.

Note: Taking two related courses while studying abroad fulfills the intermediate learning community requirement and all courses taught in a foreign language fulfill the International Perspectives requirement.

REQUIREMENTS FOR MAJOR IN FRENCH STUDIES (B.A.)

A minimum of 11 units with the following distribution, with a maximum of 4 courses permitted in English.

Required courses – 5 units as follows:
FR 111, 112, 231, 232, 251

Electives – 5 units to be chosen from among the following:
HI 112, 269, 282, 284, 286
AH 112, 217, 218, 321
EN 229
GOV 232

Senior Learning Community – 2 units
FR 400 taken concurrently with one of a selection of upper-level classes, FR 333 or above, offered on a rotating basis. This course includes an experiential component.

REQUIREMENTS FOR A DUAL MAJOR OF FRENCH STUDIES AND CHILDHOOD EDUCATION

For the Education course requirements consult the Education section. The French Studies component of the dual major consists of a total of 10 units including the following required courses: FR 107, 111, 112 231, 232, 251, four electives.

Education Majors who must fulfill the two-semester language State requirement must take two consecutive classes in the same language in order to receive credit.

REQUIREMENTS FOR A MINOR IN FRENCH

A minimum of 6 units in French, including the elementary level. One class may be taken in English translation.
FR 105 Basic Intensive French I. One unit. This is a one-semester course for students with 0-2 years previous experience with the language. Students learn a variety of vocabulary and grammar, concentrating upon the present tense. The course provides students with a solid foundation in reading, writing, speaking and listening skills and introduces aspects of French and Francophone culture. Lessons concentrate upon communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises, presentations and group conversation. Students complete homework exercises through an online workbook that includes reading, writing, listening and speaking activities. **Pre-requisite:** 0-2 years of high-school instruction or permission of instructor. Offered as required.

FR 106 Basic Intensive French II. One unit. This is a one-semester course for students who have completed French 105 or have 1-2 years of previous experience with the language. Students learn a variety of vocabulary and grammar, including the past, future and conditional tenses. The course builds upon reading, writing, speaking and listening skills and introduces further aspects of French and Francophone culture. Lessons concentrate upon communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises, presentations and group conversations. Students complete homework exercises through an online workbook that includes reading, writing, listening and speaking activities. **Pre-requisite:** FR105, 1-2 years of high-school instruction or permission of instructor. Offered as required.

FR 107 Accelerated Elementary French. One unit. This is a one-semester accelerated course that condenses the material covered in FR105 and FR106 into one semester. This is a fast-paced course and is intended primarily for false beginners (learners who have had some previous instruction but who are still at the elementary level). Students therefore elect to take FR105 and FR106, or to take FR107; at the end of each track, students will be at the Intermediate level. Students learn a variety of vocabulary and grammar, including the present, past, future and conditional tenses. The course builds upon reading, writing, speaking and listening skills and introduces aspects of French and Francophone culture. Lessons concentrate upon communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises, presentations and group conversation. Students complete homework exercises through an online workbook that includes reading, writing, listening and speaking activities. **Pre-requisite:** 1-2 years of high school instruction or permission of instructor. Offered every Spring semester.

FR 111 Intermediate French I. One unit. This is a one-semester course for students who have completed both FR105 and FR106, or those who have completed FR107, or those who have 3 years of previous experience with the language. Students consolidate their knowledge of the present and past tenses (passé compose, imparfait and plus-que-parfait) and learn a variety of vocabulary that relates to contemporary culture (telecommunications, commerce and art, for example). The course includes films and literary passages such as short stories to supplement students’ exposure to different registers and to extend their cultural awareness. Lessons concentrate upon communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises and group conversations. Students complete homework exercises through an online workbook that includes reading, writing, listening and speaking activities. This course includes a conversation class that requires one additional hour per week. **Pre-requisite:** FR106, FR107, 3 years of high-school instruction or permission of instructor. Offered every fall semester.

228
FR 112 Intermediate French II. *One unit.* This is a one-semester course for students who have completed both FR111 or those who have 3-4 years of previous experience with the language. Students consolidate their knowledge of the future and conditional tenses, are introduced to the subjunctive, and learn a variety of vocabulary that relates to contemporary culture (cinema, travel and the Francophone world, for example). The course includes films and literary passages such as short stories to supplement students' exposure to different registers and to extend their cultural awareness. Lessons concentrate upon communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises and group conversation. Students complete homework exercises through an online workbook that includes reading, writing, listening and speaking activities. In particular, they are introduced to writing skills that enable them to write cogently in response to literary and non-literary texts, and to prepare them for the expectations of writing at the advanced level. This course includes a conversation class that requires one additional hour per week. Successful completion of this course is required for students to be able to study abroad in France or a Francophone country. By the end of this course, students will be at the Advanced level and are prepared to take FR231: Advanced French Composition and Conversation I. *Pre-requisite: FR111, 3-4 years of high-school instruction or permission of the instructor. Offered every spring semester.*

FR 230 The Art of the Flâneur: Paris in Literature, Art and Film. (I) *One unit.* In this course, we will study how Paris has been represented in art, literature and film. Paris is a mythic space in the French imagination: a place of creation, of intellectual engagement, of artistic expression, of romance, of dreams, of elegance and of style. We will go in search of this mythic Paris in books, in art galleries, in cinemas, in museums and in the streets themselves. We will firstly trace the history of the city through its Roman origins to its place as the head of a highly centralized state, pausing to reflect upon major historical, social and cultural developments. We will then read a selection of literary representations of the city, we will view filmic representations of the city and we will also explore artistic representations of the city through visits to art galleries and museums. *Prerequisites: FR 111 or permission of instructor. Offered as required as part of the Expanding Your Horizons Program.*

FR 231 Advanced French Composition and Conversation I. *One unit.* This class consists of intensive practice in written and conversational French. It is based upon in-depth study of French grammar and analysis of literary and non-literary readings of advanced difficulty. Materials include newspaper articles, short stories, films and a short novel, and classes incorporate oral reports, debates, translation from both English to French and French to English, structured and unstructured oral activities, and composition. Particular emphasis is placed upon developing solid writing skills as a preparation for the long papers required in upper-level courses. *Prerequisite: FR112 or equivalent. Offered every fall semester.*

FR 232 Advanced French Composition and Conversation II. *One unit.* This class deepens the intensive practice in written and conversational French of FR231. The study of French grammar is foregrounded and supplemented by analysis of more challenging literary and non-literary readings. Materials include newspaper articles, short stories, films and a short novel, and classes incorporate oral reports, debates, translation from both English to French and French to English, structured and unstructured oral activities, and composition. Particular emphasis is placed upon developing solid writing skills as a preparation for the
long papers required in upper-level courses. Prerequisite: FR231 or equivalent. Offered every spring semester.

**FR 234 Introduction to French Translation. (I) One unit.** This course uses translation to help students consolidate complex grammatical structures and further develop their awareness of the particular subtleties of French. Students will be introduced to the history and theory of translation from French to English and English to French through a variety of texts: newspaper and journal articles, legal and medical documents, letters, advertisements, film subtitles, and literary works. The course includes a final service-learning translation project. Prerequisite: French 232 or equivalent. Offered as required.

**FR 241, 242 French and Francophone Civilization. (I) One unit each.** A study of French cultures and civilization (fall semester) and Francophone cultures and civilization (spring semester) including visual arts, history, music and literature. Prerequisites: French 231. Offered as required.

**FR 251 Introduction to Literature in French. (I) One unit.** This course introduces students to reading literary texts in French. The course aims to develop students’ literary analysis through studying examples of poetry, theater and prose. Material is arranged thematically, e.g. the theme of love, death or identity, and includes texts from both France and the Francophone world. The course also introduces students to major research sources as well as to the nature and methodology of writing scholarly papers. Prerequisite: FR 232 or permission of instructor. Offered as required.

**FR 310 Literature in Turn-of-the-Century Paris, Vienna, Berlin, and Barcelona. (W)(I) One unit.** A detailed reading of some of the major literary works written in fin-de-siècle Paris, Vienna, Berlin, and Barcelona. Along with readings by authors such as Marcel Proust, Colette, Thomas Mann, Rainer-Maria Rilke, and Arthur Rimbaud, this class also addresses the rise of psychoanalysis, the exploration of sexuality, and café culture. Students will visit the Metropolitan Museum of Art and attend a concert at Carnegie Hall. Cross-listed w/EN 310. Prerequisite: EN 212 or permission of instructor. Offered spring semester of odd-numbered years.

**FR 320 French Masterworks in Translation. (I) One unit.** A survey of the great tradition in French literature from the sixteenth century Pleiade group through the seventeenth century dramatists, such as Voltaire and Rousseau and the nineteenth and twentieth century writers, such as Balzac, Hugo, Zola, Sartre, Beauvoir, and Camus. In order to receive French credit students must read the works and write their papers and exam answers in French. Offered as required.

**FR 333 Nineteenth Century French Literature. (I) One unit.** Benjamin Constant’s Adolphe, Hugo’s poetry, Balzac’s Sarrasine, Baudelaire’s Les Fleurs du Mal, Zola’s Therese Raquin, a text by Flaubert, short stories by Guy de Maupassant, and the poems of Arthur Rimbaud are read and discussed. All work is in French. Prerequisite: French 232 or permission of the instructor. Offered as required.

**FR 334 Twentieth Century French Literature. (I) One unit.** This companion course to French 333 focuses on a selection of novels, short stories, plays, and essays which characterize the volatile world of twentieth century French letters. Typical of the authors read are Valery, Gide, Beauvoir, Camus, Genet, Beckett, Barthes, Robbe-Grillet, Claude
FR 335 French Beyond France: An Introduction to la Francophonie. (I) One unit. French is an official language in 33 countries, and a lingua franca in many more. In this course, we will broaden our study of French to other areas of the world in which French is spoken: North Africa, Sub-Saharan Africa, the Caribbean, Quebec and Indochina. In the first part of the course, students will learn about the history of the imperial project that resulted in the preponderance of French in the world. We will then study each area of la Francophonie in turn, examining representative works of art, literature and film that present the major themes of the colonization and post-colonization eras. Prerequisites: FR 232 or permission of instructor. Offered as required.

FR 346 A Window on France: French Survey. (I) One unit. This course offers a chronological survey of French literature and its cultural heritage from the Middle Ages to the present times, focusing on movements such as Romanticism, Realism, Naturalism, Surrealism, and Postmodernism. Authors to be studied include Christine de Pizan, Rabelais, La Fontaine, Molière, Rousseau, Sand, Balzac, Proust, Colette, Camus, Sartre and Duras. Prerequisite: FR 251 or permission of instructor. Offered as required.

FR 351 French Women Writers in Translation. (I) One unit. This course explores women's writing from the unique literary and cultural perspectives of French speaking society. Readings include such authors as Madame de Sévigné, George Sand, Simone de Beauvoir, Colette, Nathalie Sarraute, and Marguerite Duras. The course also includes writings by francophone West African, Caribbean, and Canadian authors. Offered spring semester of odd-numbered years.

FR 352 Cities in the Francophone World. (I) One unit. This course examines the literary representations of city life in the French speaking world from the nineteenth century to the present. Using an interdisciplinary approach, topics will include the city as a physical and utopian construction, urban and non-urban landscapes, post-war reconstruction, poverty, alienation, immigration, and the ways in which cities occupy and challenge the literary imagination. Prerequisites: French 251 or equivalent. Offered as required.

FR 355 Sex and Gender in Medieval French Literature. (W) (I) One unit. Medieval France saw a new flowering of interest in romantic love, but also a new imposition of control over sexual behavior by the Church. As a result there was an explosion of literature both celebrating and condemning a wide variety of erotic attitudes and practices, composed by churchmen, noblemen, and the few women who achieved the education and authority to write. We will read troubadour love lyrics, Arthurian romances, poems debating the merits of same-sex love, and selections from Christine de Pizan, widely considered to be Europe's first feminist. All texts, whether written in French or Latin, will be read in English translation. Cross-listed w/FR 355. Prerequisite EN 212 or permission of instructor. Offered as required.

FR/EN 356 French Cinema: Retrogrades, Rebels and Realists. One unit. This course introduces students to the major developments in the history of French cinema. The course aims to develop students’ skills of analysis and interpretation in order to enable them to read and appreciate film as an art form. The course is divided into three parts which present the
MODERN LANGUAGES, CULTURES & LITERATURES

three principal moments of French cinematic history; the films of Poetic Realism from the 1920s and 1930s; the films of the New Wave from the 1950s and 1960s and fin-de-siècle films of the 1980s and 1990s. Film-viewings are supplemented by the study of film theory. The class is writing-intensive and fulfills the International Perspectives requirement. Taught in English. Prerequisite: none. Offered as required.

FR 400 - The Senior Learning Community in French consists of an upper-level French or Francophone literature capstone course ("French Beyond France: An Introduction to La Francophonie"/FR 335, “French Women Writers”/FR 351) taken together with the Senior RFT class. There are two possible models for the experiential component. The first one consists of one hundred hours of supervised work at a cultural institution OR in a community organization within the Metropolitan area where students would be actively using their French skills. These students will write a 15-page research paper in French for the Senior RFT course at the end of the semester. The second model consists of 30 hours of experiential learning and a 30-page senior thesis in French. In both cases, there will be a formal research paper and a thesis defense at the end of the semester.

FR 400 Senior Reflective Tutorial: French Expository Writing. One unit. Taken alongside the senior capstone course, this is an advanced seminar-style class dealing with literary, or cultural theory. This course also aims to build upon previous language learning to review, refine, develop, and practice language skills to achieve correct and effective expression in French with emphasis on writing. An extended research project is required for all majors who wish to be considered for departmental honors. Depending on the nature of the experiential model, students will complete a 15-page research paper or a 30-page thesis in French. Prerequisite: Must be a French Studies major or have permission of the instructor. Offered every spring semester.

FR 423 Contemporary French and Francophone Women Writers. (I). One unit. This course examines the literary work of women writers in the French-speaking world in the context of historical, social and cultural developments. The course is grounded in feminist theory and pays particular attention to both the heyday of French feminism (the 1970s) and subsequent theory. A range of writers from different places in the Francophone world and from different historical periods will be studied, including for example George Sand, Colette, Assia Djebar, Marguerite de Navarre, Louise Labé, Simone de Beauvoir, Madame de Lafayette, Annie Ernaux and Maryse Condé. Prerequisites: FR 251 or permission of instructor. Offered as required.

Requirements for a Minor in German

A minimum of 6 units in German including the elementary year. One elective course may be taken in English. All courses taught in the language fulfill the International Perspectives requirement (I). Students may complete their German minor abroad by taking approved elective classes in Germany or Austria.

Course Descriptions

GE 101, 102 Elementary German I, II. (I) One unit each. Three hours of lecture and one hour of laboratory weekly each semester. Basic oral comprehension and conversation. Study of introductory texts. Prerequisite: For students with no previous experience with the
GE 101 is a prerequisite for GE 102. GE 101 offered fall semester; GE 102. Offered spring semester.

GE 111, 112 Intermediate German I, II. (I) One unit each. Three hours of lecture and one hour of laboratory weekly. Review of grammar and intensive training in comprehension and linguistic practice. Study of modern prose. Prerequisites: GE 101, 102, or equivalent. GE 111 is a prerequisite for GE 112. GE 111 offered fall semester; GE 112 offered spring semester.

GE 231, 232 German Conversation and Composition I, II. (I) One unit each. An intensive course in speaking and writing German, conducted entirely in that idiom. Discussion of current topics and informal conversations with the use of periodicals and texts. Prerequisites: GE 112, or equivalent. GE 231 is a prerequisite for GE 232. GE 231 offered fall semester as required; GE 232 offered spring semester as required.

GE 321 Masterworks of German Literature I. (I) One unit. Reading and discussion of 18th and 19th Century works from the German Classical and Romantic periods. Short stories, plays, poems, and excerpts from novels by authors such as J.W. Goethe, F.S., Schiller and E.T.A. Hoffmann. Prerequisites: GE 232 or permission of instructor. Offered as required.

GE 322 Masterworks of German Literature II. (I) One unit. Reading and discussion of 20th century short stories, plays, poems, and novels by authors such as R. Rilke, H. Hesse, T. Mann, B. Brecht, and A. Schitzler. Prerequisites: GE 321 or permission of instructor. Offered as required.

Electives in English:
HI 281 Nazi Germany and the Holocaust. Study of the Nazi movement in Germany and Europe, from the post-World War I era to the Holocaust. Topics will include: Hitler’s ideas on race, religion and gender and their appeal; experiences of men and women in the Nazi State; the role of the church and big business; comparisons with Italian Fascism and Vichy France; Nazi persecutions, collaboration, and resistance; the Final Solution and the Jews. We will also analyze recent debates over the representation of this era in film, literature (including the comic book Maus), museum exhibits, and commemorative monuments. The course includes a trip to the National Holocaust Museum in Washington, D.C. Offered as required.

Philosophy 215 Hegel, Marx, and Nietzsche. This course examines the development of German philosophical thought from the late eighteenth century to the early twentieth century around the themes of idealism and materialism. Authors will include Hegel, Fichte, Marx, and Nietzsche.

Existentialism 213. This course examines the important texts and central ideas of the major existentialist thinkers, Heidegger and Sartre, as well as those of important precursors such as Kierkegaard and Nietzsche. Topics include the analysis of human reality ("the self" intentionality, consciousness, etc.), the relation of the individual to society, the basis of moral belief and decision, freedom, authenticity, self-deception, anxiety and the significance of death. Offered as required.

in fin-de-siècle Paris, Vienna, Berlin, and Barcelona. Along with readings by authors such as Marcel Proust, Colette, Thomas Mann, Rainer-Maria Rilke, and Arthur Rimbaud, this class also addresses the rise of psychoanalysis, the exploration of sexuality, and café culture. Students will visit the Metropolitan Museum of Art and a concert at Carnegie Hall.  

Prerequisite: EN 212 or permission of instructor. Cross-listed as French 310. Offered spring semester of even-numbered years.

**AH 218: Cities and Perversities: Art in Turn-of-the-Century Paris, Vienna, Berlin, and Barcelona.** (I) (W) This course focuses on art in the fin-de-siècle in four major cosmopolitan centers: Paris, Vienna, Berlin, and Barcelona, with occasional stops in Belgium, Norway, and England. Styles discussed include Expressionism, Symbolism, Post-Impressionism, Art Nouveau, and Jugendstil. The art of the period is explored in relation to issues of national identity c. 1900 and as a response to the shock of metropolitan life, a phenomenon experienced by artists in all four cities. These issues include attitudes toward sexuality, the rise of the crowd, alienation, the impact of psychoanalysis, escapism, and the withdrawal to the interior. We will also study the interrelation between painting, sculpture, architecture, design, and the popular arts in this period. The course attempts to understand better the shared visual language of turn-of-the-century Europe, while illuminating the special contributions and characteristics of the art of each city. Offered as required.

**RE 203 Spiritual Quest in Literature.** An examination of some major pieces of fiction concerned with heroes on a search for meaning and purpose in their lives. Their search often leads them far from traditional religious beliefs. (Cross-listed as English 203). Offered either fall or spring semester. (This course includes several readings by German author Hermann Hesse)

**REQUIREMENTS FOR A MINOR IN ITALIAN**

A minimum of 6 units in Italian, not including the elementary courses 105, 106 and 107. One class may be taken in English translation. All courses taught in the language fulfill the International Perspectives requirement (I).

Required courses – 4 units as follows:
IT 111, 112, 231, 232.

Electives – 2 units to be chosen from among the following:
IT 220, 241, 251, 291, 357; HI 262; AH 211

**COURSE DESCRIPTIONS**

**IT 105 Basic Intensive Italian I.** (I) **One unit.** An introduction to the Italian language and culture for students with 0-1 year of previous experience with the language. Proficiency methods build listening, reading, speaking, writing, and cultural skills. No prerequisites. Not designed for native speakers of Italian. Offered fall semester.

**IT 106 Basic Intensive Italian II.** (I) **One unit.** A continued introduction to the Italian language and culture for students with 1-2 years of previous experience with the language. Proficiency methods improve listening, reading, speaking, writing, and cultural skills. Prerequisite: IT 105 or 1 year of high school Italian. Not designed for native speakers of Italian. Offered spring semester.
IT 107 Accelerated Elementary Italian. (I) One unit. An intensive and fast-paced class for students with 0-2 years of Italian who wish to acquire basic speaking, reading, writing, and listening skills before entering the intermediate level. This accelerated course will cover the basic grammatical concepts of both IT 105 and 106 and therefore may not be taken in addition to those courses. Prerequisite: 0-2 years of high school instruction. Not designed for native speakers of Italian. Offered spring semester.

IT 111 Intermediate Italian I. (I) One unit. This course provides a review of basic grammar as well as a continuation of more complex grammatical structures, practice in conversation, writing and reading of selected short stories and articles. Materials include newspaper/magazine articles, films, interactive web-based activities and other online resources. Class sessions are conducted entirely in Italian and include individual short presentations, role-playing, and group debates. Three weekly hours of class instruction are supplemented by one hour of required additional activities in the language each week. Prerequisite: IT 106 or 107, 2-3 years of high school instruction or 1-2 semesters of college Italian. Offered fall semester.

IT 112 Intermediate Italian II. (I) One unit. This course provides continued study of more complex grammatical structures, practice in conversation, writing and reading of selected short stories and articles. Materials include newspaper/magazine articles, films, interactive web-based activities and other online resources. Class sessions are conducted entirely in Italian and include individual short presentations, role-playing, and group debates. Three weekly hours of class instruction are supplemented by one hour of required additional activities in the language each week. Prerequisite: IT 111 or permission of the instructor. Offered spring semester.

IT 220 Italian Culture and Conversation. (I) One unit. This course is designed to develop the listening, speaking and pronunciation skills of students wishing to move into the advanced Italian courses. Class discussions will be centered on popular Italian culture and materials will include music, television shows, movies and websites. Prerequisite: IT 111 or equivalent. Offered as required.

IT 231 Artistic Adventures: Italian Composition and Conversation. (I) One unit. This course is designed for students who wish to master more complex grammatical structures and broaden their vocabulary by means of directed topical conversations, open conversations, presentations, journals and composition writing. Special emphasis will be placed on writing, speaking, and pronunciation. Students will read and analyze different artistic texts (novels, plays, short stories, films, poems), as well as examine and discuss works of art by Italian painters such as Michelangelo, Da Vinci, Botticelli, Boccioni, Modigliani, De Chirico, and Morandi. Prerequisite: IT 112 or permission of the instructor. Offered fall semester.

IT 232 People and Politics in Italy: Advanced Italian Composition and Conversation. (I) One unit. This course broadens and deepens students’ understanding of Italian grammar and composition as they work on writing and speaking skills at the advanced level. Various forms of written expression such as letters, essays, summaries, textual analyses, and film criticism will be addressed. Students will acquire theoretical vocabulary through weekly readings of online newspapers, magazines, websites, and blogs that focus on social, cultural and political issues in Italy. Prerequisite: IT 231 or equivalent. Offered spring semester.
MODERN LANGUAGES, CULTURES & LITERATURES

IT 241 Italian Civilization. (I) One unit. This course examines the history of Italian culture and civilization through a survey of visual arts, music and literature. Students will first study the historical background that serves as a context for contemporary Italian culture, before moving on to current events in Italy. Topics to be studied may include the Renaissance, Romanticism, the unification of Italy, futurism, fascism, resistance, and neo-realism. **Prerequisite:** IT 231 or equivalent. Offered as required.

IT 251 Introduction to Italian Literature. One unit. This course introduces students to reading literary texts in Italian and aims to develop skills in literary analysis and critical writing using examples of poetry, theater and prose. The course also introduces students to major research sources as well as to the nature and methodology of writing scholarly papers. **Prerequisite:** IT 232 or permission of instructor. Offered as required.

IT 352 The Divine Comedy: Dante's Itinerary to Diversity. (I) One unit. This course focuses on Dante’s imaginary voyage from the depths of Hell to the heights of Heaven, one of the most fascinating journeys in literature. While reading about Dante’s winding path to divinity, students will be introduced to the richness of medieval culture, including its refined religious mysticism and its earthy popular traditions. Dante’s use of the theological concepts of gender reversal will be among the themes explored. The course will be taught in English translation. **Offered as required.**

IT 357 Italian Cinema. (I) One unit. From neorealist drama to the spaghetti western, from screwball comedy to underground horror film, Italian cinematic imports have inspired American films. In addition, Italian films paint a fascinating portrait of Italian society as it has evolved over the course of the 20th century. This course will examine landmark works of Italian films as both works of narrative art and as products of a rich and ever-changing culture. Issues of gender, class, religion, and politics will be addressed. **Cross-listed with EN 357. Offered as required.**

GREEK

GR 101, 102 Elementary Greek I, II. (I) One unit. Introductory grammar and the reading of basic biblical writings in Greek. **Prerequisite:** GR 101 is a prerequisite for GR 102. Offered as required.

LATIN

LA 101, 102 Elementary Latin I, II. (I) One unit. Reading of basic texts and introductory grammar. **Prerequisite:** LA 101 is a prerequisite for 102. Offered as required.

ARABIC

AB 101 Introductory Arabic I. One unit. Today Arabic is the sixth most commonly spoken language and one of the six official languages of the United Nations. This course is specifically designed for students who have little or no background in Arabic. They will learn to read and write as well as pronounce and recognize the alphabet of Modern Standard Arabic. As an introduction to the language, the course will include some common phrases, greetings and basic everyday vocabulary as well as an introduction to the various aspects of Arabic culture. The class will also implement the use of group work and activities to facilitate learning. **Prerequisite:** 0-1 year of previous experience with the language. **Offered fall semester.**
SPANISH

General Guidelines
SP 107 (Accelerated Elementary Spanish) is designed for those students who have had 0–2 years of high school Spanish. Students may take SP 111 after completing SP 107.

SP 103-104 (Spanish for Teachers) is designed for students who are going into childhood or adolescent education. SP 103 is a prerequisite for SP 104. Offered in summer sessions only.

SP 111-112 (Intermediate Spanish) is designed for those students who have had either 2–3 years of high school instruction or 2–3 semesters of college Spanish. SP 111 is a prerequisite for SP 112.

Native speakers of Spanish must begin their formal college study of the language at the 231-232–level or higher, depending on their background. All courses listed below taught in the language fulfill the international perspectives requirement (I).

REQUIREMENTS FOR A MAJOR IN SPANISH (B.A.)
A minimum of 11 units with the following distribution:

Required courses—5 units as follows:
SP 111, 112, 231, 232, 310.

Electives—4 units to be chosen from among the following:
GOV 247, AN 236

Senior Learning Community—2 units
The Senior Learning Community in Spanish consists of an upper-level Peninsular or Latin American literature capstone course ("Topics in Hispanic Cinema"/SP314, "Contemporary Hispanic Women Writers"/SP 323 or "Cities in the Hispanic World"/SP 352) taken together with the Senior RFT class. There are two possible models for the experiential component. The first one consists of one hundred hours of supervised work at a cultural institution OR in a Hispanic community organization within the Metropolitan area where students would be actively using their Spanish skills. These students will write a 15-page research paper in Spanish for the Senior RFT course at the end of the semester. The second model consists of 30 hours of experiential learning and a 30-page senior thesis in Spanish. In both cases, there will be a formal research paper and thesis defense at the end of the semester.

SP 400 Senior Reflective Tutorial: Spanish Expository Writing. Taken alongside the senior capstone course, this is an advanced seminar-style class dealing with literary, cultural, or film theory. This course also aims to build upon previous language learning, to review, refine, develop, and practice language skills to achieve correct and effective expression in Spanish with emphasis on writing. An extended research project is required for all majors who wish to be considered for departmental honors. Depending on the nature of the experiential model, students will complete a 15-page research paper or a 30-page thesis written in Spanish. Prerequisite: Must be a Spanish major or have permission of the instructor. Offered every Spring semester.
REQUIREMENTS FOR A DUAL MAJOR OF SPANISH AND CHILDHOOD EDUCATION

For the education component of the dual major consult the Education section. The Spanish component of the dual major consists of a total of 10 units which may include the following courses: SP 107, 111, 112, 231, 232, 310; and a choice of electives in Spanish to obtain 10 units. Education Majors who must fulfill the two-semester language State requirement must take two consecutive classes in the same language in order to receive credit.

REQUIREMENTS FOR A MINOR IN SPANISH

A minimum of 6 units in Spanish. SP 310 is required for all minors. Elementary courses will no longer be accepted for credit toward Spanish minor, with the exception of SP 107 (I), effective Fall 2010.

COURSE DESCRIPTIONS

SP 103, 104 Spanish for Teachers. (I) One unit each. Designed for those students going into elementary or secondary education. This course stresses learning the skills of listening, reading, writing, and speaking within the context of an academic setting. The cultural component includes role-play, skits and phone conversations that reflect an educator's need for communication with students from a diverse Spanish-speaking population and their parents. The course is conducted in Spanish for those with 0-3 years of previous study of the language. A student must be an education major to take these classes or have the permission of the instructor. Courses are offered only in the summer. Prerequisite for 104: SP 103 or permission of the instructor. Not designed for native speakers of Spanish.

SP 105 Basic Spanish I. (I) One unit. This course introduces the fundamental elements of Spanish within a cultural context by providing students with the necessary skills to communicate orally and in writing for everyday situations. Students acquire basic vocabulary, a solid command of the present tense, and other key grammatical structures through interactive exercises, elementary readings, music, and short videos. In addition to the classroom experience, students engage in interactive exercises through an online workbook, which includes speaking, listening, reading, and writing activities. This course does not count towards the Spanish minor or major. Pre-requisite: 0-2 years of high school instruction or permission of instructor. Offered fall semester. Students with more than two years of Spanish or native-speakers will not receive academic credit for this course.

SP 106 Basic Spanish II. (I) One unit. This course is specifically designed for students who successfully completed Spanish 105. Special emphasis is placed on more advanced oral and written communication skills through the use of the present and past tenses. Basic vocabulary is consolidated through a variety of short readings on the cultures of Latin America and Spain. In addition to the classroom experience, students engage in interactive exercises through an online workbook, which includes speaking, listening, reading, and writing activities. This course does not count towards the Spanish minor or major. Pre-requisite: Spanish 105, 2-3 years of high school instruction or permission of instructor. Offered spring semester. Students with more than three years of Spanish or native-speakers will not receive academic credit for this course.

SP 107 Accelerated Elementary Spanish. (I) One unit. This accelerated course is designed for highly motivated students who wish to acquire or consolidate basic language skills as a
preparation for the intermediate level. The curriculum covers the fundamentals of Spanish grammar and introduces students to the cultures of Latin America and Spain through interactive exercises, elementary readings, music, and short videos. Since the nature of this course is accelerated, students are responsible for substantial independent learning outside the classroom. As such, they will engage in a series of interactive exercises through an online workbook, which includes speaking, listening, reading, and writing activities. This course does not count towards the Spanish minor or major. Pre-requisite: 0-2 years of high school instruction or permission of instructor. Offered spring semester. Students with more than two years of Spanish or native-speakers will not receive academic credit for this course.

**SP 111 Intermediate Spanish I. (I)** One unit. This course is designed for highly motivated students who wish to deepen and develop the basic skills learned during the first-year courses. An emphasis is placed on the acquisition of speaking skills and proper pronunciation, effective reading and writing strategies, and the use of formal and informal vocabulary. Key topics of Spanish grammar are reviewed in depth. Students are also exposed to Spanish, Latin American, and Latino popular culture through the realm of music and the visual arts. Three weekly hours of class instruction are supplemented by one hour of required additional activities in the language each week. Prerequisite: Spanish 106, 107, 2-3 years of high school Spanish, or 2-3 semesters of college Spanish. Offered fall semester.

**SP 112 Intermediate Spanish II. (I)** One unit. As a continuation to Spanish 111, this course places a special emphasis on mastering more difficult aspects of grammar, such as the present and past subjunctive. Students continue to perfect communication skills through extensive reading, writing, and oral work in the form of presentations and group debates. Through a selection of short stories, documentaries and films, this course also aims to broaden students’ understanding of Latin America and Spain’s history, geography, and cultural contributions. Students must successfully pass this course in order to be considered for Study Abroad. Three weekly hours of class instruction are supplemented by one hour of required additional activities in the language each week. Prerequisite: Spanish 111 or permission of the instructor. Offered spring semester.

**SP 213 Hispanic Literature in English Translation. (I)** One unit. This is a course in English designed to introduce several masterworks of the Spanish and Latin American literary traditions to students who may or may not be ready to read the texts in the original language. Readings include selections from early peninsular works, such as El Cid and the Quixote, pre-Columbian texts such as the Popol Vuh, poetry from colonial Mexico’s Sor Juana and, finally, contemporary works from both Latin America (Borges, Cortázar, Allende) and Spain (Matute, García Lorca, Arrabal). Cross-listed w/EN 213. Offered spring semester.

**SP 230 Intimate Stories: The Short Film Genre. (I)** One unit. Throughout Latin America and Spain, the short film genre is an exciting medium in which young directors explore unconventional, inspiring and thought-provoking subject matters. In this class students will be exposed to a variety of short films, including documentaries, animated films, comedies, and dramas. Through the close analysis of visual images, students will also be given the opportunity to refine advanced grammatical concepts and perfect writing and analytical skills. As part of the course requirement, students will work on producing their own short film throughout the semester. The class will include theoretical readings, film viewings, and guest lectures. Prerequisite: Spanish 112, 4 years of high school Spanish, or permission of the instructor. This course is open to native-speakers of Spanish. Offered spring semester.
SP 231 Artistic Adventures: Spanish Composition and Conversation. (I) One unit. This course is designed for students who wish to master complex grammatical structures and broaden their vocabulary as a solid preparation for upper-division classes in Spanish. Special emphasis will be placed on writing, speaking and pronunciation. Written and oral exercises will focus on the art of Latin American and Spanish painters such as Frida Kahlo, Salvador Dalí, Diego de Rivera, Pablo Picasso, Diego de Velázquez, José Clemente Orozco, Antonio Tápies, and Remedios Varo. Students will work with CD-ROM programs and engage in virtual tours of museums around the world. This class is open to native speakers of Spanish. Prerequisite: SP 112 or equivalent. Offered fall semester.

SP 232 People and Politics in the Hispanic World: Advanced Spanish Composition and Conversation. (I) One unit. Students will work on writing and speaking skills at the advanced level. Various forms of written expression such as letters, essays, summaries, textual analyses, and film criticism will be addressed. Students will acquire theoretical vocabulary through weekly newspaper and magazine readings. Class conversations and debates will focus on social, cultural and political topics pertaining to Latin America and/or Spain. This class is open to native speakers of Spanish. Prerequisite: SP 231 or equivalent. Offered spring semester.

SP 234 Introduction to Spanish Translation. (I) One unit. This course uses translation to help students consolidate complex grammatical structures and further develop their awareness of the particular subtleties of Spanish. Students will be introduced to the history and theory of translation from Spanish to English and English to Spanish through a variety of texts: newspaper and journal articles, legal and medical documents, letters, advertisements, film subtitles, and literary works. The course includes a final service-learning translation project. Prerequisite: Spanish 232 or equivalent. Offered as required.

SP 235 Journalism and Creative Writing in the Hispanic World. (I) One Unit. It is interesting to know that many Latin American and Spanish writers began their professional careers as journalists. Through the study of chronicles and reportage, one can trace some of the most important moments in the social, cultural, political, and intellectual history of Latin America and Spain. Today, canonical Hispanic authors publish op-ed columns in major newspapers around the world. This course focuses on chronicles and reportage written by Spanish and Latin American writers such as Tomás Eloy Martínez, Gabriel García Márquez, Alma Guillermoprieto, Rosa Montero, Mario Vargas Llosa, José Martí, and Antonio Muñoz Molina. Students will also be exposed to various techniques in creative writing as they produce their own chronicles in Spanish. Pre-requisites: Spanish 231 or permission of the instructor. Offered as required.

SP 241, 242 Hispanic Civilization. (I) One unit each. A study of Spanish culture and civilization (fall semester) and Latin American culture and civilization (spring semester) including visual arts, music and literature. Prerequisites: SP 231. Offered as required.

SP 310 Introduction to Literary Criticism. (I) One unit. This course aims to increase students' ability to think, read, discuss, and write critically about literature from the Spanish speaking world. Latin American, Latino and peninsular works will be approached from different analytical perspectives by also taking into account the particular cultural, historical, and philosophical background inherent to each text. Critical models to be covered include reader-response, Marxism, feminism, Queer theory, and post-colonialism. Prerequisite: Spanish 232 or equivalent. Offered fall semester.
SP 314 Topics in Hispanic Cinema. (I) One unit. This course presents issues of culture and history from the Spanish-speaking world through close analysis and discussion of films of major directors. Topics will vary by semester and will cover such themes as the Spanish Civil War, visions of rural and urban life, artistic production, poverty and its consequences, fantasy in film, gender representations on screen etc. The class is writing intensive in Spanish. Prerequisites: SP 310 or permission of the instructor. Offered as required.

SP 320 Topics in Modern Peninsular Prose. (I) One unit. In this course, contemporary peninsular prose will be examined in the context of Spain’s post-Transition era. Topics will include ideological trends in contemporary Spanish society, class and gender politics, national identity, the representation of urban life, and authorial self-fashioning. The works of Javier Marías, Félix de Azúa, Juan José Millás, Enrique Vila-Matas, Belén Gopegui, Antonio Muñoz Molina, Arturo Pérez Reverte, and Almudena Grandes will be discussed. Prerequisite: Spanish 310 or equivalent. Offered as required.

SP 323 Contemporary Hispanic Women Writers. (I) One unit. This course addresses the cultural, social, and political currents that have changed the works of contemporary Hispanic women writers. Feminist concepts are examined in the works of such authors as Carmen Laforet, Ana María Matute, Carmen Martín Gaite, Soledad Puértolas, María Luisa Bombal, Luisa Valenzuela, and Cristina Peri Rossi. Historical, sociological, and artistic documents will also be examined for what they reveal of the changing consciousness of women in Spain and Latin America. This course may be counted toward the Gender Studies minor. Prerequisite: SP 310 or equivalent. Offered spring semester of even-numbered years.

SP 346 A Window on Spain: Peninsular Survey. (I) One unit. This course offers a chronological survey of Spanish literature and its cultural history from the Middle Ages to present times focusing on movements such as Romanticism, Realism, Naturalism, Surrealism, and Post-modernism. Topics to be explored include the role of women in the Middle Ages, courtly love, food and fashion in the Golden Age, underground theater and literary censorship under the Franco regime, and the latest trends in contemporary Spanish narrative. Authors to be studied include María de Zayas, Miguel de Cervantes, Emilia Pardo Bazán, Benito Pérez Galdós, Antonio Machado, José Ortega y Gasset, Antonio Buero Vallejo, Carmen Laforet, Almudena Grandes, and Javier Marías. Prerequisite: SP 310 or equivalent. Offered as required.

SP 347 Love, Madness and Death in Latin American Literature (Latin American Survey). (I) One unit. At the beginning of the XX century, one of the best known Latin American writers, Horacio Quiroga, published a collection of short stories entitled: Cuentos de amor, de locura y muerte. This text prefigures many trends of Latin American literature during this century: magical realism, fantastic literature, and the redefinition of nature, among others. This class considers love, madness, and death as main topics in contemporary Latin American literature. Prerequisite: SP 310 or equivalent. Offered as required.

SP 351 Argentine Literature: Foreigners at Home. (I) One unit. This course looks at the major contributions that Argentine poets, novelists, short story writers, and dramatists have made to world literature. Argentina was not only the first country in Latin America with urban culture but also the place where European modernity erupted. Writers like Jorge Luis Borges and Julio Cortázar echoed and continued the experiments of modern European literature but gave to that tradition a particularly American perspective. The class includes,
but is not limited to works by Borges, Cortázar, Ocampo, Storni, Gambaro, Sábato, Puig, and Timerman among others. It also addresses such issues as politics and censorship, the fantastic in literature, urban and rural conflicts, and gender representations. **Prerequisite: SP 310 or permission of the instructor. Offered as required.**

**SP 352 Cities in the Hispanic World. (I) One unit.** This course examines the literary representations of city life in the Spanish speaking world from the nineteenth century to the present. Using an interdisciplinary approach, topics will include the city as a physical and utopian construction, urban and non-urban landscapes, post-war reconstruction, poverty, alienation, immigration, and the ways in which cities occupy and challenge the literary imagination. Cities to be examined include Barcelona, Madrid, Granada, Buenos Aires, Havana, Mexico City, Santiago de Chile, and New York. **Prerequisites: Spanish 310 or equivalent. Offered as required.**

**SP 400 Senior Reflective Tutorial: Spanish Expository Writing. One unit.** A detailed study of an author, a period, or theme relevant to the understanding of Spanish or Latin American literature and culture. This course also aims to build upon previous language learning, to review, refine, develop, and practice language skills to achieve correct and effective expression in Spanish with emphasis on writing. An extended research project is required for all majors who wish to be considered for departmental honors. **Prerequisite: major in Spanish or permission of the instructor. Offered as required.**

**SP 411 Hispanic Drama. (I) One unit.** A study of the development of Spanish and Latin American theater from the seventeenth century to the present. Readings will include authors such as Tirso de Molina, Calderón de la Barca, Lope de Vega, García Lorca, Buero Vallejo, Vargas Llosa, and Garro. **Prerequisite: SP 310 or permission of the instructor. Offered as required.**

**SP 412 Cloak and Dagger: Cervantes vs. Lope de Vega. (I) One unit.** The works of literary rivals Miguel de Cervantes and Lope de Vega are examined in the light of the social and intellectual currents of seventeenth century Spain. Particular attention is given to the problems of textual reception and the question of canon formation. Just what determines the popularity of certain works and who reads them? **Prerequisite: SP 310 or permission of the instructor. Offered as required.**

**SP 511 Spanish for Health Care Professionals. (I) One unit.** This is a course in basic Spanish designed for those already working in or planning to enter the health care professions. Students will learn a specialized vocabulary and study cultural situations directly related to caring for Spanish-speaking patients. The course is taught in Spanish. Both undergraduate and graduate students may take this course with permission of their advisors. This course is appropriate for those with 0–3 years of previous experience with the language. It is not appropriate for native speakers. **Cross-listed as NR 511. Offered as required.**

**SP 593 Independent Study. One unit.** Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced majors. **Offered fall and spring semesters or during the summer.**
Foreign Language—General
FL 291 Special Topics. One unit. A course dealing with the literature of either Germany, France, Italy, or Spain, given in the original. The language and content will vary and be determined by the instructor. Prerequisite: completion of the intermediate level. Offered as required.
Multidisciplinary studies courses are incorporated into the First Year learning communities as well as being part of the general distribution requirements and elective courses necessary to complete the requirements for graduation.

MDS 103 Business and Society. One unit. This course will examine the behavior of American businesses as well as the interaction of businesses with government and society. The institutional structures of business and government will be discussed. Key issues regarding the role of business within the political, social, and natural environments will be explored. The philosophy of ethical behavior will permeate all aspects of the course. Emphasis will be placed on twentieth century issues, discussed within the framework of American economic and political history during that time. Offered fall semester.

MDS 106 Ways of Knowing. One unit. Human beings have the ability to learn. They do it all their lives, whether they intend to or not. In this course we shall explore what it means to learn and to know. We shall look at questions such as: How do we know about ourselves, others and the world? We shall explore ways in which we come to know, and how your education at Wagner is designed to help you in this process. We shall look at how we come to know and what it means to know. The course is designed to help you navigate ways of knowing that you are already acquainted with, as well as those that you will encounter. Offered fall semester.

MDS 107 Children’s Literature and Storytelling. One unit. Books are the major means of transmitting our literary heritage from one generation to the next. Literature plays a strong role in helping us understand and value our cultural heritage. Developing positive attitudes toward our own culture and the cultures of others is necessary for social and personal development. Adults have the responsibility to help children become aware of the enchantment in books. They are responsible for providing books and transmitting the literary heritage contained in nursery rhymes, traditional tales, and great novels. Through this children’s literature course, students will be introduced to the various values of literature for children and the importance of considering children’s stages of development when selecting literature. Offered fall semester.

MDS 109 Health and Society. One unit. This course will examine the determinants of health and present a synthesis of the latest scientific thinking related to mind/body/spirit healing arts practices. Society’s demand for access to complimentary healing methods and the subsequent creation of the National Institutes of Health Office of Alternative Medicine will be traced. Research outcomes pertaining to various therapies such as use of relaxation techniques, positive imagery, acupuncture, aroma therapy, biofeedback, hypnosis, therapeutic touch, and the expressive therapies of art, dance, and music will be studied from the perspective of efficacy, safety, and cost-effectiveness. Offered fall semester.

MDS 110 Educating for Democracy. One Unit. Although we live in a democracy, there are many who are disenfranchised, powerless to make positive changes in their communities and society at-large. By focusing on what it means to live democratically in our families, our
schools, our community organizations, and in the larger society, this course will provide the theoretical and practical foundations for students to begin making societal changes and adding their own voice to decisions that affect them. As part of this educative process, our discussions will link theory to practice, as we explore how to educate others to engage in their communities and advocate for societal change as well. Ultimately, our discussions will revolve around one important question: “How can we best educate citizens to live in our democracy?” Offered fall semester.

**MDS 113 Ways of Learning.** One unit. Human beings have the ability to learn. They do it all their lives, whether they intend to or not. In this course we shall explore what it means to learn and to know. In this course we will learn both about the brain structures (physiological) that enable us to learn as well as how the mind (more psychological) works. This course then explores in more depth how our minds function and how individual, family, small group and larger societal setting influence the decisions we make, knowingly or unknowingly. These discussions are then explored in ways that tie back to your education at Wagner and lessons are designed to help you in this process. The course is designed to help you understand how you learn at an individual level so that you can navigate the college environments that you will encounter more effectively. Offered fall semester.

**MDS 206. Civic Engagement Leadership.** One unit. The Civic Engagement Leadership course will critically explore the meanings of leadership, citizenship, and the public good through readings related to the scholarship of citizenship and leadership. Students will, through strategic community leadership placements and reflective writings, develop their own leadership and citizenship plans in the context of a democratic public life. Does not fulfill General Education requirements. Offered fall semester.

**MDS 206C. Civic Engagement Leadership.** Zero units. See MDS 206.
MUSIC, B.A.

MUSIC
(Performing and Visual Arts)

The Music Department provides for the study and practice of music in a broad variety of styles and settings. In addition to instruction in the great traditions of Western art music and jazz, the department offers courses that explore music in its broader context in both Western and non-Western cultures. The department also provides opportunities for Wagner College students to receive individual instruction in various instruments and in voice, and to perform in bands, choirs, and other ensembles. Courses offered by the Music Department are central not only to the Music major and minor but to the major in Arts Administration and to the dual major in Music and Childhood Education.

All students contemplating the Music major or any of the other programs described below should complete the Music Placement Exercise, available online at http://www.wagner.edu/departments/music/theory_placement.pdf. The completed form should be submitted to the Music Department office; it will help music faculty place each student in courses appropriate to his or her previous training in music theory.

Degree Programs
The department offers a Bachelor of Arts (B.A.) program that includes studies in music theory and in music history and literature. Music majors may also take individual lessons in instrumental and vocal performance and participate in musical ensembles. Advanced placement is available for qualified students, and any of the programs described below can be modified to suit the needs of individual students.

The dual major in Music and Childhood Education prepares students for entering the teaching profession. The dual major combines a reduced program in Music with training in Education and student teaching.

The Concentration in Music provides Arts Administration majors focusing on music with training needed for success in the music business. This program combines a flexible set of music requirements with training in business and arts management.

The Music minor is for students who wish to receive recognition for their serious study of music while pursuing a different major. Students create their own programs from a variety of offerings in music theory and history.

Music Activities

Ensembles
Performing ensembles are open to all qualified students with the permission of the instructor; an audition is required (see the listings of ensembles below, under Applied Music). Students may register for ensembles on a credit or non-credit basis; students registered on a non-credit basis receive non-academic grades (such grades are recorded on the academic transcript but are not counted toward the student’s grade-point average).
**Individual music lessons**

Individual lessons in voice and instruments are open to all qualified students with the permission of the department (see the listings of lessons below, under Applied Music). Lessons are offered only on a non-credit basis; students registered for lessons receive non-academic grades. There is an additional fee for all lessons.

**Recitals**

The Music Department sponsors public recitals by qualified students; many senior music majors present recitals as the experiential component of the Senior Learning Community. A student intending to perform a recital must demonstrate a sufficient level of achievement before a faculty jury during the preceding semester (performance juries are discussed below under Requirements for a Major in Music).

**REQUIREMENTS FOR A MAJOR IN MUSIC (B.A.)**

Music majors are required to take 13 units within the department as listed below. Students must attain a grade of C- or higher in each of these courses in order to count them toward the Music major. In addition, majors may take individual lessons and participate in ensembles and other activities of the Music Department. Descriptions of these additional activities are included above.

**Music Theory and Musicianship—7 units as follows:**

MU 111, 112, 116, 132, 211, 212, 215, 216, 231, 232. Note: MU 116, 132, 215, 216, 231, and 232 are half-unit courses. Students excused from any of these courses on the basis of tests given by the music faculty must take an equivalent number of units from the electives listed below.

**Music History and Literature—4 units as follows:**

MU 102, plus *either* MU 208 or MU 307

Any two of the following: MU 205, 207, 208, 209, 241, 242, 243, 291, 307, 308

**Senior Learning Community—2 units as follows:**

MU 400, 491

**Electives**

Students excused from any of the requirements listed above may substitute any of the following elective courses: MU 205, 207, 208, 209, 237, 238, 241, 242, 243, 291, 307, 308, 321, or any ensemble, with a maximum of One unit in music ensembles.

**Performance Hour**

Music majors enrolled in individual music lessons must also concurrently take MU 020 (Performance Hour).

**Performance Juries**

Music majors enrolled in individual lessons must perform before a faculty jury at the end of each semester. These juried performances serve as final examinations for the semester's lessons. Non-majors wishing to perform recitals must also pass a jury audition during the semester prior to the recital.


**Concert Attendance**

A number of courses for non-majors as well as for majors require students to attend concerts in the New York City area. In some courses the class as a whole attends several concerts; some of these courses require an additional concert fee, as noted below.

**Requirements for the Dual Major in Music and Childhood Education**

The Music component of the dual major consists of 9 classroom units together with the additional requirements listed below. In addition, students in this program are strongly urged to take individual or group lessons in piano, although this is not required. For the Education component of the dual major, please consult the Education section of this bulletin.

**Music Theory and Musicianship—3 units as follows:**
MU 111, 112, 116, 132 (MU 116 and 132 are half-unit courses)

**Music History and Literature—2 units as follows:**
MU 102 and one other course selected from the following: MU 205, 207, 208, 209, 241, 242, 243, 291, 307, 308, 491

**Music Education—1 unit:**
ED 403

**Electives—3 units from the following:**
Units from any other Music courses, including ensembles, with a maximum of One unit in music ensembles. Note: MU 103, 215, 216, 231, and 232 are half-unit courses.

**Performance Hour**
Dual majors enrolled in individual lessons are required to attend Performance Hour (MU 020) for two semesters.

**Requirements for the Concentration in Music (the ‘Music Option’ of the Arts Administration Major)**

Arts Administration majors concentrating in Music must earn 7 units in Music courses, with a maximum of One unit in music ensembles. In addition, two semesters of Performance Hour (MU 020) are required of students taking individual lessons.

**Requirements for a Minor in Music**
Students in the Music minor take 6 units in Music courses, with a maximum of One unit in ensembles. Two semesters of Performance Hour (MU 020) are required of students taking individual lessons.

**Course Descriptions in Music**
All courses are worth 1 unit unless otherwise noted.

**MU 020 Performance Hour. Zero units.** An experiential component of the Music curriculum incorporating performance by students and faculty and exploration of music literature and other topics in music. Required of Music majors in each semester in which they take individual lessons. May be repeated. Offered every semester.
MU 040 Marching Band/Pep Band. 0 units. Fall Marching Band/ Spring Pep Band is a wind band with percussion that specializes in motivational music and marching drill for athletic events and patriotic occasions. An audition is required. Students should have at least an intermediate background and, except in the cases such as tuba or percussion, own the instrument they play in the ensemble.

MU 101 Foundations of Music Theory. A general course in learning to read and write musical notation, open to all students, incorporating elementary work in writing melodies, rhythms, scales, and harmony. Offered fall and spring semesters. Students planning to major in music should take this course if their performance on the Music Placement Exercise shows that they are not prepared for MU 111 (Music Theory I).

MU 102 Introduction to Music Literature. An introduction to the history and appreciation of art music within its cultural context, promoting understanding and enjoyment of music in a variety of styles and genres. Special emphasis on examples by important composers from the traditions of concert music, opera, and sacred music. Intended for non-Music majors as well as beginning Music majors, for whom it is required. Offered most semesters.

MU 111 Music Theory I. Primarily for Music majors. Review of music notation. Triads, seventh chords, chord symbols used in classical and popular music. Introduction to part writing in three and four voices. Creative assignments writing melodies, bass lines. Required of Music majors except those excused on the basis of a proficiency test. Offered fall semester.


MU 116 Musicianship I. 0.5 unit. Playing and singing foundational exercises in all keys. Rhythmic training in basic meters. Ear training and dictation. Playing simple pieces at the piano. Required of Music majors except those excused on the basis of a proficiency test. Offered spring semester concurrently with Music 112 and 132.

MU 132 Keyboard Lab I. 0.5 unit. Keyboard applications of musicianship and music theory, including the playing of scales, chords, and harmonic progressions. Required of Music majors except those excused on the basis of a proficiency test. Offered spring semester concurrently with Music 112 and 116. Fee required.

MU 205 Music Cultures of the World. (I) An introduction to the music and culture of peoples from around the world. Special emphasis on the great musical systems of the Middle East and the Indian subcontinent. As time permits, music of Native Americans, Japan, China, Central Asia, and sub-Saharan Africa. Trips to concerts (normally on Friday evenings or weekends). Some knowledge of music is recommended for this course. Offered every year. Fee required.

MU 207 Chaos to Counterpoint. (I) Beginning with the chaos in Europe after the fall of Rome, this courses traces how evolving styles gradually led to the flowering of music in the
Music, B.A.

Gothic period under the liberal arts-curriculum of the University of Paris. It then follows how these styles and ideas, no less soaring than the architecture of the time, gradually evolved to produce the new contrapuntal masterpieces of the Renaissance. Offered as needed. Fee required.

MU 208 Music History of the Late Renaissance and Baroque. European music from the mid-sixteenth through the mid-eighteenth century, including the music of Palestrina, Monteverdi, Vivaldi, Bach, and Handel. Prerequisite: Music 112, or permission of the instructor. Offered as needed.

MU 209 Jazz and Blues. (D) A survey of jazz beginning with its roots in the blues and ragtime, focusing on the music of the greatest performers in various jazz styles (New Orleans, big band, bebop, etc.). Trips to concerts (normally on Friday evenings or weekends). Some knowledge of music is recommended for this course. Offered spring semester. Fee required.


MU 212 Musicianship II. 0.5 unit. Playing and singing more complex melodies and harmonies. More advanced rhythmic studies. Use of computer software to practice reading scores in all styles of music. Required of Music majors. Offered fall semester concurrently with Music 231 and 211.

MU 213 Musicianship III. 0.5 unit. Continuation of Music 212 using more complex elements of music introduced in Music 211. Required of Music majors. Offered spring concurrently with Music 232 and 212.

MU 231, 232 Keyboard Lab II, III. 0.5 unit each. Continuation of Music 132, including the playing of chromatic harmony and part writing, counterpoint, and original compositions at the keyboard. Music 231 and 232 are required of Music majors. Music 231 offered fall semester concurrently with Music 215 and 211; Music 232 offered spring semester concurrently with Music 216 and 212. Fee required.

MU 237 Diction for Singers I: English and Italian. 0.5 unit. Diction as used in vocal performance, including use of the International Phonetic Alphabet. Offered as needed.

MU 238 Diction for Singers II: German and French. 0.5 unit. A continuation of Music 237. Prerequisite: Music 237. Offered as needed.

MU 241 Bach and Handel. (I) Vocal and instrumental works by two leading composers of the late Baroque, examined within their historical and cultural context. Emphasis on selected 250
compositions within representative genres, including sacred cantata and oratorio, opera, concerto, and solo keyboard music. Offered as needed.

**MU 242 History of American Music. (D)** A survey of music in the United States from its historical antecedents to the present. Genres considered include New England hymnody, music of the Revolutionary and Federal periods, nineteenth-century ballads and vernacular music, and twentieth-century innovations. Special attention to music by American composers of the 1940s and later, including avant-garde and postmodern movements. Trips to concerts (normally on Friday evenings or weekends). Some knowledge of music is recommended for this course. Offered as needed. Fee required.

**MU 243 Romantic Opera. (I)** The focus of this course is opera in the late nineteenth century. It includes an introduction to the life, ideas, and works of Richard Wagner, and, as time permits, operas by Giuseppe Verdi and Giacomo Puccini. The course includes a brief synopsis of the history of opera and explanations of the many terms used to describe and classify opera. Students will attend performances at the Metropolitan Opera. Offered as needed. Fee required.

**MU 245 Music in the Theater.** In-depth study of how music of various types has been used in selected examples of drama, dance, opera, and other theatrical genres in Western culture from the Renaissance to the present, including film and television. Students carry out weekly reading, listening, and viewing assignments and attend several live presentations of theatrical works. No previous study of music is required. Offered as needed.

**MU 291 Special Topics.** Discussion, experimentation, research, or demonstration dealing with subject matter requested by students or faculty as being significantly current, representative of specialized interests, or necessary for further musical growth. Offered as needed.

**MU 307 Western Music of the Classical and Romantic Eras.** A survey of European musical styles and literature from the mid-eighteenth century to the end of the nineteenth century. Prerequisite: Music 112, or permission of the instructor. Offered as needed.

**MU 308 Music Since 1900. (I)** Art music of the twentieth and twenty-first centuries from Europe, the Americas, and around the world. Prerequisite: Music 211, or permission of the instructor. Offered as needed.

**MU 400 Senior Reflective Tutorial.** A reflective tutorial that encompasses a substantial experiential project, such as a recital, internship, or creative or scholarly work. Students collaborate in the production of public presentations of their work (including publicity, recording, and preparation of program notes for recitals) and create web pages incorporating abstracts and multimedia files documenting their projects. Offered each spring semester.

**MU 491 Senior Seminar.** A capstone course in the form of a seminar in which students carry out research on the cultural context, performance history, and published criticism and analysis of music and musical works. Includes regular aural presentations and group discussion as well as a substantial writing element. Offered each fall semester.
MU 593 Independent Study. Under faculty supervision, advanced students work independently on creative, experimental, or research projects of special personal interest. Prerequisite: approval of the department.

Applied Music
Applied music instruction takes the form of individual lessons lasting either 30 or 45 minutes, primarily for intermediate and advanced students, in a variety of instruments and in voice. Group lessons in piano, primarily for beginners, are also offered. Fees are required and teachers are assigned by the directors of vocal and instrumental studies, respectively. Individual music lessons are offered on a zero-unit basis: grades appear on student transcripts but do not count toward the GPA. Instruction is offered as demand requires and availability of teachers permits; it is possible that lessons in certain instruments will not be offered every semester. Music majors must also register for Performance Hour each semester in which they take 30- or 45-minute individual lessons.

MU 103 Class Piano. 0.5 unit. Group lessons for beginning keyboard players. Prerequisite: Music 101, which may be taken concurrently, or permission of the instructor. Primarily for non-Music majors. Offered as needed. Fee required.

Thirty-minute Individual Lessons
Thirteen weeks of 30-minute lessons per week. Fee required. Offered fall and spring semesters.

| 010—Voice | 010—Piano | D010—Flute |
| 010—Composition | 010—Oboe | G010—Clarinet |
| 010—Bassoon | 010—Saxophone | J010—Trumpet |
| 010—French Horn | 010—Trombone | M010—Euphonium |
| 010—Tuba | 010—Percussion | Q010—Violin |
| 010—Viola | 010—Cello | T010—Double Bass |
| 010—Guitar | 010—Harpsichord |

Forty-five-minute Individual Lessons
Thirteen weeks of 45-minute lessons per week. Fee required. Offered fall and spring semesters.

| 020—Voice | 020—Piano | D020—Flute |
| 020—Composition | 020—Oboe | G020—Clarinet |
| 020—Bassoon | 020—Saxophone | J020—Trumpet |
| 020—French Horn | 020—Trombone | M020—Euphonium |
| 020—Tuba | 020—Percussion | Q020—Violin |
| 020—Viola | 020—Cello | T020—Double Bass |
| 020—Guitar | 020—Harpsichord |

Ensembles
Students register for each of the following ensembles for either zero units or one-half unit per semester. Permission of the director is required for registration in each ensemble.

050 College Band
053 Chamber Music
056 Jazz Ensemble
060 College Choir
063 Opera Workshop
064 Treble Concert Choir
073 Guitar Ensemble

Any ensemble may be repeated. All ensembles are normally offered both fall and spring semesters. Sections of Music 053 (Chamber Music), including “Stretto” (vocal chamber ensemble) and Percussion Ensemble, are offered as needed.
NATURAL SCIENCE

REQUIREMENTS FOR A DUAL MAJOR OF
NATURAL SCIENCE (B.S.) AND CHILDHOOD EDUCATION 1-6

For the Education component of the dual major consult the education section.

For the Natural Science major a total of 11 units is required to include:

Required courses (8 units):
AS 105; BI 120, 213, 215, NR 224; CH 111, 112, 490; PY 131 (or 141)

Electives (select two):
BI 110; CH 214; PY 132 (or 142)

Research Class (select one):
BI 490; CH 490; PY 490

A laboratory section must be taken as part of any course for which a laboratory section is offered.

This major is available only as a dual major with the second major in childhood education.
Accreditation
The program in Nursing is accredited by the Accreditation Commission for Education in Nursing (formerly known as the National League for Nursing Accrediting Commission), 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326, and the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680. The program is registered with the New York State Education Department, Albany, NY 12234, and is a member of the American Association of Colleges of Nursing, One DuPont Circle, NW, Suite 530, Washington, DC 20036-1120. Our School is now designated as a National League for Nursing Center of Excellence.

The Program of Professional Study
1. The Traditional four-year Nursing Program for students majoring in Nursing meets the General Education Requirements for graduation from the College, inclusive of courses and clinical experiences for admission to the Nursing profession. The program is available to qualified individuals who are capable of performing the essential functions of learning consistent with professional nursing standards.

The Nursing Program is a full-time upper division Major, which Nursing students do not enter until the Fall of Junior year. In the first two years at the College, prospective Nursing majors take required prerequisite courses for the Major plus courses for their General Education Requirements. Internal and external transfers into the Nursing major must have a GPA of 3.0 or higher, required prerequisite courses completed with a C+ or greater, and a satisfactory score on the School’s stipulated standardized nurse entrance exam by the end of sophomore year to enter Nursing courses. Students must be matriculated at Wagner College for one year (two semesters; not including summer) prior to beginning the Nursing Program. Nursing

The Nursing major is made up of four modules, the Nursing core, to be taken in the last four semesters at the College. There are 16 units of major courses and 5 units of related prerequisite courses required of Nursing majors. Clinical experiences are an integral component of the Nursing courses. Selected health care institutions and community agencies in the 5 boroughs of New York City are utilized for clinical experiences.

2. Second Degree, 15-Month Program
For applicants who have a Bachelor’s degree from an accredited college, we offer a Second Degree, 15-month Program. Acceptance into this program is contingent upon successful completion of a Bachelor’s Degree, a cumulative GPA of 3.0 or higher, satisfactory completion of all Nursing prerequisites at a grade of C+ or higher, a satisfactory score on a standardized nurse entrance exam, along with a personal interview with a faculty member. All admission requirements must be completed by June 30th, prior to the start of the enrolled academic year. Please refer to the section, Requirements for a Major in Nursing, (B.S.), for more information.
Graduates from both the Traditional and Second Degree Programs earn the degree of Bachelor of Science with a major in Nursing. These graduates are then eligible for the National Council Licensure Examinations for Registered Professional Nurses (NCLEX).

3. RN-BS Program
For Registered Nurse (RN) applicants, Wagner College has a program to assist Associate Degree and Diploma Licensed Professional RN’s earn a Bachelor of Science degree. Applicants must have a degree from an accredited institution, current New York State Registered Nurse License and Registration, and a cumulative GPA of 3.0 or higher. These students may receive credit from other colleges to meet the General Education Requirement and prerequisites for the Wagner Nursing program. RN students will be allowed to transfer in credit for up to 10 Nursing units. Ten units of acceptable transfer credit for previous Nursing knowledge are consistent with the School of Nursing courses that are considered Associate Degree level Nursing courses. The last 9 units must be earned at Wagner College. Units earned through proficiency examinations, life experience, etc. cannot be counted as part of these required 9 units. Each RN student will be assessed on an individual basis.

Program Mission
The mission of the undergraduate Nursing Program at Wagner College is designed to prepare students to become professional nurses who will be able to promote, restore, and maintain the health of individuals and groups within society. This program is based on a core of knowledge, capitalizing on liberal arts and the sciences to foster learning about nursing theory and practice, health, the individual, and the environment. These foundations are the organizing framework for the community-based Nursing curriculum. Upon completion of the program, the graduate will be able to assume the responsibility of working as a generalist in a variety of health care settings, utilizing the abilities of inquiry and critical analysis for an evidenced based approach to practice. The program provides a thorough base for continued professional growth at the graduate level in order to meet the demands and challenges of the changing health care system.

Program Objectives (Learning Outcomes)
At the completion of the program, graduates will be able to:
1. evaluate the impact of the bio-psychological and socio-cultural stressors on an individual's state of health as he/she interacts with the environment;
2. demonstrate the ability to integrate knowledge of diverse cultures in providing access to quality preventative health, community based nursing services across the continuum of care for individuals, families and groups.
3. utilize nursing process to promote, restore, and maintain the optimum health of individuals;
4. synthesize knowledge from nursing and related disciplines as a source for making decisions in nursing practice;
5. educate through the teaching/learning process individuals, families and groups in order to optimize their states of health;
6. use the research process to expand their own nursing knowledge and practice;
7. demonstrate the leadership role of the professional nurse as a beginning practitioner in a variety of settings; and demonstrate the responsibility and accountability of a professional nurse.
8. practice nursing within a community-based approach to the delivery and evaluation of healthcare.
Additional Requirements and Fees
The extensive clinical experiences in Nursing increase the expenses for students in this major. Students are responsible to register for a theory course with correlating clinical component together, if applicable. A theory course may not be taken without clinical component or vice versa. In addition to lab fees, the following requirements exist.

- Students are responsible for their own transportation to and from clinical experiences. Carpooling arrangements will not be accommodated when scheduling clinical experiences off campus.
  Additional learning experiences in each clinical course can also include professional conferences, presentations and involvement in community-based health initiatives, along with high fidelity simulation.

- Students must purchase the complete School of Nursing uniform. Only approved uniforms may be worn when in clinical areas. Students can only choose from styles selected as official Wagner uniforms. Students are responsible for purchasing uniforms at identified vendor. All students must have a watch with a second hand and the stipulated supply/equipment kit.
  Pinning: Students are required to purchase the required Nursing uniform to participate in Pinning Ceremony.

- Students in Nursing are expected to enroll in health insurance plans of their choice and maintain immunizations as required by the College. A yearly physical examination and laboratory tests (including a urine drug screen test) is required of all students prior to the start of each fall semester. No student will be allowed to participate in clinical practice without completed physical exam results on forms by due dates. If registered for the course and forms are not completed, students will be immediately dropped from the course with a loss of clinical preference. Those students without current health insurance will be dropped from the course. Students are required to set up an account with Certified Background Inc. All medical information is to be submitted to them for clearance. You will receive more information on this in your Welcome Packet.
  Nursing Majors are also required to be covered by malpractice insurance which is provided by a school group policy and paid for through laboratory fees. Current CPR certification for the Healthcare Professional (BCLS-2yr. certification) is required prior to clinical practice in every Nursing course that has a clinical component. The School of Nursing provides a class in CPR annually for a fee. Many local agencies, including the American Heart Association and the American Red Cross, offer CPR classes regularly at similar costs.

- Standardized Competency Exams:
  Standardized testing is an important adjunct to the Nursing curriculum. Assessment Technologies Institute, LLC (http://www.atitesting.com/) is the provider of the testing used in the Wagner Nursing curriculum.
  Payment for Exams:
  A computerized testing fee is required and covers computerized testing in all modules. This is a NON-REFUNDABLE fee. Prior to graduation, students are required to register and attend a live review course on campus scheduled by the Nursing Resource Center Director. An additional fee is required for this live review course. Students will be notified of the fee at the beginning of Module IV. (NOTE: RN students do not utilize this testing).
REQUIREMENTS FOR A MAJOR IN NURSING (B.S.)

Prerequisites—5 units, distributed throughout the freshman and sophomore year, are prerequisites to Nursing Modules:

BI 209 Human Anatomy and Physiology I (including lab), BI 210 Human Anatomy and Physiology II (including lab); NR 224 Nutrition and Health; MI 200 Microbiology (including lab); and a selection of one of the following:

SO 101 Principles of Sociology, AN101 Introduction to Anthropology, or PS 101 Introduction to Psychology.

The Intermediate Learning Community (ILC) required of Traditional four-year Nursing majors is NR 224 and MI 200. This Learning Community is to be taken in the Spring semester of the Sophomore year. The Intermediate Learning Community is not required for the Second Degree, 15-month Program or RN-BS Student.

A minimum of 21 units with the following distributions:

Nursing course requirements—16 units distributed in four modules in the junior and senior years.

- Module I—4.5 units of Nursing courses
- Module II—4.5 units of Nursing courses
- Module III—3 units of Nursing courses and 2 units of electives (Electives transferred in for Second Degree Students)
- Module IV—4 units of Nursing courses

Upper Division Modules in the Nursing Major

Module I

Fall/Junior Year

NR. 351 Dimensions of Health Promotion in the Community, 2.0 Units
NR. 353 Dimensions of Health Assessment, 1.0 Units
NR 355 Pharmacodynamics, 1.0 Units
NR356 Medical Dosage and Calculation, 0.5 Units

Total Units 4.5 Units

Module II

Spring/Junior Year

NR. 364 Nursing Care of the Childbearing Family, 1.5 Units
NR. 366 Nursing Care of the Childrearing Family, 1.5 Units
NR 368 Nursing Care of the Family in Illness I, 1.5 Units

Total Units 4.5 Units

Module III

Fall/Senior Year

NR. 400 Nursing Research, 1.0 Units
NR. 465 Psychodynamic Dimensions of Psychiatric-Mental Health, 1.0 Units
NR 469 Nursing Care of the Family in Illness II, 1.0 Units

Total Nursing Units 3.0 Units

Electives 2.0 Units (Note: no electives for Second-Degree-15 month program)

Total Module Units 5.0 Units
NURSING, B.S.

Module IV
Spring/Senior Year
NR 472 Community Health Nursing, 1.5 Units
NR 474 Nursing Leadership and Management, 1.0 Units
NR 476 Dimensions of Mental Health Nursing in the Community, 0.5 Units
NR 490 Reflective Tutorial-Senior Practicum (RFT), 1.0 Units
Total Units 4.0 Units

*Each semester's work in the Nursing Sequence must be completed successfully before advancing to the next semester's module.

**Students are pinned at the end of Module IV and are eligible to sit for NCLEX.

Professional and Grade Requirements
Students must earn a C+ or higher in a Nursing course to pass the course. No grade below a C+ is acceptable in Nursing course grades. All clinicals are P/F. If a student is unsuccessful in a Nursing theory course, they automatically repeat the entire course (including clinical) the next time it is offered in their sequence. If the student is unsuccessful on the second attempt, the student is dismissed from the Nursing Program but may continue at the College in another field.

In the Nursing Program, the Grading System is as follows:
A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69,
D = 63-66, D- = 60-62, F =<60.

Because successful Nursing practice requires close working relationships with people, suitable professional attitudes must be maintained. Satisfactory progress in the program includes both academic achievement and the demonstration of professional behavior and competence in clinical Nursing. Students who do not adhere to professional standards of behavior may be asked to withdraw from the Nursing major. Students who exhibit signs of physical or emotional disturbances which could inhibit their professional performances may be required to withdraw from a Nursing course or the major. Reentry to the course or major will be considered based on faculty recommendations.

GRADUATE PROGRAMS
The School of Nursing also offers the Master of Science degree. Students are given the opportunity to develop expertise in both a clinical and a functional area of practice. Preparation is offered in the role areas of educator and family nurse practitioner. A post-masters family nurse practitioner certificate program is also available. Consult the Graduate Programs section of the college bulletin or the Office of Graduate Studies for further information. The School of Nursing is also in the process of developing the Doctor of Nursing Practice Program.

UNDERGRADUATE NURSING COURSE DESCRIPTIONS

Module I
NR 351 Dimensions of Health Promotion in the Community. (D) Two units. The focus of this Nursing course is to introduce the Nursing major to Nursing and promotion of health in a variety of settings. Topics such as basic community needs and assessment,
culture, wellness, communication and preparation to enter the community health care system are explored. A clinical laboratory and community experience component is included with this course to introduce students to basic Nursing skills and to enhance therapeutic interactions and primary prevention awareness. Offered fall semester. *Lab fee required.

**NR 353 Dimensions of Health Assessment.** One unit. This Nursing course prepares the Nursing major to become adept at utilizing the Nursing process for assessment of the client as well as the importance of accurate and thorough history taking. A laboratory component is included with this course. Offered fall semester.* Lab fee required.

**NR 355 Pharmacodynamics.** One Unit. This course is designed to define and explain the nurse’s role in understanding the Nursing process for administration of medication in various community settings. Classes and actions of drugs are a key part of the content. Offered in the fall semester.*

**NR 356 Medical Dosage and Calculation.** 0.5 units. This course prepares health professionals to calculate oral and parental drug dosages with a focus on safety and accuracy. Three systems of measurement and conversion are practiced. This course also provides a psychomotor skills laboratory experience. The understanding of drug orders and drug labelswith calculation accuracy is emphasized by clinical scenarios and examples. Offered in the fall semester.* Lab fee required.

**Module II**

**NR 364 Nursing Care of the Childbearing Family.** 1.5 units. The Nursing process is used to promote and restore the health of the childbearing family. Students examine the bio-psychological and socio-cultural stressors that influence the health states of families throughout the prenatal, intra-partum, post-partum, and newborn periods. Clinical components in prenatal, intra-partum, post-partum and Neonatal Intensive Care are included. Offered spring semester.* Lab fee required.

**NR 366 Nursing Care of the Childrearing Family.** 1.5 units. The Nursing process is used to promote and restore the health of the child from infancy through toddler, preschool, school-age adolescent, and the young adult. Students examine the bio-psychological and socio-cultural stressors that influence the health states of children within each developmental stage and within the family. A clinical component in pediatric well-child and acute care areas are included. Offered spring semester.* Lab fee required.

**NR 368 Nursing Care of the Family in Illness I.** 1.5 units. The Nursing process is used in the promotion and restoration of health of those individuals who are experiencing an alteration in cellular function and growth, oxygenation, metabolic, and sexual functions. A clinical component in an acute care setting is included. Offered spring semester. *Lab fee required.

**Module III**

**NR 400 Techniques of Nursing Research.** One unit. This course builds on students’ prior knowledge of select Nursing studies. Students discuss and critique qualitative and quantitative Nursing studies. The importance of research in Nursing to the consumer and
practitioner of Nursing are examined. A Nursing research proposal is completed in this course. Offered fall semester.

**NR 465 Psychodynamic Dimensions of Psychiatric-Mental Health.** One unit. This course presents an overview of psychiatric-mental health care issues prevailing in society. It offers the essential research based content related to Nursing care theory and practice. Content includes understanding the nurse’s role development within this specialty and developing skills of assessment, intervention, and evaluation of clients exhibiting impaired behavioral responses to stressors in their environments. Legal, ethical, and advocacy considerations are included. This course includes a clinical component in a psychiatric acute care facility. Offered fall semester. *Lab fee required.

**NR 469 Nursing Care of the Family in Illness II.** One unit. This course utilizes the Nursing process to promote and restore the health of individuals who experience alterations in tissue perfusion, digestion/elimination, and motor-sensory function. This course includes a clinical component in an acute care setting. Offered fall semester. *Lab fee required.

**Module IV**

**NR 472 Community Health Nursing.** 1.5 units. This course focuses on the community as a continuum of care. The students utilize the Nursing process within the community context to promote, restore, and maintain the health of individuals, families, and groups. A community-based, clinical component is included. Offered fall and spring semester. *Lab fee required.

**NR 474 Nursing Leadership and Management.** One unit. This course introduces the role of the nurse as leader. Leadership styles and management theory will serve as the foundation for the study of supervision, finance, budgeting, delegation, organizational structure, allocation of resources, and case management within a multitude of health care settings. The students will enhance their abilities to become independent decision makers through communication and collaboration with health care professionals in various clinical settings. Offered fall and spring semester.

**NR 476 Dimensions of Mental Health Nursing in the Community.** 0.5 unit In response to the contemporary body of research that studies and reports on health implications of mind-body-socio-spiritual connections, this course offers students the opportunity to examine stress and holistic approaches to stress management. Theories of anxiety presented by Peplau, and the stress research of Cannon, Selye, and Benson are studied. Holistic Nursing theorist such as, but not limited to, Nightingale, Rogers and Watson are applied. Concepts of psycho-neuro-immunology and the impact of emotions on health states are examined. Content is studied through the lens of ethics and research. This course includes a clinical component. Offered fall and spring semester. *Lab fee required.

**NR 490 Reflective Tutorial—Senior Practicum.** One unit. This senior capstone course is to be taken in the last semester prior to graduation. The Nursing process is used to promote, restore, and maintain the health states of individuals, families, and groups. Students develop independence under the direct guidance of a selected agency RN preceptor. Students cultivate the development of their professional role by using leadership abilities to become an active member of the healthcare team, a patient advocate, and a coordinator of health care. They reflect upon their experiences in seminar via oral and written communication. Offered fall and spring semester. *Lab fee required.
Additional Nursing Courses

**NR 050 / NR 150  Foundation for Success: Basic Nursing Overview.** Zero to four units. This course is required if a student is in need of clinical and theory remediation to maintain matriculation in lieu of a leave of absence in order to progress in the Nursing Program. *Offered fall and spring semesters.*

**NR 212 Human Sexuality Across the Life Span. (D) One Unit.** This is a survey course designed to provide the student with a factual background on human sexuality. Historical and research perspectives reintegrated throughout the course as well as discussion and examination of differing viewpoints and current issues. The course may be applied to the minor in gender studies. *Offered periodically.*

**NR 224 Nutrition and Health. One unit.** Three hours of lecture weekly. General principles of dietetics, dietary regulatory mechanisms, ecological aspects of nutrition. The world food problem and its implications will also be considered. *Prerequisite: Two units of Biology. Offered spring semester.*

**NR 375 Challenges of Professionalism in Nursing. One unit.** This RN transitional course is designed for the Registered Nurse student entering the Nursing Program. It offers the student the opportunity to confront current professional issues with a focus on identifying future implications for the role of the professional nurse. *Offered fall semester.*

**NR517 Comparative Healthcare Practices – Offered in the Spring (1 unit) or alternative selected time.** This course requires one week of travel during Spring Break to a practice site identified as a community in need of Nursing intervention. There are a minimum of 35 theoretical, clinical and cross cultural hours experienced at the practice site. Five hours of pre and post sessions include: theoretical foundation on the populations health/culture needs; debriefing and reflective learning. The practice site under the direction of course faculty in collaboration with a Non-Government Organization (NGO). This course is for Registered Nurses (RN/BS and Graduate students). Based upon space availability, interested seniors who wish to attend may be interview and accepted upon permission of Chair. All fees must be paid to the NGO, if applicable, prior to attendance. Required health forms/licenses must be current and on file.

**NR 591 Special Topics. One unit.** This course allows for discussion and analysis of current issues and/or research in response to student and departmental interest. It is also utilized for study abroad partnerships. *Offered as required.*

**NR 593 Independent Study One half to One unit.** This course is for qualified seniors who may arrange to investigate a special problem. Permission of faculty advisor required. *Offered fall and spring semesters.*

**NR595 Disaster Emergency Preparedness — Offered Periodically (1 unit) (Class meets for 6 week and 1 field trip) —** This course is designed for the Registered Nurse student. It offers a basic understanding of natural and manmade disasters, including terrorism, with a focus on the public health risks and public health/hospital emergency response. In addition to lecture and discussions, students will participate in disaster scenarios, case studies, and take a field trip to the NYC Office of Emergency Management.
REQUIREMENTS FOR A MAJOR IN PHILOSOPHY
A minimum of 10 units which must include the following distribution:

Core Requirements - 5 units:
- Group 1 (Ethics, Values, Society): PH 103 or 109.
- Group 2 (History of Philosophy): PH 209 and 211.
- Group 3 (Metaphysics, Epistemology, Mind, Logic): PH 200 and 205.

Elective Requirements - 3 units chosen from the following:
PH 109, 201, 202, 203, 204, 207, 210, 212, 213, 214, 215, 301 or 302.

Senior Learning Community - 2 units:
PH 400 Reflective Tutorial
PH 401 Seminar: Topics in Philosophy

It is recommended that students who plan to attend graduate school in philosophy study one of the following languages: French or German.

Requirements for the dual major of Philosophy and Childhood/Special Education 1-6 (B.A.)

Dual Major in Education and Philosophy is best for students interested in a career teaching in primary or secondary schools. Students take a range of Philosophy courses as well as all the required courses for receiving teacher certification, including the Senior Learning Community in Education that involves a semester of student teaching. Students will have an adviser in both areas. For the Education component of the major, consult the Education section. A total of 10 units required with the following distribution:

Philosophy Courses:
Core Requirements - 5 units:
- Group 1 (Ethics, Values, Society): PH 103 or 109
- Group 2 (History of Philosophy): PH 209 and 211
- Group 3 (Metaphysics, Epistemology, Mind, Logic): PH 200 and 205

Elective Requirements - 3 units chosen from the following:
PH 109, 201, 202, 203, 204, 207, 210, 212, 213, 214, 215, 301 or 302

Senior Learning Community - 2 units:
PH 400 and 401

REQUIREMENTS FOR A MINOR IN PHILOSOPHY
A minimum of 5 units which must include the following distribution:
Core Requirements - 3 units:
One course from Group 1 (Ethics, Values, Society): PH 103, 109, 201, 202 or 204.
One course from Group 2 (History of Philosophy): PH 209, 210, 211, 213 or 214.
One course from Group 3 (Metaphysics, Epistemology, Mind, Logic): PH 101, 102, 205, 207, 301 or 302.

Elective Requirements - 2 units:
Two additional 200-level or 300-level courses.

COURSE DESCRIPTIONS

PH 101 Practical Reasoning. One unit. A course designed to improve one’s ability to think clearly and critically by developing such skills as detecting and eliminating ambiguity and vagueness, determining validity of reasoning, formulating and confirming generalizations and hypotheses, and using analogies. Offered as required.

PH 102 Exploring Philosophy. One unit. An examination of major philosophical issues as they are discussed by leading classical and contemporary thinkers in the Western tradition. Offered spring semester.

PH 103 Contemporary Moral Problems. One unit. A study and discussion of selected, contemporary moral issues such as capital punishment, sexual morality, pornography and censorship, discrimination, etc. Offered fall semester.

PH 105 The Idea of Love. One unit. An interdisciplinary examination of various issues concerning human nature and happiness in which the phenomenon of love occupies a central position. Several major theories of love will be discussed in an attempt to answer questions as to the nature of love, the cause of love, the value of love, etc. Offered as required.

PH 106. Religions of the East (I) One unit. An introduction to the major systems of religious thought and practice of the Orient with particular attention to those traditions which have attained popularity and significance in the West: Yoga, the Upanishads, the Bhagavad Gita, Zen, Taoism, etc. Certain distinctions between Eastern and Western religion and culture are suggested. Cross-listed as RE 105. Offered fall and spring semesters.

PH 109 Political Philosophy. One unit. This course examines and assesses various political theories concerning the relation between the individual and the state. Topics may include justice, power, human rights, natural law, equality, political obligation and consent, democracy and representation, civil disobedience, freedom and coercion, and utopias. Offered fall semester.

PH 200 Symbolic Logic. One unit. This course examines the principles and techniques of sentential and predicate logic—such as the translation of ordinary language into symbols—and the methods for ascertaining the validity of arguments. Topics include: standard logical notation, truth tables, quantification theory, logic of relations, and deductive systems. Offered as required.

PH 201 Moral Philosophy. One unit. A critical study of the nature of moral judgments, the criteria of moral decisions, and the problems of moral conduct, with attention given to major classical and contemporary moral theories. Offered as required.
PHILOSOPHY, B.A.

PH 202 Medical Ethics. One unit. An in-depth examination of some major moral issues arising out of or associated with the practice of medicine, such as abortion, euthanasia, human experimentation, behavior control, the justice of the distribution of health care, etc. The focus will be on acquiring a sophisticated grasp of the complexities of the problems, understanding the logic of the opposed positions, and coming to a critical appreciation of their weaknesses and strengths. Offered spring semester.

PH 203 Social Philosophy. One unit. This course examines major topics and theories in social thought from both a traditional and contemporary philosophic perspective. Topics may include: democratic theory, social contract theory, and personal autonomy; equality, justice, and power; family, property, and gender. Offered as required.

PH 204 Philosophy and Feminism. One unit. This course examines the characteristic trends (e.g., Existentialist, Liberal, Libertarian, Marxist, and Postmodern) positions and topics (e.g., knowledge, politics, ethics, sex, gender, identity; heterosexuality, alternative lifestyles, and family; sexism, misogyny, and equality) of feminist philosophers and their philosophical and cultural impact. Authors may include: Anscombe, Benhabib, Butler, deBeauvoir, Cixous, Irigaray, Kriteva, Frase, Frye, MacKinnon, Nussbaum, and Paglia. Offered as required.

PH 205 Philosophy of Mind. One unit. This course examines various philosophical and psychological approaches to our mental life and their implication for philosophy and culture. Topics may include: the nature of the mental, the relation of mind and body, the reduction of mind to brain, whether a machine could think, and whether consciousness can be reconciled with a scientific view of the world. Offered as required.

PH 207 Identity and Selfhood. One unit. This course examines a variety of themes intersecting in the complex notion of identity: the nature of the self; self-knowledge and self-deception; true vs. false selves; singleness and multiplicity of selves; the ideal of authenticity; self-love and self-hate; identity projects; threatened identities; and disorders of the self. Offered as required.

PH 209 Ancient Philosophy. One unit. Examines the major figures and movements in Greek philosophical thought, especially Plato and Aristotle. Topics may include: power, justice, love, morality, immortality, law, the nature of reality, the nature of the soul, belief and knowledge, and the dialectical relation between authority and freedom. Offered as required.

PH 210 Medieval and Renaissance Philosophy. One unit. Examines the major Medieval and Renaissance philosophers, their issues, worldviews, and current philosophic interest. Issues may include: free will, the nature of the soul, God, and immortality; skepticism, belief, knowledge, and universals; intuition, rationality, and faith; and morality, justice, grace, and love. Offered as required.

PH 211 Modern Philosophy. One unit. This course examines the major figures and movements in philosophy in Europe from the seventeenth to the early nineteenth century. Philosophers studied include: Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant. Offered as required.
PH 212 Hegel, Marx and Nietzsche. One unit. This course examines the development of German philosophical thought from the late eighteenth century to the early twentieth century around the themes of idealism and materialism. Authors may include: Hegel, Fichte, Marx, and Nietzsche. Offered as required.

PH 213 Existentialism. One unit. This course examines the important texts and central ideas of the major existentialist thinkers, Heidegger and Sartre, as well as those of important precursors such as Kierkegaard and Nietzsche. Topics include the analysis of human reality (“the self”, intentionality, consciousness, etc.), the relation of the individual to society, the basis of moral belief and decision, freedom, authenticity, self-deception, anxiety, and the significance of death. Offered as required.

PH 214 American Philosophy. One unit. This course examines the characteristic methods, positions, and themes (e.g., free will, mind, the relation of mind and body, God, knowledge, belief, truth, morality) of the pragmatists and their philosophical, sociological, and cultural impact. Among the thinkers included are Peirce, James, Dewey, C. I. Lewis, E. Nagel, Russell, and Wittgenstein. Offered as required.

PH 215 Recent Continental Philosophy. One unit. This course examines some of the characteristic trends (phenomenology, existentialism, structuralism, poststructuralism) and themes of late twentieth century continental philosophy. Authors may include: Bergson, Derrida, Foucault, Habermas, Heidegger (later work), Lévinas, Merleau-Ponty, Sartre. Offered as required.

PH 291 Special Topics in Philosophy. One unit. This is a course for discussion of one or more areas of current interest in philosophy not emphasized in regular courses offered by the department. Content varies with the interests of students and department faculty. Offered periodically.

PH 301 Freedom and Responsibility. One unit. A philosophical analysis of the nature of human action and of the philosophical problems which arise concerning the ascription of moral responsibility and the description of human agency. Offered as required.

PH 302 Philosophy and Psychoanalysis. One unit. Psychoanalysis remains one of a very few perspectives on human reality which continues to exert a major theoretical and practical influence around the world. The course examines a variety of topics and controversies introduced by Freud, his followers, and his critics such as: the doctrine of unconscious mind; the object of desire (sexuality, aggression, love); the meaning of relationship; the extent of freedom; dreams and fantasy; narcissism; and madness, as well as issues pertaining to the nature of science and the foundations of psychology. Cross-listed w/PS 382. Offered as required.

PH 400 Reflective Tutorial. One unit. This course is an advanced research and writing course that examines a major philosopher or issue from one of the three groups of philosophy—the group as set forth in the description of the major (ethics, values, and society; history of philosophy; metaphysics, epistemology, mind, and logic). As the culminating experience of the Reflective Tutorial, students will engage in self-directed library research—research consisting of a minimum of 100 hours—that either will result in a senior thesis or will engage in fieldwork in the community resulting in a written senior project.
Senior projects and senior theses will be presented at the end of the spring semester. Offered fall semester.

**PH 401 Seminar: Topics in Philosophy.** One unit. This course examines selected topics in the history of philosophy or in recent philosophy. Topics may include: a single philosopher’s analysis of several philosophic issues; a few philosophers’ analyses of one or two closely related issues; or a twentieth century philosopher’s reaction to a philosophic text, movement—or even to traditional philosophy itself. Offered fall semester.

**PH 593 Independent Study.** One unit. An opportunity for an advanced student in philosophy to engage in independent research, under professional supervision, on a problem, theme, or historical figure in philosophy. Prerequisite: permission of advisor and department chair.
Mission
The mission of the three-year BS/MS Physician Assistant Program is to prepare professional academic clinicians, committed to healthcare and to providing quality care to all individuals.

Program Overview
The Wagner College Physician Assistant Program is accredited by the New York State Department of Education and the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The Wagner College Physician Assistant Program is committed to preparing future professionals possessing sound academic knowledge and proficiency in clinical skills, requisite for providing and promoting quality healthcare. The program is dedicated to the advancement of physician assistant education, emphasizes the acquisition of the knowledge and skills required of the PA for functioning in a dynamic healthcare environment and promotes service to the community.

For further detailed information regarding the Wagner College PA Program, please visit the Program website at http://www.wagner.edu/departments/pa_program/3yrPA

Program Goal
The three-year physician assistant program is based on the medical model and consists of academic, clinical, and graduate phases. The didactic (academic) phase includes classroom and laboratory instruction in Medical Sciences (Clinical Anatomy, Medical Physiology, Medical Microbiology, Human Genetics, Pathophysiology), Behavioral Sciences, Clinical Sciences (Primary Care, General Medicine, Emergency and Surgical Medicine, Maternal and Child Medicine, Primary Care and Pharmacotherapeutics), and Professional Role. Clinical exposure begins during the didactic phase of the program by providing supervised experiences in history and physical assessment in a variety of clinical settings. That clinical exposure extends into the clinical phase of the subsequent year and is further developed as clerkships in the graduate phase or the final year of the program. The clinical phase provides students with full time, direct patient care in ambulatory, in-patient, long-term, and emergency settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas. They emphasize the provision of diagnostic, therapeutic, preventive and health maintenance services. Graduate-level courses are introduced during the second year of the three-year program and continued in the final year to fulfill the requirement for the MS in Advanced Physician Assistant Studies. These courses provide the physician assistant with the knowledge and skills required for professional and career development. In keeping with the philosophy of physician assistant education, the graduate work consists of academic courses complemented with clerkship experiences.

The required didactic, clinical, and graduate phases of the BS/MS program are designed to build upon the scientific and liberal arts knowledge obtained in the college's liberal arts core curriculum and assist the student in developing the knowledge and skills appropriate for the profession.
The three-year BS/MS Program in Physician Assistant Studies is a comprehensive program of didactic (academic), clinical and (graduate) research work that reflects upon the academic, clinical, and professional skills required of the physician assistant (PA). Students completing the prescribed three-year program in physician assistant studies will receive their BS and MS in Advanced Physician Assistant Studies and be eligible to take the national certifying examination leading to the title of Certified Physician Assistant (PA-C).

The goals of the program are to prepare the PA to become a health care provider of quality care:

I. Integrate the three tenets of academic knowledge, clinical skills and professionalism into a comprehensive curriculum encompassing the medical, behavioral and clinical preparatory sciences.
II. Facilitate the acquisition of knowledge relevant to clinical practice through a sequential, ‘building block’ curriculum.
III. Promote the development of critical thinking and medical decision making skills throughout all phases of the program.
IV. Enhance clinical competencies by providing experiences reflective of future professional practice - in a spectrum of settings with patients across the lifespan requiring aspects of patient care.
V. Guide the development of clinically relevant research projects leading to the dissemination of findings at public forums and a thesis defense.

The program defines its success by demonstrating the achievement of the above goals.

Program Admission

The three-year BS/MS Program in Physician Assistant Studies is designed to accommodate 30 students per year. Students are interviewed in depth by representatives of the Physician Assistant Program as part of the admission process to the college and are approved as physician assistant majors to begin the pre-physician assistant curriculum. If openings arise in the First Year or sophomore class, well-qualified students may be allowed to interview for the pre-physician assistant curriculum. While at Wagner College, students in the pre-physician assistant curriculum are under the direction of the Pre-Physician Assistant Coordinator. Upon entering the Physician Assistant Program, students are under the direction of the Director of the Physician Assistant Program.

After the completion of the two year pre-professional requirements at Wagner College, students interview for continuation into the PA Program. Student previously approved for admission to the major who have a cumulative index of 3.2 or higher and 3.0 or higher in the natural sciences will be interviewed for continuation into the three professional years of the PA program. No separate application form for this phase is needed.

The student finishing the pre-profession assistant curriculum applies for the continuation into the Physician Assistant Program during the sophomore year. Students entering as PA majors must maintain a minimum GPA of 3.2 or high to continue as PA majors. Those who have achieved a cumulative index of 3.2 or higher as well as an index of 3.0 or higher in the biological and physical sciences will be interviewed for continuation into the three-year Physician Assistant Program. Students confirmed for admission to the Physician Assistant Program must maintain these indices to commence Physician Assistant program studies.
Prerequisites for the BS/MS Physician Assistant Program

Eight (8) units in biological and physical sciences including Biology 209 (Human Anatomy and Physiology I), 221 (Biostatistics and Experimental Design); Chemistry 111 (General Chemistry I), 112 (General Chemistry II), Chemistry 211 (Organic Chemistry I); Microbiology 200 (Microbiology), Microbiology 216 (General Pathology). A laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently.

Two (2) units in required cognate courses: Philosophy 202 (Medical Ethics) and Psychology 101 (Introduction to Psychology).

Requirements for the BS/MS in Physician Assistant Studies

Twenty-seven (27) units (or 108 credits) in physician assistant (PA) courses offered during the three-year Physician Assistant Program:

Professional Year 1:
- PA 411E/411 Medical Science I (Clinical Anatomy; Medical Physiology I, Medical Physiology II)
- PA 412 Medical Science II (Pathophysiology I, Pathophysiology II; Medical Microbiology; Human Genetics)
- PA 415 Behavioral Sciences (Human Behavior; Critical Thinking)
- PA 416 Clinical Prep Science I (Patient Assessment I; Patient Assessment II); Radiology Interpretation
- PA 417 Primary Care and Pharmacotherapeutics I (Primary Care I; Primary Care II, Pharmotherapeutics I, Clinical Skills I)
- PA 419 Professionalism and Ethics (PA Professionalism; Preventive Medicine)
- PA 421 Emergency and Surgical Medicine (Emergency Medicine; General Surgery; Surgical Subspecialties, Interpretation of EKGs & ABGs)
- PA 422 General Medicine (General Medicine I, General Medicine II, General Medicine III, Interpretation of Lab Data, General Medicine IV, Interpretation of Lab Data)
- PA 423 Maternal and Child Health (General Pediatrics, Women’s Health)
- PA 424 Primary Care and Pharmacotherapeutics II (Primary Care III, Pharmacotherapeutics II; Patient Assessment III, Clinical Skills III)

Professional Year 2:
- PA 431E/431 Medical Clinical Practice I
- PA 432 Medical Clinical Practice II
- PA 434 Medical Clinical Practice III
- PA 442 Medical Clinical Practice IV
- PA 443 Medical Clinical Practice V
- PA 501 Art and Practice of Health Education
- PA 504 Medical Literature Review and Analysis
- PA 514 Advanced Health Assessment

Professional Year 3:
- PA 533E/533 Medical Clinical Practice VI*
- PA 541 Medical Clinical Practice VII*
- PA 630 Clerkship I OR
PHYSICIAN ASSISTANT, B.S./M.S.
PA 645 Clerkship II
PA 612 Critical Thinking in Medicine

Capstone Requirements:
PA 790 Research Design
PA 799 Thesis

COURSE DESCRIPTIONS
PA 411E Basic Medical Sciences I. Zero units. The purpose of this course is to integrate the principles of clinical anatomy and medical physiology into the study of medicine. Instruction is provided regarding human anatomical structures and their intercommunication and relevance to the various systems. Physiologic principles, concepts, and formulas are related to the changes of disease processes. The course outline is reflective of the systems of the human body, and the content serves as the foundation for an understanding of the effects of disease and disease prevention. Offered only to physician assistant majors during the first professional year.

PA 411 Basic Medical Sciences I. One unit. This course is identical to that described for 411E but counts as one undergraduate unit towards the BS/MS degrees.

PA 412 Basic Medical Sciences II. One unit. This course provides an in-depth understanding of disease states through the integration of principles of pathophysiology, medical microbiology, and human genetics. These principles are presented with an emphasis on developing an understanding of disease processes. Genetic principles are discussed with emphasis on their applicability to the practice of medicine and microorganisms are presented by classifications and in relation to specific systems. Pathologic findings are emphasized for their clinical relevance. Discussions focus on characteristic or pathognomonic findings as well as findings that direct work-up, therapy, or follow-up. Offered only to physician assistant majors during the first professional year.

PA 415 Applied Behavioral Sciences I. 0.5 units. The purpose of this course is for the student to develop an understanding of the psychological and ethical factors affecting human development and to distinguish among them as they pertain to various clinical issues such as death and dying, human sexuality, chronic illness, and the emotional issues of daily living. The importance of critical thinking is stressed and its applicability is developed through the integration of clinical cases. Offered only to physician assistant majors during the first professional year.

PA 416 Clinical Prep Science I. One unit. The purpose of this course is to promote the skills of clinical assessment and diagnosis. The knowledge gained in the medical sciences is utilized to promote the assessment of clinical scenarios. The student develops interview skills, examination techniques, and integrates knowledge of various disciplines to construct differential diagnosis. The student learns appropriate clinical work-up; learning when to order tests, to interpret radiologic and other test results and to correlate findings to clinical management. Offered only to physician assistant majors during the first professional year.

PA 417 Primary Care and Pharmacotherapeutics I. One unit. The purpose of this course is to serve as an introduction to clinical medicine, focusing on the commonly encountered
problems in primary care. The student reviews disease processes from a clinical perspective and learns to approach the evaluation of the patient in a comprehensive manner. Through lectures and discussions, the student formulates a knowledge base of signs and symptoms, etiologies, and management options. Drug therapies are reviewed by classes and in relation to their applicability to systems. Information is provided regarding indications, mechanisms of action, contraindications, and adverse effects. The knowledge gained is enhanced through case studies and clinical skill sessions and is integrated into the practice of primary care medicine. Offered only to physician assistant majors during the first professional year.

PA 419 Professionalism and Ethics I. 0.5 units. The purpose of this course is to integrate the principles of professionalism and ethics into the clinical practice of the physician assistant. The course is a general overview of the role of the physician assistant with emphasis on the principles of ethics and professionalism and their integration into modern medicine. Introduction to the history of the profession leads to discussions of issues such as managed healthcare initiatives, documentation, quality improvement, and billing and coding. The student also learns to integrate the concepts of health promotion and preventive measures into professional practice. Offered only to physician assistant majors during the first professional year.

PA 421 Emergency and Surgical Medicine. One unit. The purposes of this course are to provide students with instruction regarding recognition and management of the surgical patient, as well as instruction regarding rapid and efficient management of the trauma or emergent patient. Review of surgical cases includes breakdown of disease states by presentation, history, and physical examination pearls, work-up, surgical intervention, and post-surgical management. Discussion of emergency medicine cases focuses on the consideration of patient status in an effort to effectively triage emergent patients. Students learn to design a personal method of rapid assessment and management for the critical patient in the emergency department setting. The course includes a radiology workshop to generate a basis for the recognition of and differentiation between the normal and abnormal radiographic findings. Offered only to physician assistant majors during the first professional year.

PA 422 General Medicine. One unit. The purpose of this course is to provide the physician assistant with a broad-based fund of knowledge of general medicine. The course encompasses an overview of internal medicine and its various subtopics; the course outline is reflective of the systemic overview. Its intent is to enable the student to transition from the acquisition of didactic medical and clinical, scientific knowledge to its incorporation into the clinical setting. Offered only to physician assistant majors during the first professional year.

PA 423 Maternal and Child Health. One unit. This course familiarizes the student with conditions specific to maternal-child medicine. Lectures and case studies are provided on the diagnostic, therapeutic, and counseling techniques aimed at managing the sensitive issues in both the obstetrical and gynecological patient, familiarizing the student with conditions specific to the pediatric patient. Students recognize the need to counsel both parent and child, and to integrate special techniques, including monitoring confidentiality. Offered only to physician assistant majors during the first professional year.

PA 424 Primary Care and Pharmacotherapeutics II. One unit. The purpose of this course is to focus on the commonly encountered problems in primary care medicine. The physician assistant student reviews disease processes from a clinical perspective, learns to approach the evaluation of the patient in a comprehensive manner, and becomes familiar with the
sensitive issues specific to the geriatric patient. Through lectures and discussion, the student formulates a knowledge base of signs and symptoms, etiologies and management options. Drug therapies are reviewed by classes and in relation to their applicability to major systems, with information provided regarding indications, mechanisms of actions, contraindications, and adverse events. Offered only to physician assistant majors during the first professional year.

**PA 431E Medical Clinical Practice I.** Zero units. This course is an eight-week, supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory, inpatient hospital, long-term care and emergency room settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas; they emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. Each clinical rotation is dedicated to one of the following: general medicine and long-term care, emergency medicine, primary care I, primary care II, pediatrics (general pediatrics, neonatal intensive care), women’s health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties). Offered only to physician assistant majors during the first professional year.

**PA 431 Medical Clinical Practice I.** One and a half units. This course is identical to that described for 431E but counts as one undergraduate unit towards the BS/MS degrees.

**432 Medical Clinical Practice II.** One and a half units. This course is an eight-week, supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory, inpatient hospital, long-term care and emergency room settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas; they emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. Each clinical rotation is dedicated to one of the following: general medicine and long-term care, emergency medicine, primary care I, primary care II, pediatrics (general pediatrics, neonatal intensive care), women’s health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties). Offered only to physician assistant majors during the second professional year.

**PA 434 Medical Clinical Practice III.** One and a half units. This course is an eight-week, supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory, inpatient hospital, long-term care and emergency room settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas; they emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. Each clinical rotation is dedicated to one of the following: general medicine and long-term care, emergency medicine, primary care I, primary care II, pediatrics (general pediatrics, neonatal intensive care), women’s health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties). Offered only to physician assistant majors during the second professional year.

**PA 442 Medical Clinical Practice IV.** One and a half units. This course is an eight-week, supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory, inpatient hospital, long-term care and emergency room settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas; they emphasize the provision of
PHYSICIAN ASSISTANT, B.S./M.S.

diagnostic, therapeutic, preventive, and health maintenance services. Each clinical rotation is
dedicated to one of the following: general medicine and long-term care, emergency
medicine, primary care I, primary care II, pediatrics (general pediatrics, neonatal intensive
care), women’s health (obstetrics, gynecology, adolescent medicine), and surgery (general
surgery, surgical subspecialties). Offered only to physician assistant majors during the second professional
year.

PA 443 Medical Clinical Practice V. One and a half units. This course is an eight-week,
supervised clinical experience dedicated to a specific area or discipline of clinical medicine.
Clinical interactions take place in the outpatient ambulatory, inpatient hospital, long-term
care and emergency room settings. Rotations are intensive, supervised, hands-on learning
experiences in the various medical and surgical areas; they emphasize the provision of
diagnostic, therapeutic, preventive, and health maintenance services. Each clinical rotation is
dedicated to one of the following: general medicine and long-term care, emergency
medicine, primary care I, primary care II, pediatrics (general pediatrics, neonatal intensive
care), women’s health (obstetrics, gynecology, adolescent medicine), and surgery (general
surgery, surgical subspecialties). Offered only to physician assistant majors during the second professional
year.

PA 501 The Art and Practice of Health Education. One undergraduate unit or four graduate
credits. This course introduces the healthcare practitioner to the philosophies of health
education. It identifies the key elements needed to construct an effective healthcare
curriculum and provides the foundation for developing teaching approaches and evaluative
tools. Each student is guided through the design of a community health educational program
for practitioners or patients reflective of that student’s interest or healthcare practice. Clinical
relevance is optimized through experiential learning during the development of and
participation in patient education events.

PA 504 Medical Literature Review and Analysis. One undergraduate unit or four graduate
credits. This course provides the physician assistant with the skills for effective review and
analysis of the expanse of medical literature. Students presented with various research
problems are taught to analyze applicability, appropriately select corresponding literature,
and develop a systematic critique of the findings. Statistical methods are introduced and the
ability to analyze data and draw inferences is developed. The selection of the medical
literature for review and analysis is reflective of each student’s area of interest for future
research. Experiential learning is emphasized through the designing of a research study and
culminates with a presentation of the proposal and research at the medical literature
symposium event.

PA 514 Advanced Health Assessment. One undergraduate unit or four graduate credits. The
purpose of this course is to develop and enhance clinical judgment and assessment skills for
patient populations across the life span. The intent is for the student to improve his/her
decision-making ability in the clinical setting and develop appropriate management
protocols. Problem solving sessions are utilized for the assessment of clinical case scenarios.
Diagnoses are discussed within the framework of preventive medicine, epidemiology, and
subsequent improvements in the delivery of clinical medicine. Clinical relevance is enhanced
during the development of and participation in community outreach events.
PHYSICIAN ASSISTANT, B.S./M.S.

PA 533E Medical Clinical Practice VI. Zero undergraduate units or zero graduate credits. This course is an eight-week, supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory, inpatient hospital, long-term care and emergency room settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas; they emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. Each clinical rotation is dedicated to one of the following: general medicine and long-term care, emergency medicine, primary care I, primary care II, pediatrics (general pediatrics, neonatal intensive care), women’s health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties). Offered only to physician assistant majors during the third professional year.

PA 533 Medical Clinical Practice VI. One and a half undergraduate units or six graduate credits. This course is identical to that described for 533E but counts one undergraduate unit or four graduate credits towards the BS/MS degrees.

PA 541 Medical Clinical Practice VII. One and a half undergraduate units or six graduate credits. This course is an eight-week, supervised clinical experience dedicated to a specific area or discipline of clinical medicine. Clinical interactions take place in the outpatient ambulatory, inpatient hospital, long-term care and emergency room settings. Rotations are intensive, supervised, hands-on learning experiences in the various medical and surgical areas; they emphasize the provision of diagnostic, therapeutic, preventive, and health maintenance services. Each clinical rotation is dedicated to one of the following: general medicine and long-term care, emergency medicine, primary care I, primary care II, pediatrics (general pediatrics, neonatal intensive care), women’s health (obstetrics, gynecology, adolescent medicine), and surgery (general surgery, surgical subspecialties). Offered only to physician assistant majors during the third professional year.

PA 612 Critical Thinking in Medicine. Four graduate credits. The purpose of this course is to review and expand upon the physician assistant’s knowledge of disease pathology and therapeutic intervention. The emphasis is on critical thinking and its applicability to the identification of the pathogenesis of disease processes and the development of algorithms, flow charts, and decision trees. Through critical analysis, the student develops appropriate management plans, based on the needs of specific individuals and communities. Offered only to physician assistant majors during the third professional year.

PA 630 Clerkship I: Developing Community Health. Six graduate credits. The focus of this eight-week course is to precept physician assistant students in their transition towards becoming advanced mid-level providers of health care. Each student identifies a component or area of health care interest that impacts the community and affords a broad exposure of clinical experiences. Through clinical involvement, the student learns to discern specific health needs and is guided and advised through the development of a community health project reflective of the assessed needs.

PA 645 Clerkship II: Advanced Procedures and Skills. Six graduate credits. The focus of this eight-week clerkship is to precept physician assistant students through the acquisition of advanced skills for clinical practice in primary care or a specialty area of interest. The student is provided with an opportunity for an in-depth analysis of clinical practice in his/her specific area of interest. Skills development focuses on the areas identified during the pre-
The student learns through the development of a clinical project reflective of the unique characteristics of the clerkship.

**PA 651 Health Care Management Theory and Evaluation.** *Four graduate credits.* This course introduces the student to the schools of thought of management theorists and practitioners in health care. Evaluations of various theories are based on case studies and discussions of readings from periodicals, research reports, and books.

**PA 790 Research Design.** *Four graduate credits.* The purpose of this course is to establish the groundwork for a research thesis. The student is provided the opportunity to construct a research project beginning with the framing of the research problem and hypothesis, and progressing to design selection and data analysis. The course offers students the knowledge and skills needed for instrument design and development. Seminar sessions are dedicated to the scoring and interpretation of the data from the individual measurement tools. All proposals require the hospital’s Internal Review Board approval prior to implementation.

**PA 799 Thesis.** *Four graduate credits.* The focus of this course is the implementation of the research design proposed in Physician Assistant 790. The parameters of the scientific process are utilized to investigate health-related research problems. Each student is guided through his/her individual research project. Seminar and individual conferences are dedicated to the analysis and evaluation of data. The thesis is developed and is presented for oral defense during the research forum.
PHYSICS

REQUIREMENTS FOR A MAJOR IN PHYSICS (B.S.)
A minimum of 16 units with the following distribution:

Core requirements—7 units of Physics
PY 141, 142, 211, 212, 222, 411, 511.

Elective requirements—2 units of Physics chosen from the following:
PY 221, 251, 311, 312, 361, 412, 512, 531, 541, 542, 591.

Senior Learning Community - 1 unit
The senior learning community in physics consists of PY 411 or PY 511, coupled with
another lecture course or independent research, and a reflective tutorial which includes a
public presentation and a senior thesis (PY 543). Experiential learning is a department
approved non-credit research project, internship or completion of Physics 400E after the
junior year.

Cognate requirements—4 units of Mathematics
MA 121, 122, 223, 233.

Cognate electives—2 units
Chosen from chemistry, mathematics, or computer science. The courses must be chosen
from CH 111 or higher, MA 230 or higher, or CS 130 or higher. It is recommended that
students who plan to go to graduate school in physics take PY 311, 361, at least one other
physics elective; MA 232; and one year of French or German.

REQUIREMENTS FOR A MAJOR IN PHYSICS WITH A MINOR IN
MATHEMATICS
16 units required for the physics major and any two additional courses in mathematics
numbered 200 or higher.

REQUIREMENTS FOR A MINOR IN PHYSICS
A minimum of 6 units with the following distribution:

Core requirements—3 units of Physics
PY 141, 142, 211.

Elective requirements—3 units of Physics
Any Physics course beyond PY 211.

REQUIREMENTS FOR THE PRE-ENGINEERING OPTION
A minimum of 12 units.

Core requirements—12 units
CH 111, 112; CS 130; PH 141, 142, 211, 221, 222; MA 121, 122, 223, 233.
COURSE DESCRIPTIONS

A lecture may be taken without registration for the laboratory. However a laboratory section must be taken concurrently with the lecture.

PY 131 Elements of Physics I. Three hours of lecture and two hours of laboratory weekly. Introductory course using algebra. Study of classical mechanics (including rotational motion), heat, and sound. Offered fall semester.*

PY 132 Elements of Physics II. Three hours of lecture and two hours of laboratory weekly. Continuation of PY 131. Study of classical electricity and magnetism, optics, special relativity, atomic and nuclear theory. Prerequisite: PY 131. Offered spring semester.* Note: As a prerequisite for higher physics courses, with permission of the department, PY 131 and 132 may be substituted for PY 141 and 142.

PY 141 General Physics I. One unit. Three hours of lecture and two hours of laboratory weekly. Introductory course using calculus. Study of classical mechanics, thermodynamics, and wave motion. Prerequisite: MA 121. Offered fall semester.*

PY 142 General Physics II. One unit. Three hours of lecture and two hours of laboratory weekly. Continuation of PY 141. Study of classical electromagnetism, optics, and atomic theory. Prerequisites: PY 141; MA 122. Offered spring semester.*

PY 211 Modern Physics. One unit. Introduction to concepts of modern physics. Topics include relativity, Bohr-Rutherford atom, wave mechanics, atomic and nuclear theory. Prerequisites: PY 142; MA 223. Offered fall semester of odd-numbered years.

PY 212 Intermediate Physics Laboratory. One unit. Some fundamental experiments of modern physics: Millikan charge on electron, Planck’s constant, Franck-Hertz effect, and Beta decay. Offered spring semester of even-numbered years.*

PY 221 Statics. One unit. The study of equivalent force systems using vector algebra. Emphasis on analysis of structures, stresses, and bending moments. Method of virtual work. Prerequisite: PY 141. Offered fall semester.

PY 222 Dynamics. One unit. Kinematics and kinetics of particles and rigid bodies using vector calculus. Study of work, energy and momentum methods. Euler’s equations. Introduction to Lagrange’s and Hamilton’s equations. Prerequisite: PY 141. Offered fall semester of even-numbered years.

PY 251 Electronics. One unit. Electron dynamics, circuit analysis, instrumentation and quantum electronics are discussed. Prerequisite: PY 142. Offered spring semester of even-numbered years.

PY 311 Thermodynamics. One unit. Study of heat transfer and laws of classical thermodynamics with applications to heat engines, gases, and cryogenic systems. Prerequisites: PY 142; MA 223. Offered fall semester of odd-numbered years.
**PHYSICS, B.S.**

**PY 312 Kinetic Theory and Statistical Mechanics.** One unit. Topics include transport theory, Boltzmann’s equation, classical and quantum statistics with applications. **Prerequisite:** PY 311. Offered as needed.

**PY 361 Mathematics for Physics.** One unit. Boundary and eigen-value problems, vector calculus, partial differential equations, Fourier series. **Prerequisite:** MA 223. Offered spring semester of odd-numbered years.

**PY 400E Teaching and Research Experience for Seniors** Zero units. This course, open only to senior physics majors, is one of the experiential options available to students completing their senior learning community. Experiences are a combination of acting as lab assistant for a laboratory course and a research project leading to significant pedagogical contributions to the course, culminating in a written laboratory procedure, report, and possible publication. The student will work with a faculty mentor. At least 100 experiential hours are required for successful completion of the course. **Offered fall and spring semesters.** **Prerequisite:** approval of faculty mentor and a minimum grade of B in the course and lab under study. Cross-listed w/CH 400E.

**PY 411 Electricity and Magnetism.** One unit. Study of electrostatics and electromagnetism. Solutions of Maxwell’s equations in vacuum and material media. **Prerequisites:** PY 142; MA 233. Offered spring semester of odd-numbered years.

**PY 412 Electromagnetic Waves.** One unit. Study of propagation of electromagnetic waves in conducting and non-conducting media. Solutions to wave equation. Introduction to quantum optics. **Prerequisite:** PY 411. Offered as needed.

**PY 490 Physics Research for Elementary School Teachers.** One unit. Supervised research experience open only to dual majors in Childhood Education and Natural Science. Recommended for students in their junior or senior year. Four hours per week researching, designing, and possibly testing pedagogical tools that enhance teaching and learning of concepts in matter and energy required to be taught in elementary school by the New York State Department of Education. **Prerequisite:** PY 131 or 141. Offered fall and spring semesters.

**PY 511 Introductory Quantum Mechanics.** One unit. Topics covered include de Broglie’s hypothesis, uncertainty principle, solutions of Schroedinger’s equation, angular momentum, perturbation theory. **Prerequisites:** PY 211; MA 233. Offered fall semester of even-numbered years.

**PY 512 Atomic and Nuclear Physics.** One unit. Topics in atomic and nuclear physics using quantum mechanics. **Prerequisite:** PY 511. Offered as needed.

**PY 531 Solid State Physics.** Description of properties of crystalline solids using wave mechanics. Applications include semiconductors and superconductivity. **Prerequisite:** PY 211. Offered as needed.

**PY 541 Experimental Physics I.** One unit. Under guidance of a faculty member, students will plan and construct an experimental project of their choice. Emphasis on experimental technique. **Prerequisite:** PY 212. Offered fall and spring semesters.*
PY 542 Experimental Physics II. One unit. Under guidance of a faculty member, students will complete and evaluate their project. Emphasis is on data analysis and critical evaluation of experiments. Prerequisite: PY 541. Offered as needed.*

PY 543 Senior Thesis. One unit. Under guidance of a faculty member, students prepare a professional style paper about their project with the aim of possible journal publication. Open only to senior majors in Physics. Offered spring semester.

PY 591 Special Topics in Physics. One unit. Discussion of one or more areas of current research having common interest of class. Prerequisite: permission of the instructor. Offered fall and spring semesters.

*A non-refundable laboratory fee is required.

**ASTRONOMY**

A lecture may be taken without registration for the laboratory. However a laboratory section must be taken concurrently with the lecture.

AS 105 Astronomy: The Solar System. One unit. A nonmathematical survey of astronomy is presented. Topics discussed are the solar system, including the planets, their moons, comets, meteors, asteroids, the formation of the solar system, and the evaluation of the sun; Kepler's and Newton's Laws; telescopes; and spacecraft. Offered fall and spring semesters.


The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.

AS 512 Planetarium Methodology.
AS 513 Planetarium Technology.

**PHYSICAL SCIENCE**

A lecture may be taken without registration for the laboratory. However a laboratory section must be taken concurrently with the lecture.

PHS 105 Geology. One unit. The nature and composition of the earth. Comparison of the earth in different eras with the present. Continental drift, geophysics, and environmental effects. Offered as needed.

* A non-refundable laboratory fee is required.

The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.

PHS 106 Meteorology.
PHS 107 Physical Science I.
PHS 108 Physical Science II.
Psychology majors may pursue either a B.A. or a B.S. degree.

**Requirements for a Major in Psychology (B.A.)**
A minimum of 11 units distributed as follows:

- **Core requirements—3 units:**
  - PS 101, 116, 213.

- **Senior Learning Community—2 units**
  - PS 400, 441.

- **Experimental psychology courses—2 units**

- **Electives in psychology—4 units**

**Requirements for a Major in Psychology (B.S.)**
Students must fulfill all of the requirements of the B.A. in Psychology. In addition, students must satisfy the requirements of a minor in one of the natural sciences: physics, chemistry, biology, microbiology, computer science, or mathematics.

**Requirements for a Dual Major of Psychology and Childhood Education**
For the education component of the dual major consult the *Education* section. The following courses make up the psychology component: a total of 11 units distributed as follows:

- **Psychology core requirements—5 units as follows:**
  - PS 101, 111, 116, 213, 441.

- **Experimental psychology courses—2 units**

- **Psychology electives—3 units consisting of any three additional psychology courses**

- **Related education course—1 unit**
  - ED 580 (taken as part of the senior learning community).

**Requirements for a Minor in Psychology**
A minimum of 6 units in psychology selected in consultation with the major faculty advisor.

**Course Descriptions**
**PS 101. Introduction to Psychology.** *One unit.* A survey course dealing with the major fields of psychology, including learning, perception, memory, motivation, development, social behavior, disorders of psychological functioning, and physiology of behavior. An
introduction to the methodology, frameworks, and principles of contemporary scientific psychology. No prerequisites. Offered fall and spring semesters.

**PS 111 Child Psychology.** One unit. An examination of the biological, emotional, social, cognitive, and familial factors that affect personality development and adjustment during the first decade of life. Prerequisite: PS 101. Offered fall and spring semesters.

**PS 112 Adolescent Psychology.** One unit. A study of the psychological reactions to the changes at puberty. Topics include body image, identity consolidation, and the role of the adolescent in American society. Discussion of the interactions between the adolescent and the family and peers, and their effects on personality development. Prerequisite: PS 101. Offered spring semester.

**PS 113 Psychology of Adulthood and Aging.** One unit. An examination of the experience of adulthood and aging during young adulthood, middle age, and old age. Topics include research on mental health and dysfunction in adulthood, individual differences, creativity, managing stress, achieving a meaningful career, retirement, death and dying. Contributions from cognitive psychology, humanistic psychology, behaviorism, and psychoanalysis are studied. Prerequisite: PS 101. Offered as required.

**PS 116 Psychological Statistics and Methodology. (TC)** One unit. This course introduces the basic principles of experimental design, how to write papers using APA style, and how to use the statistical techniques employed in psychological research, including descriptive statistics, $t$-tests, ANOVA, correlation, and regression. The course includes a required, weekly 3-hour laboratory section where students learn statistical computer applications. Prerequisite: PS 101. Offered fall and spring semesters.

**PS 209 Is Religion ‘Man-made’?** One unit. Are religious “truths” divinely given or are they created by humans under the impact of cultural considerations? We will unravel this issue by approaching the question from various perspectives. We will consider, for example, the psychological approach of Freud as well as the anthropological approach of Malinowski. We will also consider the manner in which Biblical scenarios are conditioned—if not determined—by historical and cultural circumstances. Also considered will be the psychology of Jung and his contention that religious symbols are the inevitable products of a “collective unconsciousness.” We will conclude the course with an investigation of how religious symbolism is self-consciously employed—even manipulated—in the arts. The creative use of symbolism will be illustrated through an examination of various novels and movies. Cross-listed w/RE 209. No prerequisites. Offered as required.

**PS 212 Psychopathology.** One unit. A discussion of current assumptions about the nature and causes of psychological disorders based on the Diagnostic and Statistical Manual of Psychological Disorders (DSM) used by mental health practitioners. Basic concepts and prevailing theoretical approaches are discussed and evaluated. Description and discussion of the major psychological disturbances, their etiology, and treatment are presented. Prerequisite: PS 101. Offered fall and spring semesters.

**PS 213 Psychological Testing.** One unit. A presentation and discussion of the basic issues and techniques in the construction, use, and evaluation of psychological scales. Review of
the outstanding tests of intelligence, aptitudes, achievement, interests, and personality. 

**Prerequisite:** PS 101. **Corequisite:** PS 116. **Offered fall and spring semesters.**

**PS 214 Death and Dying: Psychological Issues.** *One unit.* Every life has, at one point or another, been touched by loss. The decisions we make about how we will respond to these losses have major psychological ramifications. Do we respond differently to different losses? Are some methods of coping better than others? What does disturbed grief look like? From Freud through more recent research by Kubler-Ross psychologists have been fascinated by issues surrounding death and dying. This course will explore some of those issues from the perspectives of both the dying and the bereaved. We will cover topics such as child bereavement, grief and grieving in response to specific life losses and the needs of the dying and palliative care. Emphasis will be placed on the developmental differences in responses to loss, coping strategies and effectiveness of outside interventions. **Prerequisite:** PS 101. **Offered each summer.**

**PS 220 Forensic Psychology.** *One unit.* An exploration of the applications of psychological research in the criminal justice and civil legal systems. Among the topics covered are understanding criminal and other antisocial behavior, selection and support of law enforcement officers, profiling techniques, trial consultation in jury selection and child custody cases, and the impact of psychological research on public policy legislation. **Prerequisite:** PS 101 or permission of the instructor. **Offered as required.**

**PS 240 Psychology of Prejudice. (D)** *One unit.* An examination of the debates on the roles of biology, family, culture, development, and economic opportunity in generating prejudice. This course will explore classic and contemporary works in the areas of stigma, prejudice, stereotyping, and discrimination. Empirical research will be examined to evaluate theoretical explanations for these phenomena. **Prerequisite:** PS 101 or permission of the instructor. **Offered as required.**

**PS 241 Psychology of Gender. (D)** *One unit.* This course examines the similarities and differences between men and women from a psychological perspective, with emphasis on the following themes: major theories of gender development, including the psychoanalytic, cognitive, and behavioral models; the development of gender roles across the life span; application of schema theory to the understanding of gender; examination of biological and psychological sources of gender awareness; and exploration of gender issues in film and media. **Offered as required.**

**PS 245 Psychology of Boys and Men.** *One unit.* An examination of male psychological development from boyhood through old age. Topics include the anthropology of manhood, masculinity, men’s attitudes toward women, being a son, being a father, male homosexuality, the spiritual life of men, and psychological disorders peculiar to boys and men. **No prerequisites. Offered as required.**

**PS 246 Psychology of Creativity.** *One unit.* An overview of historical and current explanations of creativity, with an emphasis on the development of creative thought in children and adults. Discussion of problem solving, and the mastery of creative performances and creative products. The course includes field experience as a means of understanding the creative process. **Prerequisite:** PS 101 or permission of the instructor. **Offered spring semester.**
PS 247 ‘Other’ Sexualities. (D)  *One unit.* This course considers the meaning, expression and experience of sexual and erotic life other than heterosexuality, in historical context and from the perspective of contemporary psychiatry and gender studies. Topics include the origin of sexuality as a topic in developmental and forensic psychology, male homosexuality and lesbianism, bisexuality, transgenderism, and the paraphilias, including sexual sadism and sexual masochism, fetishism and transvestic fetishism (cross-dressing), exhibitionism, voyeurism, and pedophilia. Emphasis will be placed on both theoretical and experiential accounts of the meaning of these sexualities for individuals. Careful distinctions are made between biological sex, assigned sex, sex of identification, gender and sexual orientation. Illustrations are drawn from psychiatry, queer (alternatives) studies, sociobiology, philosophy and literature. Readings include texts by psychologists and sexologists (Krafft-Ebing, Ellis, Moll, Freud, Ferenczi, Money, Katz), representatives of contemporary psychiatry, and theoreticians and advocates representing lesbian/gay/bisexual/transgender (LGBT) studies and gender studies literature (Sedgwick, Halberstam). *No prerequisites. Offered as required.*

PS 248 Existential Psychology. *One unit.* An examination of some of the basic ideas of existential and phenomenological psychology in the humanistic tradition. Theorists whose work is studied include Medard Boss, Rollo May, R.D. Laing, Viktor Frankl, and Alan Watts. Topics include authenticity, change, choice, and the creation of personal meaning. *No prerequisites. Offered as required.*

PS 249 Psychology of Media. *One unit.* An investigation of the impact on the public of the mass communication of printed and electronically mediated information and entertainment. Students will study the psychological effects on target audiences of media ranging from newspapers, magazines, and books to film, television, and the Internet. Topics include the psychology of advertising and propaganda, the relation of medium and message, and the application of psychological concepts to the production of mass media. *Prerequisite: PS 101 or permission the instructor. Offered as required.*

PS 251 Sleep and Dreams. *One unit.* An in-depth analysis of how we spend approximately one third of our lives. Topics include theories of why we sleep, stages of sleep, the physiology of sleep, sleep deprivation, circadian rhythms, sleep disorders and their treatment, sleep medication, historical and modern theories of dream content and meaning. *Prerequisite: PS 101. Offered as required.*

PS 252 Health Psychology. *One unit.* Health psychology is the area of psychology that focuses on how biological, psychological and social factors are related to the prevention of illness and the promotion of health and well-being. Health psychology includes such topics as relaxation and understanding stress, perfectionism, self-esteem, effective communication, anger management, diet, sleep habits and patterns, and regular exercise. Students will be challenged to think critically about their personal health and engage in a personal health improvement project. *Prerequisite: PS 101. Offered as required.*

PS 291 Special Topics in Psychology. *One unit.* Discussion and analysis of areas not covered in regular courses. The content is determined by the instructor and the department based upon student interest and faculty research. *Prerequisites: PS 101 and permission of the instructor. Offered as required. May be taken more than once.*
PS 302 Experimental Psychology: Learning and Motivation. One unit. An examination of historical and contemporary learning theories including those of Pavlov, Watson, Hull, and Skinner. Emphasis is placed on the application of these theories to topics including Pavlovian and operant conditioning, habit formation, reinforcement and reward, punishment, motivation, and stimulus control of behavior. Students will be introduced to the measurement and experimental analysis of behavior by conducting laboratory experiments. The use of these techniques in various areas of psychological research and application (such as behavior modification) are discussed. Prerequisites: PS 101, 116. Offered spring semester.

PS 303 Experimental Psychology: Sensation and Perception. One unit. Students are introduced to research methods in perceptual psychology. Topics include psychophysical methods, neural mechanisms of seeing and hearing, illusions, distance perception, and schools of perceptual psychology. Some laboratory work is required. Prerequisites: PS 101, 116. Offered as required.

PS 304 Experimental Psychology: Memory and Thinking. One unit. A survey of classic and current issues, theory, and research in the area of human cognition. Topics considered include memory and attention processes, problems of representation of information, hemispheric specialization, and the structure of categories and creativity. Some experimental work is required. Prerequisites: PS 101, 116. Offered as required.

PS 305 Experimental Psychology: Environmental Psychology. One unit. An examination of the philosophy, theory and research of environmental psychology. Discussion of the contributions of the American Functionalist and Ecological schools of psychology, and theories of the effects of stress, environmental overload, and constraint on freedom and undermanning on a person’s reaction to the environment. Other topics of discussion include research on the effects of crowding, noise, weather, natural disasters, and the urban environment. Some experimental work is required. Prerequisites: PS 101, 116. Offered as required.

PS 306 Experimental Psychology: Human Development. One unit. An in-depth review of classic and contemporary theory and research on human development. Emphasis is placed on core issues in developmental psychology, research methodology with human subjects, and ethical issues in the investigation of human development. Topics covered include perceptual, cognitive, social, emotional, and moral elements of personality development. Prerequisites: PS 101, 116. Offered as required.

PS 308 Experimental Psychology: Social Psychology. One unit. A survey of theory, research, history, and research methods used by social psychologists. Topics include social cognition, social perception, self-justification, social influence, conformity, interpersonal attraction, pro-social behavior, aggression, and prejudice. Basic and applied research in the laboratory and the field will be evaluated. Students will work independently or in small groups on a research project. Prerequisites: PS 101, 116. Offered fall semester.

PS 311 Theories of Personality. One unit. An examination of the principal theories of the origin, structure, and dynamics of the personality, including the psychoanalytic, trait, existential, and behavioristic schools of thought. Theorists studied include Freud, Jung, Adler, Skinner, Horney, Erikson, Bandura, Rogers, and May. A comparative and critical approach is taken. Prerequisite: PS 101. Offered as required.
PS 315 Principles of Counseling Psychology. One unit. The course deals with various schools of counseling and psychotherapy, including the psychoanalytic, existential-humanistic, client-centered, Gestalt, behavioral, transactional, rational-emotive, and reality therapy approaches. Basic issues discussed are the goals, function and role of the therapist, the therapist-client relationship, communication strategies, transference, and counter-transference. Prerequisites: PS 101, PS 212 is recommended, but not required. Offered as required.

PS 351 Drugs, the Brain, and Behavior. One unit. A survey of the clinical and recreational uses of psychoactive compounds. Topics include the anthropological perspective on drug use, issues of dosage and administration, the pharmacological models of psychopathology and the use of drugs in the treatment of psychiatric disorders, and the psychopharmacology of drug addiction. Emphasis is placed on research that reveals the brain mechanisms underlying the therapeutic, euphoric, and addictive characteristics of drugs. Prerequisite: PS 101 or permission of the instructor. Offered Spring Semester.

PS 382 Philosophy and Psychoanalysis. One unit. Psychoanalysis remains one of a very few perspectives on human reality which continue to exert a major theoretical and practical influence around the world. The course examines a variety of topics and controversies introduced by Freud, his followers, and his critics such as: the doctrine of unconscious mind; the object of desire (sexuality, aggression, love); the meaning of relationship; the extent of freedom; dreams and fantasy; narcissism; and madness, as well as issues pertaining to the nature of science and the foundations of psychology. Cross-listed as PH 302. Offered as required.

PS 397 Internship in Psychology. Zero or one unit. Supervised internship at an approved institution or agency outside of the college under the supervision of a psychology department faculty member. Prerequisites: PS 101 and permission of the instructor. Offered fall and spring semesters. May be taken twice.

PS 400 Reflective Tutorial. (W) One unit. A seminar required of all senior psychology majors which includes a field placement or supervised empirical research. The seminar is linked with Psychology 441, History of Psychology, and is taken concurrently with that course. Students meet to discuss current issues in psychological research and application, and their relation to the history of psychology. Prerequisite: Must be taken in conjunction with PS 441. Offered fall and spring semesters.

PS 441 History of Psychology. One unit. An historical survey of the development of modern psychology, with particular emphasis on the growth of the science of psychology in the United States. For students with a dual major whose first major is psychology, this course is linked with PS 400, the senior reflective tutorial and taken concurrently with that course. Prerequisite: Senior status. PS 101, 116. Offered fall and spring semesters.

PS 442 Physiological Psychology. One unit. An introduction to the biological approach to the experimental study of behavior. Includes consideration of the types of biological data relevant to psychology and examines the principles governing brain activity, and the role of neurotransmitter systems in memory and motivational processes. Topics include the nervous system mechanisms underlying perceptual, emotional, and behavioral processes, and brain dysfunctions that may underlie schizophrenia and depression. Prerequisite: PS 101. Offered fall semester of even-numbered years.
PSYCHOLOGY, B.A./B.S.

**PS 497 Field Experience in Psychology.** *Zero or Two units.* Supervised field experience at an approved institution or agency outside of the college under the supervision of a psychology department faculty member. *Prerequisites: PS 101 and permission of the instructor. Offered fall and spring semesters.*

**PS 593 Independent Study.** *One unit.* Supervised independent research developed by the student and a faculty mentor. Limited to advanced majors. *Offered fall and spring semesters. May be taken twice.*

*The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.*

- PS 314 Industrial/Organizational Psychology.
- PS 330 Experimental Psychology: Eating Behavior
- PS 343 Violence and Aggression
The Public Administration major provides students with a solid liberal arts education; at the same time, it exposes them to professional orientation in public policy and administration. Majors will acquire analytical, practical and theoretical skills for public service in contemporary society and a working knowledge of organizational behavior and management. Drawing upon numerous skills from multiple disciplines, this major prepares students for a variety of career options. For example, this major equips students for public service at all levels of governmental agencies; it also prepares students to pursue opportunities at not-for-profit and for-profit organizations.

Requirements for a Major in Public Policy and Administration (B.A.)
A minimum of 12 units with the following distribution:

Core requirements—7 units with the following distribution:
GOV 103, 211, 312, 313; FI 201; MG 201; SO 234.

3 additional units chosen from one of the following options:
Public Affairs: HI 315, 316; GOV 212, 213, 215, 314; SO 103, 141, 207, 276, 303, 305.

OR
Urban Policy: GOV 205, 314; SO 103, 207, 302, 303, 305, 331; SW 105, 211.

OR

Senior Learning Community—2 units
GOV 400 and 490

For course descriptions, see the appropriate sections of the Courses of Study in this bulletin.
RELIGIOUS STUDIES

REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES
A minimum of 5 units.

COURSE DESCRIPTIONS

RE 103 Religions of the West. (I) One unit. An introduction to the major religions of the Western world. The beliefs and practices of Judaism, Christianity, and Islam will receive primary attention. Particular attention will be paid to similarities and differences among these three faiths. Offered as required.

RE 105 Religions of the East. (I) One unit. An introduction to the major systems of religious thought and practice of the Orient with particular attention to those traditions which have attained popularity and significance in the West: Yoga, the Upanishads, the Bhagavad Gita, Zen, Taoism, etc. Certain distinctions between Eastern and Western religion and culture are suggested. Cross-listed as PH 106. Offered fall and spring semesters.

RE 110 Introduction to Religion. (I) One unit. An introduction to the study of religion as an academic discipline. The focus of the course is on religion as a dimension of human life. Its aim is to acquaint the student with the complex problems and issues which arise in the attempt to study and understand religious phenomena in their broadest human context. Offered fall and spring semesters.

RE 120 Introduction to the Bible. (I) One unit. An introduction to the literature, history, and religious thought of the Bible and its interpretation. Study focuses on the origins of Judaism and Christianity, their institutions, beliefs, and major personalities as contained in the Jewish/Christian bible. Offered fall and spring semesters.

RE 202 Ethics in a Religious Perspective. One unit. A study of contemporary ways of applying the insights of biblical faith to the solution of pressing moral problems relating to sex and marriage, population, race, poverty, environment, government, and war. Offered as required.

RE 203 Spiritual Quest in Literature. One unit. An examination of some major pieces of literature that draw heavily upon religious themes and concepts for their content. How, for example, do fictional works deal with the issues of guilt, punishment, faith, and the quest for salvation? What is salvation? How, also, are God and Christ conceived in contemporary fiction? Cross-listed w/EN 203. Offered fall and spring semesters.

RE 204 Death and Beyond. One unit. A cross-cultural study of beliefs and practices regarding death and the afterlife. Among the issues considered will be preparation for life beyond the grave, funeral rituals and rites of mourning, the judgment of the dead, the journey of the soul to a new life, immortality of the soul, and reincarnation. The course will also consider death as a literary motif and as a cultural symbol. No prerequisites. Offered spring semester.
RE 209 Is Religion ‘Man-made’?  
One unit. Are religious “truths” divinely given or are they created by humans under the impact of cultural considerations? We will unravel this issue by approaching the question from various perspectives. We will consider, for example, the psychological approach of Freud as well as the anthropological approach of Malinowski. We will also consider the manner in which Biblical scenarios are conditioned—if not determined—by historical and cultural circumstances. Also considered will be the psychology of Jung and his contention that religious symbols are the inevitable products of a “collective unconscious”. We will conclude the course with Dante’s Text, The Divine Comedy, Hermann Hesse’s novel, Demian, and a detailed investigation of the movie, The Matrix, demonstrating in each case how religious symbolism is self-consciously employed—even manipulated—in the arts. The creative use of symbolism will be illustrated through an examination of various novels and movies. Cross-listed w/PS 209. No prerequisites. Offered as required.

One unit. This course is an intensive reading and discussion of the meanings of the Book of Genesis. The mythic themes and literary motifs of its magnificent but often infuriating stories are examined: e.g., the moral ambiguity and imperfection of Genesis’ human heroes, the desire of the first man and woman for knowledge despite the consequences, the relationship between creation and why we die, the idea of original sin, the ultimate reason for human suffering, and the paradox of a God who is both blessed and flawed. In addition, this course attempts to uncover the narrator’s perspective not only of Israel’s patriarchs but also of the paradigmatic role that its matriarchs play in the sensitive treatment of the fragile nature of God’s promise. Offered spring semester.

RE 221 The Bible as Literature.  
One unit. The purpose of this course is to explore the rich variety of literary forms found in the Bible; e.g., parables, allegories, prophetic oracles, gospels, epistles, and apocalypse. Offered spring semester of even numbered years.

RE 222 Jesus and the Gospels.  
One unit. An introduction to the first century figure, Jesus of Nazareth, and the New Testament books known as the Gospels. This course proceeds through three stages of inquiry: (1) an introduction to the diverse religions and culture of the first century Mediterranean world, (2) the critical interpretation of the Gospels in the life of the early church, and (3) the reconstruction of the portrait of Jesus. Offered fall semester.

RE 223 Paul and the Early Church.  
One unit. An introduction to the New Testament writings that are most helpful in illuminating the origin and development of the early Christian church. The course focuses on the discovery of the earliest church in the Book of Acts, Paul as the first Christian theologian and molder of Christian thought, and the expansion of the church as depicted in the Pastoral letters, Catholic letters, and the writings of John. Offered as required.

RE 224 Mary Magdalene and Judas: Prostitute and Betrayer, or Chief Apostle and the One Who Saves Jesus?  
One unit. This course will examine the roles of Mary Magdalene and Judas in the New Testament Gospels as well as in the second-century Gospels of Mary Magdalene & Judas and also in the other so-called Gnostic gospels that were not canonized. The course will also focus on gender-related issues regarding these two figures. Students will participate with oral reports, papers and a research paper. Offered biannually fall semesters.
RE 250 Judaism, Christianity & Islam. One unit. This course is offered under the Expanding Your Horizons (EYH) program in spring semester with an experiential learning at overseas during the spring semester. The course examines the comparative religious traditions of Judaism, Christianity, and Islam and analyzes the origins of these faith communities’ histories in light of current religio-political conflicts in Israel. Primary reading is from Molloy’s “Experiencing the World’s Religions.” The course includes a field trip to Israel supplemented by in-class discussions. Cross-listed with GOV 250. Prerequisite: Permission of instructor. (Course fee to cover overseas trip is required.)

RE 291 Special Topics in Religious Studies. One unit. Discussion of one or more areas of current research in religious studies not covered in other courses offered by the department. Content varies with interests of students and departmental faculty and is specified in an announcement when the course is offered. Offered periodically.

RE 322 Quest for the Historical Jesus. One unit. The purpose of this course is to acquaint students with the primary sources for the historical Jesus and some representative literature of the “lives of Jesus.” Offered spring semester of odd-numbered years.

RE 593 Independent Study. One unit. A program offered to undergraduate students with special needs and showing strong capacity to do independent work. Consent of the department chair is required.
SOCIOLOGY

REQUIREMENTS FOR A MAJOR IN SOCIOLOGY (B.A.)
A minimum of 12 units with the following distribution:

Core requirements 6 units
SO 101 or 103 (D), 233, 234, 343.
SO 233 must be taken prior to SO 234. SO 233, 234, and 343 must be taken prior to the Senior Learning Community (SO 400 and 491).

Senior Learning Community—2 units (Prerequisites: SO 233, 234, 343)
SO 400, 491.

Concentration requirements—6 units in one of the following concentrations:
(Note: “Elective” is any Sociology, Anthropology or Social Work class)

Academic Sociology—6 units
SO 213 (D) or 301 (D); SO 305; plus four electives from department offerings.

Criminal Justice—6 units
SO 207, 305; AN 241 or AN 245; plus three electives from department offerings.

Family Studies/Social Work — 6 units
SO 213 (D), 301 (D); SW 105, AN 201; and two electives from department offerings.

It is strongly recommended but not required that Family Studies/Social Work students select their electives from the following: SP 107 (I); PS 240; PS 315; EC 414

Note: Students who are double majors in sociology and another discipline may choose to complete the senior learning community in either sociology or their other major.

Students who are double majors in sociology and psychology may take their methodology courses in either discipline to fulfill the sociology major requirements.

REQUIREMENTS FOR A DUAL MAJOR OF SOCIOLOGY/ANTHROPOLOGY AND CHILDHOOD EDUCATION (B.A.)
For the education component of the dual major consult the education section. For the sociology/anthropology component a total of 11 units is required including: SO 103, 233, 301, and 303; AN 101; 201; and one of the following: AN 234, 235, 236, 238 or 251; SO 343 or AN 491; GOV 207 or HI 225; and two electives at the 200 level or above from among those courses offered in the department.

REQUIREMENTS FOR A MINOR IN SOCIOLOGY
Any 6 units in Sociology and/or Social Work.
SO 101 Principles of Sociology. One unit. This course is to orient the students to the field of sociology as a scientific discipline. Students will learn the major theories and research methods in sociology and will apply these theories and methods to analyze some of today's social phenomena, including, social interaction, inequality/social class, deviant behavior and social control, gender/race/ethnicity, marriage/family, social institutions, sexual behavior, population, and globalization.

SO 103 American Society and Its Social Problems. (D) One unit. This course examines the structure and functioning of contemporary American society and specifically emphasizes selected social problems associated with the changing values of the society. Offered fall and spring semesters.

SO 201 Courtship and Marriage. (I) One unit. An examination of the forms and functions of courtship and marriage patterns in relationship to individual and social needs. Analysis of sex-related roles and the changing patterns of these roles in marriage and courtship. Offered fall semester.

SO 203 Principles of Social Psychology. One unit. This course will focus on the individual selves each of us believe we have and how it is we have come to have them. What role has language played in structuring our perceptions of external and internal reality? How have our belief systems shaped our perception? What role does memory have in identity construction? What is sanity? How much do social conventions and social institutions determine our identity? What is the relationship between emotions, society, & identity? What does it mean to live in a 'postmodern' society where the concept of `objective truth'-and ensuing norms structuring morality-are called into question? Offered spring semester.

SO 207 The Criminal Justice System. One unit. This course studies the development, structure and practice of our criminal justice system, including criminal law, law enforcement, courts and corrections. Offered fall and spring semesters.

SO 208 The Social Implications of Genetics. One unit. This course examines the promises and the dangers of the genetic revolution. The decoding of the Human Genome, the biological modification of human, animal and plant life, and advances in reproductive technology, cloning and stem cell research, have opened up a Pandora's Box. The ethical, legal and social implications (the "ELSI") of what we "can do" with the genomic research and biotechnology and what we "ought to do" need to be addressed. This course examines the profound changes this biomedical revolution may have on family structure, life expectancy, quality of lives, health and medical expectations, the nature of privacy, criminal justice policy, and the way food is grown. Topics addressed include eugenics, genetic discrimination, behavioral genetics, DNA databanks, reproductive technology, cloning, stem cell research, gene therapy, and genetic enhancements. Offered spring semester as required.

SO 213 Sexualities and the Social. (D) One unit. Ranging from precolonial Nigerian to contemporary United States culture, Sexualities and the Social: Sociology 213 will examine the diverse ways human beings think about and experience sexuality, sex and gender roles, intimacy and love, marriage and other forms of intimate human relationship, parenting, and
domestic and sexual labor. The course will explore how both the experience and ideological meanings of human sexuality have changed in different social and historical contexts, and how sexuality permeates the social division of labor. It will investigate the ways humans think about and organize sexuality and how these are related to the material realities of the political economy and people's everyday lives and work. Special attention is given to differences and similarities in the experience of sexual relationships across lines of gender, sex, class, race, and sexual orientation. Sexualities and the Social makes use of sociological, anthropological and literary sources on sexuality, sex and gender roles, including for example, the following: Igbo society before and during British colonization; an early nineteenth-century British novelist’s exposé on sex and love; a United States sex researcher's exploration of human sexuality in the 1940s; second-wave feminist and conservative thinking on marriage and divorce; a late twentieth-century gay man’s autobiographical story about his partner's death; and contemporary sociological research on domestic and sexual labor. Offered fall semester.

SO 218: Popular Music and Social Change in the 1960s. One unit. An exploration of the relationship between the music popular in a particular era in American cultural history and the changes occurring in our society during that time. We will discuss music as a component of culture, changes occurring in the political and cultural spheres, and how music reflects or may even affect events. The class will pay particular attention the 1960s as a case study in both significant social change and a time where popular music reach dramatic new levels of popularity and influence. Offered as required

SO 233 Research Methods I. One unit. This course provides an introduction to the logic and skills of scientific research. Topics that will be covered include: the essence of science; scientific theory; explanation and prediction; research design; operationalization; survey; research; random sampling and descriptive statistics. Offered fall and spring semesters.

SO 234 Research Methods II. One unit. This course provides training in basic statistics for social sciences including: level of measurements, descriptive statistics, normal distribution, confidence interval, hypothesis testing, ANOVA, linear association and the use of personal computers for the statistical analysis of real data. Offered fall and spring semesters.

SO 242 The Socio-Psychological Dynamics of Relational Aggression. One unit. Rational aggression is emotional and psychological violence which seeks to injure its victim by damaging others’ opinions of, and relationship to, her/him. This course will examine social forces which contribute to, and sustain this behavior (gossip, laughter, stereotyping, competition and shame) as well as the roles of bully, victim, and bystander. Course content will be complemented by the requirement to deliver a 12 week anti-bullying intervention to a local elementary school. Permission of the instructor required. Offered as required.

SO 243 Violence and Aggression Intermediate Learning Community. (D). One unit. In this one unit Intermediate Learning Community (ILC), students explore violence and aggression as emotional, economic, historical and sociocultural phenomena. This course examines social, psychological and historical context, with a focus on diverse groups’ experiences. Topics include media and aggression, violence in the meat industry, relational and physical aggression common in our homes, schools and workplaces, and understandings of conflict resolution. Cross-listed with PS 243. Offered as required during spring semesters.
SOCIOLOGY, B.A.

SO 257 The Sociology of Television. (D) One unit. Television is the focus for examining the industrial organization of mass media and the ideological impact of mass culture on perceptions of gender, class, race and ethnicity. Reference is made to other mass media, including newspapers, magazines, books, theatre, motion pictures, radio and computers. Offered as required.

SO 270 Criminal Procedure. One unit. Criminal Procedure analyzes the delicate balance between the government's need to enforce the criminal law against the rights of the individual to be left alone. The course consists of a study of the criminal justice process from arrest through sentencing. Emphasis will be placed upon the rights of the accused, rights to counsel, search and seizure, and the privilege against self-incrimination. Offered as required.

SO 291 Special Topics in Sociology. One unit. Discussion and analysis of problems and topics not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interests. Offered as required.

SO 300 Law and Society. One unit. This course explains the American civil law system by examining it within the context of broader social issues in society. While this course does introduce undergraduate students to the basic concepts, processes, and institutions of the American civil law system (such as contracts and torts), its main purpose is to examine critically how law affects society and how society affects law. Sociological theories of the relationship between law and society are discussed, and empirical studies of the relationship between "law on the books" and "the law in action" are examined. Offered as required.

SO 301 The Family. (D) One unit. This course explores the family as an emotional, economic, historical and sociocultural institution. Families hold great paradox. On the one hand, they are deeply mundane and an ordinary part of human experience; and on the other hand, families contain incredible drama, vast pain and profound love. They both shape our individual lives and social world, and fundamentally shaped by our society and history. In this course, we will make use of a variety of texts in exploring the family - with a focus on the United States family - through the twentieth century. We will look at cultural notions of what families "should" be and social realities of what families actually have been/are in terms of marriage and sexuality, work, popular culture, domestic violence, and law and social policy. Throughout the term, we will consider differences and similarities in the experiences of families across lines of class, race, gender and sexuality. Offered spring semester.

SO 302 The Urbanized Society. One unit. The study of contemporary urban life styles, economy and culture. Ecological, population, and urbanization processes. Urban problems of metropolis and megalopolis. Offered as requested.

SO 303 Race and Ethnic Relations. (D) One unit. This course examines the relations between various racial, national, cultural, and religious subgroups in present-day society. Special attention is paid to American society with its particular problems of adjustment, assimilation, and conflict. Offered fall and spring semesters.

SO 308 Introduction to Criminal Law. One unit. The origins of criminal law are examined in Western society: local, state and federal penal laws; judicial decisions on criminal capacity, criminal intent and due process. Offered spring semester.

SO 309 Military Law. One unit. This course is an introductory look into the complex world of military law. The course builds upon the general concepts of criminal justice to examine the similarities and differences between the civilian and military justice systems, to explain why the military has its own special set of laws, and to trace the evolution of today's substantive and procedural military law. Offered as required.

SO 311 Population. One unit. Population theories and politics; A review of data sources as applied to human life cycle, education, socioeconomic and political processes; Population and social change. Offered as required.

SO 315 Social Stratification. One unit. This course focuses on the theoretical analysis of the origins and maintenance of social inequality. Topics covered include: measures of income inequality, analysis of current income inequality in the United States; racial and gender discrimination and its effect on education and income; and normative questions on inequality. Offered as required.


SO 343 Sociological Theory. One unit. This course surveys sociological theory from Comte, Spencer, and Marx to present explanations. It includes a detailed analysis of contemporary theories and examines the relationship between theory and research/social policy. Also discussed are recent theoretical trends such as feminist, ecological and humanistic approaches. Prerequisite: Sociology 101 or 103. Offered spring semester.

SO 400 Senior Reflective Tutorial. One unit. In this course students simulate professional behavior and develop a sense of professional identity through an 8 hour per week experiential practicum at an off-campus placement. Students conduct a sociological analysis of the goals, organization, processes, and other experiences of their agency through written logs leading to a final paper and through participation in a weekly seminar with their classmates and a professor at the college. Offered fall and spring semesters.

SO 483 Undergraduate Research in Sociology. One unit. In an effort to give students another perspective on the discipline of sociology, in this course, advanced standing students have the opportunity to do focused research on a topic related to a sociology faculty member's own teaching and scholarship. The student does a minimum of eight hours per week of supervised research on a selected topic. This course is made available by instructor's permission to advanced and high-standing undergraduate students, majoring in sociology, and particularly those planning to go to graduate school in sociology or/social work. In the course, the upper level student fulfills such duties as helping the faculty member to develop his or her research in a given area and taking part in a particular class taught by the faculty member. The course culminates in a research paper using the format of a sociology journal, and having a minimum of fifteen scholarly references. The student gains advanced
Sociology, B.A.

Research experience and the opportunity to work closely with a Wagner College faculty member. Senior standing and permission of the instructor. Offered as required.

SO 491 Senior Seminar. One unit. In this course students draw on their acquired knowledge of the discipline to develop an independent research project. Specifically, students formulate a sociological research question related to their agency practicum in the Senior Reflective Tutorial, and review current literature on their research question. Then students apply the sociological theories and research methods to develop theoretical arguments and testable hypotheses and to test their hypothesis with empirical data (they may either collect their own data or work with existing data or statistics). Throughout the semester, students meet collectively to present reviews of published literature, make oral progress reports on their research, and peer-edit each other’s drafts. The course culminates in a written "conference paper" presented orally at a department "conference". Prerequisites: SO 343 Sociological Theory, SO 233 Research Methods I and SO 234 Research Methods II. Offered fall and spring semesters.

SO 593 Independent Study. One unit. Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced sociology majors. Offered fall and spring semesters.

Courses with a Social Work Emphasis

SW 105 Introduction to Social Welfare Practice. One unit. This course provides students with an introduction to the field of social work and to the various methodologies social workers use in their efforts to help their clients negotiate the social welfare system. The complexities of the social welfare system are presented and contemporary issues in welfare structure and service delivery are discussed. Career opportunities in the social welfare field will be considered. Offered fall and spring semesters.

SW 211 Social Work Practice with Individuals and Families. One unit. The history, theory and techniques of social work practice with individuals and families. Discussion and demonstration of the social casework and problem-solving methods, and the various psychotherapeutic approaches used in current social work practice in a variety of settings; e.g., community mental health, probation, hospitals, nursing homes. Prerequisite: Social Work 105. Offered spring semester.

SW 295 Social Fieldwork. One unit. This course provides an introductory supervised training experience in an off-campus organization or non-profit agency. A sociological and anthropological analysis of the goals, organization and processes of agency environment is emphasized. In placement, students simulate professional behavior and develop a sense of professional identity. Students work at least 13 weeks at their agency, analyze their experience through written assignments, and participate in a weekly seminar at the college. Offered as required.

SW 492 Special Studies in Social Welfare. One unit. A seminar course, the content of which is determined by the instructor. Special studies in social welfare methods of theory. Offered as required.
The following courses have been offered by the Department and may be offered again in the future. Please contact the Department for further information.

SO 141 Sociology of Aging.
SO 210 Growing Up Female (D).
SO 226 Volunteerism in the United States: An Introduction (D).
SO 241 Interviewing and Group Dynamics.
SO 276 Employment, Education, Household and Gender.
SO 331 The Ecology of the Urban Community.
SO 341 Social Services for Older Persons.
SO 395 Collective Action.
SO 501 Society and the Future: Global Perspectives.
SW 331 Recreational and Social Group Work.
SPANISH

SPANISH

(See Modern Languages)
Theatre and Speech

Mission Statement
Wagner College provides a strong liberal arts background combined with intensive training in Theatre, particularly Musical Theatre, through classes and public performances. By combining theory and practice, the department seeks to foster leadership, a sense of community, artistic integrity, intellectual expertise, and the best professional values to serve students in their chosen profession.

Wagner College Theatre was founded in 1968 and today has grown to become one of the nation’s top-ranked collegiate theater programs. The department uses both the Main Stage Theatre and Stage One to present productions ranging from Broadway musicals to dramas to dance concerts.

A major in Theatre & Speech serves a broad range of student interests and goals. Graduates go on to careers in theater and numerous arts-related areas as well as graduate study in law, education, healthcare and business, among other professions, along with MFA programs.

Within the major, students have a variety of concentrations to select from. These include: Theatre Studies; Design, Technology, and Management; Performance; and the dual major in Childhood Education. (Arts Administration: Theatre, see under Arts Administration.) Students may minor in both Theatre and Dance. Speech courses, one of which is required for the core, are also offered by the department.

Student eligibility to enroll in courses may depend upon their concentration, while many courses are open to the entire student body. The Performance Concentration requires an audition prior to acceptance to the major. Theatre Studies and Design/Technology/Management requires an interview.

Requirements for Major in Theatre & Speech: Theatre Studies (B.A.)

Theatre Studies is designed for students considering graduate school. Students take a range of history and literature courses in both the English and Theatre Departments. Students are required to interview prior to declaring this major.

A total of 18 units may be taken in the major; a total of 13 units plus two cognates to total 15 units are required for the major.

Experiential Requirements - 0 units
TH014-018 Four 0-unit production assignments are required; a student may only count one Audience Services (017) 0-unit lab assignment toward the total of four required for completion of the major.

Foundation Requirements - 5 units
TH 103, 106, 111, 233, and EN212
Electives - 6 units

- History, choose one of the following:
  DA 191 or TH235

- Literature, choose two of the following:
  EN211, EN326, EN327, EN330

- Criticism, choose one of the following:
  DA395 or TH450

- Technical, choose one of the following:
  TH107, 108, 109, 110, 112, 321, 323, 324, 350, 440

- Performance Composition, choose one of the following:
  TH290, 310, or DA401

Cognate – 2 units of consecutive study in a foreign language

All required course work for the major should be completed before registering for the Senior Learning Community.

Senior Learning Community in Theatre - 2 units
TH 400 and TH595.

Requirements for a Major in Theatre and Speech: Performance Concentration (B.A.)

The Performance Concentration involves a sequence of acting courses, including classical styles, improvisational techniques, musical theatre performance, and the business of acting. The sequence culminates in a Senior Showcase in New York. Students may also select from a wide variety of courses in Dance, Movement, and Voice and Diction. An audition is required for acceptance into the program.

A total of 18 units may be taken in the major; a minimum of 14 units (including 1 unit of cognate) is required with the following distribution:

Experiential Requirements - 1 unit
TH 011 (2 semesters of 0.5 unit each), TH 014-017 (4 semesters of 0 units each) Four 0 unit production assignments are required; a student may only count one Audience Services 0 unit lab assignment toward the total of four required for completion of the major.

Foundation Requirements - 4 units
TH 103, 111, 233, 235

Performance Requirements (courses to be taken sequentially) - 5 units
TH 117, 120 (or waiver or MU101), 210, 217, 307, 317, 4 Dance Techniques classes in Ballet, Jazz, or Modern (at the appropriate level).

Required Cognate - 1 unit
SPC 102
All required course work for the major should be completed before registering for the Senior Learning Community.

**Senior Learning Community in Theatre - 2 units**

TH 461 and 462

**Checklist for Theatre Performance Majors**

This is a template for your four years in the Performance Concentration. Students can (and are encouraged) to complete some of these courses earlier than specified above, if possible. Courses in bold are taken in sequence. Students who study abroad and transfer students may find themselves behind a semester or taking these courses in the subsequent year. Your plan should be discussed with your Theatre Advisor.

**Minimum Year 1 Requirements**

- Th117 Acting I (Fall Semester)
- Pass Music Literacy exam; or successfully complete Rudiments of Music; or Musicianship for Performers;
- Th217 Acting II: Scene Study (Spring Semester)
- 2 Dance Techniques classes in Ballet, Jazz, or Modern (at the appropriate level);
- At least 1 production assignment.

**To be taken in or completed by the end of Year 2**

- Th307 Musical Theatre Performance 1
- DA295 Musical Theatre Dance
- Th103 Script Analysis;
- Th210 Movement;
- SPC102 Voice and Diction;
- At least 2nd production assignments.

**To be taken in or completed by the end of Year 3:**

- Th317 Acting III (Fall Semester)
- Th233 Theatre History;
- Th235 Music Theatre History;
- Th111 Intro to Design;
- Th011 2 Theatre Labs;
- At least 3 rd production assignments.

**To be taken in and completed in Year 4:**

- Th461 Acting V (Fall Semester);
- Th462 Showcase (Spring Semester);
- 2 Dance Technique classes in Ballet, Jazz, or Modern (at the appropriate level);
- At least 4th production assignment.
Requirements for a Major in Theatre:
Design, Technology and Management Concentration (B.A.)

The Design, Technology and Management (D/T/M) Concentration includes Stage Management, Drafting, and Design Courses, including Lighting, Costume, and/or Sets. There are many opportunities to practice by working on the various departmental productions. An interview is required for acceptance into the program.

A minimum of 13 units (with a maximum of 18) with the following distribution:

**Experiential Requirements - 2 units**
TH 011 (4 semesters of 0.5 unit each), 014 (4 semesters of 0 units each)

**Foundation Requirements - 5 units**

**Design, Technology, and Management - 4 units from the following (2 units must be 300 or above):**
TH 109, 110, 112, 321, 323, 324, 350, 440

**Senior Learning Community in Theatre - 2 units**
TH 400 and 595.

Requirements for the dual major of Theatre and Speech and Childhood Education 1-6 (B.A.)

**Dual Major in Education and Theatre** is best for students interested in a career teaching in primary or secondary schools. Students take a range of Theatre courses as well as all the required courses for receiving teacher certification, including the Senior Learning Community in Education that involves a semester of student teaching. Students will have an adviser in both areas. For the Education component of the major, consult the Education section. A total of 11 units required with the following distribution:

**Select 6 courses from the following- 6 units:**
TH 011 (2 0.5 unit experiences), 014-017 (two 0 unit production assignments are required; a student may only count one Audience Services 0 unit lab assignment toward the total), 103, 106, 111, 233.

**Select 5 courses from 3 of the following blocks:**

**Technical**
TH 107, 108, 109, 110, 209

**Performance**
Any Acting and/or Dance class(s) (not more than 1 unit in Studio Dance)

**Design**
TH 232, 321, 324.

**Staging/Management**
TH 310, 311 (TH 311 prerequisite), 350, 401, 440.
THEATRE AND SPEECH

Literature and History
DA 191, 390, TH 235, 290, 450

Senior Learning Community: A student who desires to teach take the Education Capstone courses.

Requirement for a Minor in Theatre

A minimum of seven 7 units with the following distribution:

Experiential Requirements - 1 unit
TH 011 (2 semesters of 0.5 unit each), TH 014-017 (4 semesters of 0 units each) Four 0 unit production assignments are required; a student may only count one Audience Services 0 unit lab assignment toward the total of four required for completion of the major.

Foundation Requirements - 4 units
TH 103, 106, 111, 233.

Electives - 2 units
Two additional units chosen from among the Theatre offerings.

Requirements for a Minor in Dance

A minimum of 6 required units with the following distribution:

Required Courses - 4 units
DA 191, 302, 395, 401.

Choose two units from any of the following 1/2 unit classes:
DA 252, 263, 272, 282, 301, 303, 353, 363, 373, 383, 454, 464, 484, 495.

COURSE DESCRIPTIONS

Speech

SPC 101 Communications in Society. One unit. An introduction to the study of communications. The course offers background and experiential projects across a range of the most frequently utilized communication contexts.

SPC 102 Voice and Diction I. One unit. A course to give the student individual attention and practice in breath control, phonation, resonance, articulation, and pronunciation. Prerequisite: TH 117. Open to theatre performance majors or with permission of the instructor. Offered fall and spring semesters.

SPC 103 Public Speaking. One unit. Ideal for the liberal arts student, this basic speech course studies the art of public speaking from a variety of informal and formal perspectives.

SPC 104 Oral Traditions and Reader’s Theatre. One unit. This course gives students instruction in oral interpretative reading with a concentration on reader’s theatre for children. Open to incoming First Year students only. Offered fall semester.
THEATRE AND SPEECH

SPC 202 Voice and Diction II. One unit. A course to give students advanced voice instruction with particular attention to character studies, dialects, and classical dramatic texts. Prerequisites: Speech 102; TH 217.


SPC 303 Communication on the Job. One unit. A study of principles and techniques of communication crucial to growth and success in business and professional settings. Topics include: interviewing, current trends in management, small group work and public presentations. Individual practice emphasized.

SPC 304 Stage Dialects. One unit. A speech course geared toward the advanced student actor seeking a career in theatre. This course examines a variety of European and American dialects. Prerequisites: Speech 102. Open to theatre performance majors or with permission of the instructor.

SPC 591 Special Topics in Speech. One unit. A flexible course, offered at various times, focusing in depth on special areas in speech. Consult department chair for further information.

Dance Courses

Courses are 1 unit unless otherwise indicated.

Any specific level of dance may only be taken once for the 0.5 unit. Dance classes offered for the 0 unit are designed for a student who has academically passed the course by displaying sufficient intellectual comprehension of content area, but has not developed proficient execution of movements to advance to the next level. Students taking classes for 0 unit must complete all course requirements for the session, the student will be graded the same as a student bearing the unit weight. The final grade will appear on the student’s transcript but will not be averaged into their final GPA. Classes for the 0 unit may be repeated up to 8 times.

All students must be placed in an appropriate level of proficiency for all studio/application dance classes. This placement will be re-evaluated each semester on an individual basis between the instructor of record for each class in consultation with the Head of Dance.

COURSE DESCRIPTIONS

DA 112 Stretch and Fitness. 0.5 unit. A course designed to improve the dancer’s strength, stretch, and overall body condition. The course is specifically tailored to help the physical demands of a dancer. Cross-listed with DA112F. Offered as required.

DA 112F Dance Fitness/Stretch Lab. Zero units. See DA112. Offered as required.
DA 120  Hatha Yoga. 0.5 unit. The aim of Hatha Yoga is a more thorough understanding of self. Students will pursue this objective through asana, meditation, and Pranayama, practicing the integration of their body, mind and breath.

DA 120Y  Hatha Yoga Lab. Zero units. Lab fee. See DA120.

DA 191 History of Dance. One unit. This course traces the evolution of Western dance from Primitive tribal dance through the birth of folk dance, classical and modern dance, and ballroom dance.

DA 151 Ballet I. 0.5 unit. A practical, beginning level ballet class designed for the student who wishes to develop the basic foundation and technique of ballet. Cross-listed with DA151B. Offered fall and spring semesters.

DA 151B Ballet I Lab. Zero units.
See DA151. Offered fall and spring semesters.

DA 161 Jazz I. 0.5 unit. A practical, beginning-level jazz class designed for the student who wishes to develop the basic foundation and technique of jazz. Cross-listed with DA151B. Offered fall and spring semesters.

DA 161J Dance: Jazz. Zero units.
See DA161. Offered fall and spring semesters.

DA 171 Modern Dance I. 0.5 unit. A beginning level dance class designed to build the fundamental techniques of Modern Dance. The student will study the ideas and concepts of our Modern Dance pioneers through practical application of movement. Cross-listed with DA171M. Offered every semester.

DA 171M Modern Dance I lab. Zero units.
See DA271. Offered every semester.

DA 181 Tap I. 0.5 unit. A practical, beginning level tap class designed to develop the basic foundation and techniques of tap dance. Cross-listed with DA181T. Offered as required.

DA 181T Tap I lab. Zero units.
See DA181. Offered as required.

DA 210 Movement for Performers I. One unit. This is an actor-orientation course in developing the body as a performance instrument. Lessons focus on building physical presence, increasing interpretative choices, increasing flexibility and range of motion, and learning to control stage focus. Offered fall and spring semesters. Prerequisite: TH117. * A non-refundable laboratory fee is required. Not open to students who have taken TH 210.

DA 248 Improvisation for the Performer. 0.5 unit (lab fee). A course in Improvisation designed to teach students the aspects of spontaneity in performance through the ability to make articulate choices quickly and effectively. This will enable the student to discover an
interesting character and a compelling performance. Students learn to be genuine and “in the moment,” benefitting both actors and non-actors. Students will learn to make strong choices and take acting risks while not worrying about failure. The class will value true listening and honest connection with fellow actor(s). This class is open to both theatre majors and non-theatre majors. Offered as needed.

DA 248I Lab. Zero units.
See DA 248. Offered as needed.

DA 252 Ballet II. 0.5 unit. A practical, intermediate level ballet class designed for the student who has the basic knowledge of the ballet and wishes to strengthen his or her technique. Cross-listed with DA252B. Prerequisite: DA151 or DA151B or permission of instructor. Offered fall and spring semesters.

DA 252B Ballet II lab. Zero units.
See DA252. Offered fall and spring semesters.

DA 262 Jazz II. 0.5 unit. A practical, intermediate level jazz class designed for the student who has the basic knowledge of jazz technique and wishes to strengthen his or her technique. Cross-listed with DA 262J. Prerequisite: DA161 or DA161J or permission of the instructor. Offered fall and spring semesters.

DA 262J Jazz II lab. Zero units.
See DA262. Offered fall and spring semesters.

DA 272 Modern Dance II. 0.5 units. An intermediate level dance class designed for the student who has the basic knowledge of modern dance and wishes to strengthen his or her technique and further their study of the concepts of our Modern Dance Pioneers through practical application of movement. Cross-listed with DA272M. Prerequisite DA171 or DA171M or permission of instructor. Offered fall and spring semester.

DA 272M Modern Dance II lab. Zero units.
See DA272. Offered fall and spring semester.

DA 282 Tap II. 0.5 unit.
A practical, intermediate level tap class designed to strengthen the fundamental techniques of tap dancing. Cross-listed with DA282T. Prerequisite DA181 or DA181T or permission of the instructor. Offered as required.

DA 282T Tap II lab. Zero units. See DA282. Offered as required.

DA 295 Musical Theatre Dance. One unit. A practical open level dance class designed to familiarize the student with the styles of dance most frequently used in Musical Theatre. Student will be taught choreography of specific musical theatre dance genres to perform in a final presentation at the end of the semester along with a system of notation for recording choreography. The student will also be given an overview of the various expectations and
roles that may be required in the Musical Theatre Industry. Required by all Theatre Performance Majors. Open to performance majors and dance minors only. Prerequisites: Two half unit or 0 unit dance technique classes in any of the three disciples of Dance: Modern Dance, Jazz Dance, or Ballet. DA151(B), DA252(B), DA353(B), DA454(B), DA161(J), DA262(J), DA363(J), DA464(J), DA171(M), DA272(M) or DA373(M).

DA 301 Musical Theatre Styles. 0.5 unit. A practical open level dance class designed to familiarize the student with the styles of dance most frequently used in Musical Theatre. Student will be taught choreography to perform in a final presentation at the end of the semester. Prerequisites: DA151, DA161, DA171, DA181 or any other higher level technique class.

DA 301S Musical Theatre Styles lab. Zero units. See DA 301 offered as required. See above.

DA 302 Experiential Anatomy and Kinesiology. One unit. A course designed to teach the basic principles of functional anatomy and movement patterning through experiential somatic practices. Anatomical terms and definitions, fundamental body mechanics and injury prevention will be examined as related to their application of dance and movement to the performer. Designed for the working artist of theatre and dance. Offered as needed.

DA 303 Partnering. 0.5 unit. A practical class for the advanced level dancer to develop the techniques of shared weight and principles of classical partnering, i.e. lifts, carries and promenades. Cross-listed with DA303P. Permission of instructor required. Offered as required.

DA 303P Partnering Lab. Zero units. See DA303. Offered as required.

DA 353 Ballet III. 0.5 unit. A practical advanced level ballet class designed for the student who wishes to maintain his or her ballet technique and develop the proficiency to execute advanced level movements. Cross-listed with DA353B. Prerequisites: DA252 or DA252B or permission of the instructor. Offered every fall and spring semester.

DA 353B Ballet III lab. Zero units. Offered every fall and spring semester.

DA 363 Jazz III. 0.5 unit. A practical advanced level jazz class designed for the student to maintain his or her jazz technique and wishes to continue to develop the proficiency to execute advanced level movements. Cross-listed with DA363J. Prerequisite: DA262 or DA262J or permission of the instructor. Offered every fall and spring semester.

DA 363J Jazz III lab. Zero units. See DA363. Offered every fall and spring semester.

DA 373 Modern Dance III. 0.5 units. A practical advanced level dance class designed for the student who has the skills of modern dance and wishes to maintain his or her technique and study more eclectic and contemporary theories of movement through practical
THEATRE AND SPEECH

application. Cross-listed with DA373M. Prerequisite: DA272 or DA272M or permission of instructor. Offered every semester.

DA 373M Modern Dance III lab. Zero units.
See DA373. Offered every semester.

DA 383 Tap III. 0.5 unit. A practical advanced level Tap dance class designed for the student to maintain his or her technique and wishes to continue to develop the proficiency to execute advanced level movements. Prerequisite: DA282 or DA282T or permission of the instructor. Offered as required.

DA 383T Tap III lab. Zero units.
See DA 383. Offered as required.

DA 395 Dance Criticism. One unit. A foundation course analyzing various types of dance performance and theories. Students will watch performances and study different types of dance weekly. This course would be multi cultural and diverse in its approach. The student will then participate in class discussions. Offered every other year.

DA 401 Techniques of Choreography. One unit. A comprehensive study of choreographic theory and composition in which students will develop the ability to move freely and create movement vocabulary. The course is designed to develop the tools of space, time and dynamics for choreography. Prerequisites: TH 111, Dance 191 and two courses from the following choices: DA252, DA263, DA264, DA272, DA273 or permission of the instructor. Offered as required.

DA 402 Techniques of Choreography and Performance. ½ unit. A studio class where the students will apply the skills mastered in DA 401 to create a more developed choreographic composition for public presentation. Prerequisite: DA 401. Offered as required.

DA 454 Ballet IV. 0.5 unit. A practical advanced level ballet class designed for the student who is serious about dance and has already established a strong technique while developing more advanced movement ability, performance skills and styles of ballet dance. The class will aid in preparing the student for working in the profession world of dance. Cross-listed with DA454B. Prerequisites: DA353 or DA353B or permission of instructor. Offered fall and spring semester.

DA 454B Ballet IV lab. Zero units.
See DA454. Offered fall and spring semesters.

DA 464 Jazz IV. 0.5 unit. A practical advanced level ballet class designed for the student who is serious about dance and has already established a strong technical foundation. The class will facilitate the student’s ability to maintain his or her technique while developing more advanced performance skills. The class will aid in preparing the student for work in the professional world of dance. Cross-listed with DA464J. Prerequisites: DA363 or DA363J or permission of instructor. Offered as required.
DA 464J Jazz IV lab. Zero units. See DA464. Offered as required.

DA 484 Tap IV. 0.5 unit. A practical advanced level tap class designed for the student who is serious about dance and has already established a strong technical foundation. The class will facilitate the student's ability to maintain his or her technique while developing more advanced movement ability, performance skills and styles of jazz dance. The class will aid in preparing the student for work in the professional world of dance. Cross-listed with DA484T. Prerequisites: DA383 or DA383T or permission of instructor. Offered as required.

DA 484T Tap IV lab. Zero unit. See DA484. Offered as required.

DA 485 Contemporary Dance Workshop. Zero units. A class designed for the intermediate and advanced level dancers to work within an experimental and creative environment. The course will provide students with intensive practical experience through close work with faculty. Students will be mentored to express themselves artistically through dance and develop a contemporary form of artistic expression. Cross-listed with DA485C. Instructor permission required.


COURSE DESCRIPTIONS
Theatre
TH 011 Theatre Lab. 0.5 unit. Intensive participation in the College theatre production program in any facet of the theatre arts. Especially designed for matriculated majors and minors. Offered fall and spring semesters.

TH 014 Production Practicum in Technical Theatre. Zero units. This is an experiential component of the theatre curriculum focusing on running a show or preparing a show for performance. Areas include light and sound board operators, props and wardrobe running crew, follow-spot operators, and other crew assignments.

TH 015 Production Practicum in Design. Zero units. This is an experiential component of the theatre curriculum focusing on Theatrical Design, including assisting or designing a show.

TH 016 Production Practicum in Management. Zero units. This is an experiential component of the theatre curriculum focusing on stage management, production management, or technical direction.

TH 017 Production Practicum in Audience Services. Zero units. This is an experiential component of the theatre curriculum focusing on service to the audience as house manager, usher, concessions, and ticketing services.
THEATRE AND SPEECH

TH 018 Production Practicum in Dramaturgy. Zero units. This is an experiential component of the Theatre Studies curriculum focusing on working as a production dramaturg on one or more shows per semester.

TH 103 Script Analysis. One unit. A foundation in analyzing dramatic theory and literature. Students will read one to two plays weekly and participate in class discussion. Offered fall and spring semesters.

TH 105 Theatre Appreciation. One unit. A guide to theatre designed to enhance the appreciation of theatrical productions through an increased understanding of the theatre, with emphasis on the play in production. Students are required to attend current College and professional productions. For non-theatre majors. Offered fall and spring semesters.

TH 106 Introduction to Acting. One unit. An introductory course in acting designed for non-majors and for theatre majors who are not in the performance track. Provides a basic orientation to the dynamics of acting within a supportive studio environment including acting exercises, theatre games and improvisation. Scenes and monologues will be chosen from contemporary plays. Offered as required.

TH 107 Stagecraft. One unit. A course designed for non-majors to create a deeper appreciation and understanding of the technical theatre process. This course is an introduction to the crafts needed to take the show from the conceptual design to the stage. An emphasis will be placed on learning basic vocabulary, construction technique, electrical theory and equipment.

TH 109 Stage Costuming. One unit. A study of basic costume design for the stage, emphasizing the interpretation of dramatic texts in terms of characterization. Basic figure drawing and fabric study are included. The collaborative process which translates ideas to finished design will be explored. Offered as required.

TH 110 Scenic Painting. One unit. This class is an elementary-level class in scenic painting technique. Beginning with choice of paint and ending with touch-up, this class will work on the skills necessary to transform raw materials into a dramatic environment for the theatrical production. Students will be introduced to techniques such as faux painting, glazes, washes, and other basic techniques needed to do trompe l’oeil, the illusionistic representation of real objects. Offered as required.

TH 111 Introduction to Design and Technology. One unit. An introduction to the principles of design and technology for the stage. This class includes research from the designer’s point of view, study of professional practices in the development of designs, an overview of the realization of stage designs, and the process and procedures for the execution of the designs. The course does not presuppose and technical knowledge. Offered fall and spring semesters.

TH 112 Stagecraft I. One unit. The emphasis of this course will be on the mastery of practical skills associated to take a theatrical production from the conceptual design to the stage. Students will learn technical vocabulary; construction techniques and painting skills
necessary to function as a stage carpenter; electrical theory and equipment needed to be a stage electrician; and basics of sound theory to become a sound technician. Offered every other spring or as needed. *For matriculated Theatre DTM majors, others by permission of instructor only.

**TH 117 Acting Techniques I.**  *One unit.* This introductory course is team-taught and designed to instruct the student in three basic areas: acting, voice and movement. Emphasis is placed on the development of the actor’s instrument including body alignment, concentration, self-awareness and vocal production. **Prerequisites:** Audition. Offered fall semester.

**TH 120 Musicianship for Actors.**  *One unit.* This music theory class will address the special needs of the musical theatre actor. Material for the class will include intensive work in basic music reading skills, keyboard orientation, and elementary performance, sight singing and audition preparation. This class is especially designed for First Year theatre majors who are preparing to take TH307 Musical Theatre Performance I as well as theatre majors interested in developing stronger music reading skills.

**TH 204 Intermediate Acting.**  *One unit.* This course is an advanced scene study class designed for non-majors and for theatre majors who are not on the performance track. A continuation of the techniques studied in Introduction to Acting with an emphasis on classical and modern plays including text analysis and characterization. **Prerequisite:** TH 106.

**TH 209 Drafting for the Stage.**  *0.5 unit.* The focus of this course is on drafting as a form of communication of visual ideas. This will be a project and critique-oriented course. Skills to be developed include understanding of scale, two dimensional representation of three dimensional objects, and literacy of blueprint reading. **Prerequisite:** TH 111 or concurrent enrollment. Offered fall semester.

**TH 211 Movement for the Performers II.**  *One unit.* A continuation of the techniques learned in TH 210. **Prerequisites:** TH 117, 210. Offered as required.

**TH 217 Acting Techniques II: Scene Study.**  *One unit.* A contemporary/modern scene study course on how to apply and integrate the skills taught in Acting Techniques I. Emphasis is placed on character development, research and script analysis. Objectives include developing a rehearsal technique and understanding the process of exploration. **Prerequisites:** TH 117.

**TH 218 History of American Film.**  *One unit.* A subjective history of American film. This course examines landmark films, their directors, stars, writers and producers. Each class will involve the screening of at least one film, plus lecture and a discussion. The work of such film directors as John Ford, Charlie Chaplin, Steven Spielberg, Sam Peckinpah and Stanley Kubrick will be viewed and analyzed. Noteworthy film stars will be discussed and studied. The overall objective is to develop a grasp of the history of American cinema and the impact of great films on the 20th century. **Lab fee of $25.00**

**TH 219 Computer Visualization.**  *0.5 unit.* This course builds on the foundations in Drafting for the Stage and extends the resources and skills needed for visual communication as a cross application from Vector Works into Render Works and into Render Works and
Photoshop in order to build a more visual presentation. Prerequisite: TH111 and 209. Offered spring semester.

TH 233 History of the Theatre. One unit. Survey of the history of Western Theatre from the ancient Greeks to the present. Consideration is given to the cultural milieu of each period and to the changes in theatrical architecture and production styles. Significant theatrical and performance texts are analyzed. Recommended for majors only.

TH 235 Musical Theatre History. One unit. This course is an extensive survey of the music theatre literature from 1868 to present. The objective of this course is to familiarize the student with representative musicals from all significant periods of music theatre history. The class will include literary, dramatic, and musical analyses of the works presented during the course of the semester.

TH 240 Stage Makeup. 0.5 unit. Demonstration and practicum in straight and character makeup for the stage. Purchase of personal makeup required. * A non-refundable laboratory fee is required. Offered as required.

TH 242 Modern Commedia dell’Arte. (I) One unit. Students will study the centuries-old European tradition of physical comedy emphasizing physical improvisation and stock characters. This course develops the body as a performance instrument as students broaden and strengthen their ability to use the body, voice and imagination as primary performing instruments.

TH 290 Playwriting. One unit. An introductory course in techniques of playwriting, including play structure, genre, and theatrical components. The course includes opportunities for creative writing for the stage. Open to sophomores, juniors, and seniors and/or permission of instructor. Offered as every other fall semester.

TH 307 Musical Theatre Performance I. One unit. An intensive and highly focused course in learning how to act a song. The objective of this course is to give students a flexible acting methodology that can be applied to wide range of musical theatre literature. For majors only. Prerequisites: TH 117, 217, and music fundamentals or permission of the instructor. * A non-refundable laboratory fee is required.

TH 308 Musical Theatre Performance II. One unit. A performance survey course in performance styles. The objective of this course is to accumulate a wide range of audition material that represents various musical theatre composers. Students will learn, memorize, and perform a new song each week. Prerequisites: TH 117, 217, 307.

TH 310 Stage Directing I. One unit. An introductory course in methods of play selection, casting, rehearsal techniques, including thematic and character interpretation, and overall design techniques. Prerequisites: TH 103, 111, 117 and 217 or 106 and 204, and/or permission from instructor. Offered fall semester.

TH 311 Stage Directing II. One unit. A continuation of development of skills and techniques explored in Stage Directing I. The course culminates in student directed one-act
plays performed for an invited audience. Prerequisite: TH 310 and/or permission of the instructor. Offered alternate spring semesters.

TH 317 Acting Techniques III: Classical Styles. One unit. A continuation of the skills and techniques developed in Acting I and II and how they apply to classical text, specifically, Shakespeare. Emphasis is placed on transforming into the character using the heightened language of the text by reinforcing vocal and physical technique as well as using historical research and imagination. Prerequisites: TH 103, 117, 217, 307, 210, DA295, SPC10. Offered fall and as required.

TH 321 Scenic Design. One unit. This course will focus on the fundamentals of scenic design theory (through the application of basic mechanical and conceptual solutions) in a variety of theatre spaces and genres, for the development of research and presentation skills. Readings and projects may include comedy, tragedy, melodrama, musicals, opera, and ballet. Prerequisite: TH 111. Offered as required.

TH 323 Lighting Design. One unit. This course focuses on the fundamentals of lighting, including the history, styles, and aesthetics of lighting design. Exploration of the design process will include practical projects such as light plots, essays, and sketches for productions. Individual topics in lighting include optics, color psychology of light, position, control, distribution, and timing. Prerequisite: TH 111. Offered as required.

TH 324 Period Styles Design. One unit. Periods of style in fashion, costume, art, and architecture will be explored as they relate to current theatrical design and production, as well as their historical, political, religious, and social contexts. This will be a seminar-style class in which students will participate in the presentation of material to the class. Offered as required.

TH 350 Stage Management. One unit. This course provides concentrated stage management training. The student will study organizational models for professional and non-professional theatres, organizational strategies to aid the performance of stage management duties, and the care and development of the production and personnel. Prerequisite: TH 111. Offered spring semester.

TH 400 Senior Seminar. One unit. The Senior Seminar is designed for students who have completed all requirements in the Theatre Studies and D/T/M concentrations. Professional development is encouraged through conversations with guest artists and attending live performances as well as through reflective written assignments. During the course of the semester a senior thesis will be written on a significant production experience. A thesis endorsed by the faculty is required for successful completion of the major.

TH 417 Acting Techniques IV: Realism and Non-Realism. One unit. A continuation of the skills and techniques developed in Acting I through III and how they apply to realistic and non-realistic text. Material is selected from, but not limited to Chekhov, Beckett, Ionesco, Genet and Shepard. Emphasis is placed on developing the actor’s range and instrument. Prerequisites: TH 317 or by permission of instructor. Offered spring semester.
THEATRE AND SPEECH

TH 424 Theatre Design Studio. One unit. The emphasis of this class is on design theory and conceptualization through use of design exercises. Advanced work will be individually oriented to develop graphic and analytic skills used in design with special attention to portfolio development. The class will be a studio/seminar style course where students present their research, analysis, and designs to the class on an ongoing basis for discussion and critique. Prerequisite: Permission of the instructor. Offered as required.

TH 440 Arts Management. One unit. A study of techniques in managing arts organizations. Areas covered include planning events, facilities design and management, budgeting, contracts, box office procedures, promotion, publicity and development. Cross-listed w/AA 440. Offered fall semester.

TH 450 Theatre Criticism. One unit. A writing seminar which entails attending live performances on campus and in New York City then writing reviews of these.

TH 461 Acting V: The Professional Actor. One unit. This course is designed to prepare the actor for the acting profession. Emphasis is placed on the business of acting including headshot and resumes, interviewing, how to prepare a repertory of songs and monologues, cold reading technique, callbacks and the like. Guest artists will include working actors, casting agents and other professionals. Prerequisites: TH111, 233, 235, 317 and or by permission of the instructor. *A non-refundable laboratory fee is required.

TH 462 Senior Showcase. One unit. Students prepare a polished performance for New York City. *A non-refundable laboratory fee is required. Open to seniors only, with permission of the department. Offered spring semester.

TH 582 Musical Theatre Practicum. One unit. A course providing intensive practical experience in the multiple facets of the stage production of musicals. Department permission required.

TH 595 Advanced Theatre Practicum. One unit. Senior Learning Community for Design Technology and Management Concentration, providing senior students with intensive practical experience in multiple facets of stage production. Offered spring semester.

TH 585 Advanced Musical Theatre Practicum. One unit. A course for advanced students only, providing intensive practical experience in the multiple facets of the stage production of musicals. Department permission required.

TH 595 Advanced Theatre Practicum. One unit. Senior Learning Community for Design Technology and Management Concentration and Theatre Studies, providing senior students with intensive practical experience in multiple facets of stage production. Offered spring semester.
Division of Graduate Studies

Mission
The Division of Graduate Studies supports the mission and goals of Wagner College through graduate education. Committed to the “learn by doing” philosophy embodied in the Wagner Plan based on experiential learning and interdisciplinary study, the DGS offers high quality select yet comprehensive graduate programs. These exclusive programs strive to foster core competencies, cutting-edge technologies, and critical thinking. Committed and competent faculty prepare eager and reflective individuals for life and work in an increasingly complex, diverse, and global society. Students in the DGS receive personal attention as they work closely with faculty in small classes. Graduate programs at Wagner College remain responsive to the needs of external community and in turn provide the most innovative and highest caliber graduate education in the region.

Programs
The Division of Graduate Studies was instituted in 1952 with programs in business administration and education. Graduate programs have since been added in microbiology (1966), nursing (1978), and accounting (2000), and physician assistant studies (2002). These programs lead to the following degrees:

- Master of Science Accounting
- Master of Business Administration
- Master of Executive Business Administration
- Master of Science Education; Post Master’s Certificate in Educational Leadership
- Master of Science Microbiology
- Master of Science Nursing; Post Master’s Certificate in Family Nurse Practitioner
- Master of Science Advanced Physician Assistant
- Doctor of Nursing Practice

Wagner College provides graduate-level programs for a clientele interested in distinct professional fields. The graduate programs are natural extensions of strong undergraduate degree programs in the same fields. They focus on the advancement of Scholarship and are designed to stimulate intellectual maturity. Instruction is provided through formal classroom study, seminars, and independent research in order to give the student opportunity to acquire advanced knowledge and to make contributions to his or her field of study.

Wagner College graduate programs serve the needs of both full-time and part-time students. For the most part, these students commute from neighborhoods in the boroughs of New York City or from New Jersey.

Personal attention and the meeting of individual needs are distinctive feature of graduate study at Wagner College. Classes are scheduled in the late afternoon, in the evening, with some programs also offering courses on the weekend. Courses are also scheduled during summer sessions.
ACCOUNTING, M.S.

ACCOUNTING (M.S.)

The graduate program in accounting is part of a five-year program in accounting. The graduate degree is a 30 credit Master of Science. At the undergraduate level students major in business administration with a concentration in accounting. The requirements for the undergraduate major can be found in the Undergraduate Bulletin. In the fifth year students must complete the following requirements for their graduate degree in accounting: AC 608, 609, 610, 611, 613, 614, 615; 797, BU 613, and plus one finance elective.

ADMISSION REQUIREMENTS
The prerequisite for the M.S. degree in accounting is the completion of a B.S. degree in business administration with a concentration in accounting from Wagner College or the equivalent from another institution. Equivalency should be evaluated by the program director of the master’s program in accounting in consultation with the Registrar.

ADMISSION STATEMENT OF POLICY
The following materials must be submitted for review of an application:

1. A Bachelor’s degree or the equivalent is the minimum requirement for admission to the M.S. Program. Transcripts of academic records from all undergraduate, graduate, and professional schools attended.

2. Two reference forms completed by appropriate recommenders. Applicants who are college students or who have less than one year of business experience should submit a letter of reference from a professor and a summer employer, if possible. Those with more than one year of business experience should have current supervisors submit letters.

3. Candidates will be judged on the basis of the undergraduate G.P.A., work experience, GMAT score, letters of recommendation, and personal statement.

Note: A score on the Graduate Management Admissions Test (GMAT) may be required. This examination is conducted by the Educational Testing Service four times a year—in October, January, March, and June—and is given at numerous centers throughout the United States and abroad. For further details, applicants should address inquiries to the Graduate Management Admissions Test, Educational Testing Service, P.O. Box 6103, Princeton, New Jersey 08541-6103. It is strongly recommended that applicants take the GMAT no later than: January, for the May term; March, for the September term; October, for the January term.

If a later test date is chosen, it is possible that the test scores will arrive too late to allow consideration of the applicant for the desired term.
PROGRAM OF STUDY
The requirements for the Master of Science in accounting program consist of the following 30 credits:

- AC 608 CPA Theory and Practice (formerly AC 612)
- AC 609 CPA Theory and Practice II
- AC 610 Advanced Auditing
- AC 611 Advanced Accounting
- AC 613 International Accounting
- AC 614 Governmental and Not for Profit Accounting
- AC 615 Advanced Federal Taxation
- AC 797 Accounting Research
- BU 613 Statistics for Managers
- FI Elective

COURSE DESCRIPTIONS

**AC 608 CPA Theory and Practice I (formerly AC 612).** *Three credits.* This course deals with specific topics in financial accounting along with their related accounting theory and FASB pronouncements. The individual topics to be covered include an accounting overview and the detailed accounting treatment of cash, marketable securities, accounts receivable, inventory, property, plant and equipment, intangibles, research and development costs, bonds, liabilities and leases. *Offered fall semester.*

**AC 609 CPA Theory and Practice II.** *Three credits.* This course deals with specific topics in financial accounting along with their related accounting theory and FASB pronouncements. The individual topics to be covered include the detailed accounting treatment of post-employment benefits, owners’ equity, reporting the results of operations, reporting on special areas, accounting for income taxes, statement of cash flows, financial statement analysis, foreign operations and consolidated financial statements. *Offered spring semester.*

**AC 610 Advanced Auditing.** *Three credits.* Auditing standards and supporting theory. Application of techniques including statistical sampling. Legal liability of the auditor in securities regulation and auditing in a computerized environment. *Offered fall semester.*

**AC 611 Advanced Accounting.** *Three credits.* Advanced study of the fundamental concepts, conventions, and assumptions underlying accounting theory and practice. Topics include consolidations, partnership liquidations, branch and foreign exchange accounting, installment accounting, percentage-of-completion methods, and inventory valuation methods. *Offered fall semester.*

**AC 613 International Accounting.** *Three credits.* Study of the measurement of profit and loss from international business operations of a multinational enterprise. The impact on financial position of changes in foreign exchange rates, and transactions with foreign currencies, foreign branches, foreign subsidiaries, and forward exchange contracts. Different accounting procedures underlying the preparation of financial statements in different countries are highlighted. *Offered spring semester.*
AC 614 Governmental and Not for Profit Accounting. *Three credits.* Examines the accounting principles and reporting practices of governmental units and not-for-profit institutions, including colleges and universities, health care organizations, and voluntary health and welfare organizations. *Offered fall semester.*

AC 615 Advanced Federal Taxation. *Three credits.* Advanced topics in corporate taxation, including sources of tax precedents, tax information, and research in court cases. The tax implications associated with investments, such as real estate and securities, will be studied. Tax cases, rulings, and other developments are analyzed for their significance. *Offered spring semester.*

AC 797 Accounting Research. *Three credits.* This is a capstone course that will include a critical examination of accounting concepts and standards that include methods of fact finding and research tools, as well as an overview of APA manual requirements for documented research activities. The course requirement is the completion of an independent research topic relating to accounting with a minimum length of 35 pages. *Offered fall semester.*

BU 613 Statistics for Managers. *Three credits.* This course focuses on the practical application of statistical techniques to specific management problems. Topics include presentation of data, defining variables, descriptive statistics, measures of central tendency, probability distributions, hypothesis testing, analysis of variance, chi-square testing, and correlation-regression analysis. *Offered fall and spring semesters.*

Descriptions of M.B.A. courses in finance from which students may choose their electives are found in the next section of this bulletin in the business administration program.
BUSINESS ADMINISTRATION (M.B.A.)

ACCREDITATION
The Wagner College M.B.A. programs are nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

PRE-ADMISSION REQUIREMENTS
All incoming students must demonstrate proficiency in computers, mathematics, accounting, and statistics. All pre-admission requirements must be completed by the end of the first semester of the M.B.A. program.

Computer proficiency in word processing and spreadsheet packages is required. Computer proficiency can be demonstrated in one of two ways:

• Satisfactory grade (B or better) in a word processing and spreadsheet processing college course(s) within the last four years;
• Completion of non-credit computer workshops at Wagner College.

Mathematical proficiency can be demonstrated in one of two ways:

• Satisfactory grade (B or better) in a basic algebra and pre-calculus college course within the last four years;
• Completion of a non-credit math workshop at Wagner College.

Accounting proficiency must be demonstrated by a satisfactory grade of a C or better in any undergraduate accounting course.*

Statistics proficiency must be demonstrated by a satisfactory grade of a C or better in any undergraduate statistics course.*

*These courses must be taken before the associated Graduate course.

WORKSHOPS TO FULFILL PRE-ADMISSION REQUIREMENTS.

BU 602 Computer Workshop 1 (Online): An Introduction to Word Processing. non-credit. An introduction to DOS commands, windows applications, and the use of a basic word processing package. Offered fall/spring semesters.*

BU 603 Computer Workshop 2 (Online): An Introduction to Spreadsheet Processing. non-credit. An introduction to a basic spreadsheet processing package that will prepare students for doing analyses in accounting and finance. Offered fall/spring semesters.*

BU 604 Math Workshop (Online): Non-credit. A review of relevant mathematical concepts that will prepare students for more advanced work in finance and statistics. Topics include: basic algebra, mathematics of finance, and probability theory. Offered fall/spring semesters.*

*Workshops must be completed during first semester.
M.B.A. ADMISSION STATEMENT OF POLICY
The following materials must be submitted for review of an application:

1. A Bachelor’s degree or the equivalent is the minimum requirement for admission to the M.B.A. Program. Transcripts of academic records from all undergraduate, graduate, and professional schools attended.

2. A score on the Graduate Management Admissions Test (GMAT). This examination is conducted by the Educational Testing Service four times a year-in October, January, March, and June-and is given at numerous centers throughout the United States and abroad. For further details, applicants should address inquiries to the Graduate Management Admissions Test, Educational Testing Service, P.O. Box 6103, Princeton, New Jersey 08541-6103.

   It is strongly recommended that applicants take the GMAT no later than:
   
   - January, for the May term
   - March, for the September term
   - October, for the January term

   If a later test date is chosen, it is possible that the test scores will arrive too late to allow consideration of the applicant for the desired term.

3. Two reference forms completed by appropriate recommenders. Applicants who are college students or who have less than one year of business experience should submit a letter of reference from a professor and a summer employer, if possible. Those with more than one year of business experience should have current supervisors submit letters.

4. Candidates will be judged on the basis of the undergraduate G.P.A., work experience, GMAT score, letters of recommendation, and personal statement.

5. Transfer of Credit: The approval of the Department Chair or Director of MBA Programs is required for all transfer credits. The total number of credits accepted from accredited graduate schools will be three courses or 9 credits. Students transferring from other MBA accredited institutions must meet the same admissions criteria. Students wishing to take courses at another MBA accredited college for transfer to their graduate record at Wagner College should obtain written approval from the department chair or the director of MBA programs before registering for such course. Only courses with a grade of B or higher will be considered and evaluated individually for transfer applicability. No upper-level undergraduate courses taken as part of an undergraduate program may be transferred into the MBA program.

6. Personal Interview: An interview with the director of the graduate business programs.

DEGREE REQUIREMENTS
The degree of Master of Business Administration will be granted upon completion of 45 credits of approved graduate courses in business administration.

SECOND MAJOR
Recognition of Second Major will be conferred upon the completion of an additional Tier II requirement. Students completing 45 credits toward their MBA in a specific major may elect,
BUSINESS ADMINISTRATION, M.B.A.

upon submission and approval of a Second Major Request, to complete an additional 15 credits, or 5 courses, in a second major field. A second MBA may be started after the completion of your first MBA. A second degree application must be submitted to the director of graduate admissions.

Any course may be taken as an elective in any major provided that the student has satisfied the prerequisite(s).

All prerequisites must be taken before any of the major offerings.

Students in the Traditional MBA are precluded from taking courses in the EMBA (codes ending in E) and the AccMBA (codes ending in A).

PROGRAM OF STUDY

TIER I: Initial Tier
Core Curriculum (18 credits)*
BU 613 Statistics for Managers* Pre-requisite for BU 660
BU 617 Economics for Managers
BU 619 Financial and Managerial Accounting * Pre-requisite for BU 620
BU 624 Managerial Communications
BU 660 Business and Economics Forecasting for Managers
MG 619 Law and the Manager

AREAS OF MAJOR

TIER II: Major Tier
Finance Major (15 credits)
BU 620 Managerial Finance is a pre-requisite for all finance courses.
BU 619 Pre-requisite for BU 620

Choose five of the following courses:
BU 620 Managerial Finance – REQUIRED.
FI 632 Investment Analysis – REQUIRED.
FI 637 Securities Laws and Regulations
FI 638 Portfolio Theory and Management
FI 640 Money and Capital Markets
FI/IB 605 Seminar in International Business
FI/IB 607 International Corporate Finance

MARKETING MAJOR (15 CREDITS)
MK 646 Marketing Management is a prerequisite for all marketing courses.

Choose five of the following courses:
MK 646 Marketing Management – REQUIRED.
MK 642 Sales Management
MK 643 Consumer Behavior
MK 644 Promotional Management
MK/IB 603 International Marketing
BU 621 Business Ethics
IB 605 Seminar in International Business
MK 624 Digital Marketing
BUSINESS ADMINISTRATION, M.B.A.

MANAGEMENT MAJOR (15 CREDITS)
MG 614 Organizational Behavior is a prerequisite for all management courses. The remaining course may be taken towards the management major.

Choose five of the following courses:
MG 614 Organizational Behavior  -REQUIRED-
MG 611 Human Resource Management
MG 613 Entrepreneurship
MG 618 Total Quality Management
MG 620 Management of Technology
MG/IB 602 International Management
BU 623 Emotional Intelligence & Leadership
MG 648 Non Profit Management
BU 610 Management Decision Making & Negotiation-REQUIRED
BU 621 Business Ethics
IB 605 Seminar in International Business

Health Care Administration Major (15 credits)
Health care majors are exempt from prerequisites*
HC 620 Fiscal Management of Health Care Organizations - REQUIRED
HC  633 Health Care Organization and Administration - REQUIRED
HC  637 Public Policy Analysis of Health Care - REQUIRED
MG 611 Human Resource Management *
MG 648 Non-Profit Management*
BU 621 Business Ethics

Media Management Major
TIER I: Initial Tier
Core Curriculum (18 credits)
BU 613 Statistics for Managers Pre-requisite for BU 660
MM 631 Media Economics
MM 632 Media Accounting
MM 633 Media Law, Ethics & Contract Negotiation and Drafting
BU 624 Managerial Communications
BU 660 Business and Economics Forecasting for Managers

TIER II: Major Tier
Media Management Major (18 credits) Media Management Concentration Courses consists of 4 required courses and 2 to be chosen from media electives.
Media Required Courses
MM 640 History & Survey of Media Studies
MM 641 International Media Marketing and Distribution
MM 650 Planning, Producing and Marketing a Media Venture-I
MM 651 Planning, Producing and Marketing a Media Venture-II

Media Elective Courses:  Pick 2
MM 642 The Film and Television Industry
MM 643 The Publishing Industry
MM 644 The Music Industry
BU 691 Special Topics
BU 668 Business Internship
322
TIER III: Final Tier/Capstone Tier Courses (9 credits)
Final tier courses may only be taken after completion of all core curriculum courses and two major courses. Final tier courses are as follows:
BU 652 Strategic Management
BU 662 Managing Organizational Change
BU 669 Strategic Leadership (should be taken in the last semester of study)

Additional Requirements for all majors except Media Management
Elective (3 credits)

International Requirement
At least one international course must be taken by each student sometime during his/her studies.

CORE CURRICULUM (18 CREDITS)
COURSES MAY BE ROTATED IN FALL/SPRING/SUMMER

BU 613 Statistics for Managers. Three credits. This course focuses on the practical application of statistical techniques to specific management problems. Topics include: presentation of data, defining variables, descriptive statistics, measures of central tendency, probability distributions, hypothesis testing, analysis of variance, chi-square testing, and correlation-regression analysis. A statistical software package is used as a tool in analyzing data and making business-related decisions. Offered fall/spring semesters.

MG 619 Law and the Manager. Three credits. This course deals with important employment issues a manager faces including: discrimination in hiring, sexual harassment, comparable worth, occupational safety and health, affirmative action, wrongful discharge, workman’s compensation, and labor disputes. Selective environmental issues will also be discussed. Offered fall/spring semesters.

BU 617 Economics for Managers. Three credits. This course provides the economic analysis and applications necessary for managerial decision making. Topics include: demand, supply and elasticity, estimating demand functions, the fundamentals of macroeconomics and forecasting, the analysis of production, cost and technology, and market structure and strategic planning. Relies heavily on case analysis. Offered fall/spring semesters.

BU 619 Financial and Managerial Accounting. Three credits. Covers basic accounting theory and practice with special emphasis on the concepts of understanding income determination, cash flow, and the managerial uses of accounting information. Topics include: transaction analysis, revenue and expense recognition, accounting for merchandising and manufacturing and cost operations, depreciation, inventories, statement preparation and analysis, stockholders’ equity transactions, fund statement, capital budgeting, and special analysis for management. This course is a prerequisite to BU 620. Offered fall/spring semesters.

BU 624 Managerial Communications. Three credits. Designed to prepare business leaders for the communication challenges of the workplace, this course works with students to improve their oral presentation skills, written skills, and graphic skills; regardless of current skill level. The goal is for each student to complete the course highly competent in each of these areas. Offered fall/spring semesters.
BU 660 Business and Economics Forecasting for Managers. *Three credits.* Presents techniques for forecasting the aggregate economy, including interest rates and inflation, and general industry trends, such as consumer demand. Special attention is directed at the use of multiple regression to build models helpful in understanding various business and economic issues. *Prerequisites: BU 613 Statistics for Managers. Offered fall/spring semesters.*

MM 631 Media Economics. *Three credits.* A comprehensive overview and understanding of the economic structure of the film and media business; the economic policies and practices of media companies and the economic theories and principles that apply to the micro and macroeconomic aspects of the industry. *Offered spring semester.*

MM 632 Media Accounting. *Three credits.* An overview of the financial, cost and managerial accounting functions specific to the film and media industries, including budgeting, management reporting, valuation and amortization of intellectual property rights, cost control and preparation of financial statements. *Offered fall semester.*

MM 633 Media Law, Ethics & Contract Negotiation and Drafting. *Three credits.* An overview and analysis of media and entertainment law: talent and intellectual property contracts, copyright, privacy rights, censorship, new media and technology law; broadcast regulation; contract drafting and negotiation through class exercises and case studies. An understanding of important ethical issues in media will be explored utilizing case studies. *Offered fall semester.*

**MAJORS**

**FINANCE MAJOR (15 CREDITS)**

*BU 619 Financial and Managerial Accounting and BU 620 Managerial Finance are prerequisites for all finance courses. FI 632 Investment Analysis must be taken by all finance majors.*

BU 620 Managerial Finance. *Three credits.* The study of financial techniques designed to maximize the value of the corporation. Topics include: capital budgeting and discounted cash flow techniques, leasing, cost of capital, equity and bond financing, working capital management, financial statement analysis, and capital structure. Prerequisite: BU 619 Financial and Managerial Accounting. *Offered spring semester.*

BU 621 Business Ethics. *Three credits.* An understanding of important ethical issues that a manager faces with respect to employment and the continued running of a firm. Emphasis will be placed on applying ethical theories to practice through the analysis of case studies. *Offered fall semester.*

FI 632 Investment Analysis. *Three credits.* Provides a foundation in understanding investments. Considers aspects of accounting, strategic management, and economics as they relate to modern investment analysis. Topics include: the security markets, types and characteristics of investment alternatives, evaluating risk, and the valuation of corporate securities. *Offered fall semester.*

FI 637 Securities Laws and Regulations. *Three credits.* Studies the legal restraints in investment management. Topics include: the Securities Act, the Securities Exchange Act, the
Investment Company Act, regulation of brokers, dealers and other aspects of governmental intervention in portfolio management. Offered fall semester.

**FI 638 Portfolio Theory and Management.** *Three credits.* Explores the development of modern portfolio theory and techniques of modern portfolio management. Topics include: quantitative concepts, capital asset pricing model, performance measurement, efficient market hypothesis, use of derivative instruments, and ethical considerations. Offered spring semester.

**FI 640 Money and Capital Markets.** *Three credits.* Examines the flow of funds in the short-term and long-term financial markets. Discusses sources and uses of funds, the role of the Federal Reserve and the U.S. Treasury, and an analysis of current developments. Offered spring semester.

**FI 641 Financial Statement Analysis.** *Three credits.* Discusses analytical tools necessary to evaluate the financial condition of the firm and to assess its future outlook. Topics include: trend analysis, common-size analysis, ratio analysis, pro forma statements, flow of funds, return on investment, statistical projections, and forecasts. Offered fall semester.

**IB 605 Seminar in International Business.** *Three credits.* A case study and discussion approach to problems which confront international businesses in the areas of management, marketing, finance, and government regulation. Offered spring semester.

**IB 607 International Corporate Finance.** *Three credits.* Examines financial issues faced by multinational corporation. Analyzes the risks and opportunities associated with operations in differing political, economic, and cultural systems. Topics include: balance of payments, foreign exchange rate determination, foreign exchange risk and exposure, international capital budgeting, and political risk. Offered spring semester.

**MARKETING MAJOR (15 CREDITS)**

**MK 646 Marketing Management** is a prerequisite for all marketing courses.

**MK 642 Sales Management.** *Three credits.* Topics such as the measurement of the sales manager's job, methods of reducing marketing costs, types of sales organization, budgeting, and selection and training of salespeople are given careful attention. Offered spring semester.

**MK 643 Consumer Behavior.** *Three credits.* Motivations, attitudes, and other influences on the behavior of consumers are studied in relation to marketing strategies. Private assistance as well as legislation for consumer protection is considered. Offered fall semester.

**MK 644 Promotional Management.** *Three credits.* This course covers the role of promotion, especially advertising, in the organization’s marketing plan. It will examine topics such as the relationship of the advertising agency and client, marketing strategies, advertising programs, media development, budgeting, and creative strategy and development. Emphasis is placed on planning the actual development, evaluation, and presentation of broadcast, print, and radio advertisement. Offered fall semester.

**MK 646 Marketing Management.** *Three credits.* A detailed analysis of the marketing process in organizations. The integration of elements of the marketing mix is studied in depth (product development, pricing, promotion, and distribution) and the application of
BUSINESS ADMINISTRATION, M.B.A.

specific marketing techniques (product positioning, segmentation, product line strategy) is examined. Offered fall semester.

MK/IB 603 International Marketing. Three credits. This course addresses the task of identifying and evaluating foreign markets, selecting appropriate market strategies, and effectively coping with uncertainties created by such elements as the structure of competition, political forces, and the cultural differences found in foreign countries. It examines multinational issues and the problems faced when selecting the product, price, promotional approach, and the appropriate channels of distribution in overseas markets. Offered spring semester.

IB 605 Seminar in International Business. Three credits. A case study and discussion approach to problems which confront international businesses in the areas of management, marketing, finance, and government regulation. Offered spring semester.

BU 621 Business Ethics. Three credits. An understanding of important ethical issues that a manager faces with respect to employment and the continued running of a firm. Emphasis will be placed on applying ethical theories to practice through the analysis of case studies. Offered fall semester.

MK 624 Digital Marketing. Three Credits. The course takes an integrated approach to digital marketing through a combination of hands-on exercises, case discussions, and current industry research. Students will learn skills regarding how to coordinate marketing activities across online and offline channels and between Desktop and Mobile audiences. Offered as required.

MANAGEMENT MAJOR (15 CREDITS)

MG 614 Organizational Behavior is a prerequisite for all management courses.
BU 610 Management Decision Making & Negotiation is required for all management majors.

BU 610 Management Decision Making & Negotiation. Three credits. Analysis and practice of management and interpersonal dealings utilized in the business environment. The course will explore writing techniques associated with business correspondence and reports required by managers and business professionals. Emphasis will also be placed on current management issues in organizations such as change, conflict resolution, negotiation, reengineering, customer dealings, crisis management, technology, and globalization. Offered spring semester.

MG 611 Human Resource Management. Three credits. This course is concerned with human resources as well as personnel policies and techniques. Emphasis is placed upon the expanded role of the human resource management department in organizations and the knowledge of personnel issues required by managers outside the personnel field. Offered fall semester.

MG 613 Entrepreneurship. Three credits. Study of entrepreneurship with emphasis on personal characteristics, innovation, risk taking, and decision making as related to using land, labor, and capital for attaining organizational objectives. Offered spring semester.
MG 614 Organizational Behavior. *Three credits.* Applications of behavioral science concepts to organizational administration. A detailed study of individual and group behavior in organizations. Specific topics include: perception, individual differences, motivation, leadership, power, conflict, and organizational culture. *Offered fall semester.*

MG 618 Total Quality Management. *Three credits.* This course examines the underlying principles of the quality initiative and a number of emerging strategies for leadership and organizational change. It includes critical areas that must be addressed if the TQM processes are to take root in any organization: relationship skills, communication skills, motivational management, and personal performance. Emphasis is placed on making the organization more customer-focused in its behavior. *Offered spring semester.*

MG 620 Management of Technology. *Three credits.* This course examines the emerging role of the Chief Technology Officer in organizations and how technology is used to gain a competitive advantage. Issues related to management information systems are also studied, with an emphasis on how technology is used to integrate organizational activities. *Offered spring semester.*

BU 623 Emotional Intelligence & Leadership. *Three credits.* To manage today's complex organizations, effective leaders require high emotional intelligence. This course examines the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Students will have the opportunity to measure their own emotional intelligence, and its various competencies, through the use of a validated instrument and, unlike IQ, learn how they can begin to increase their own emotional intelligence. *Offered spring semester.*

MG 648 Non Profit Management. *Three credits.* An examination of management strategy in nonprofit and public organizations and how it differs from private sector management strategy. *Offered fall semester.*

BU 621 Business Ethics. *Three credits.* An understanding of important ethical issues that a manager faces with respect to employment and the continued running of a firm. Emphasis will be placed on applying ethical theories to practice through the analysis of case studies. *Offered fall semester.*

MG/IB 602 International Management. *Three credits.* The strategic plans and decision making that managers of international businesses must formulate to operate a business in the international environment. Particular emphasis is placed on the effects culture has on organizational and managerial behavior. *Offered fall semester.*

IB 605 Seminar in International Business. *Three credits.* A case study and discussion approach to problems which confront international businesses in the areas of management, marketing, finance, and government regulation. *Offered spring semester.*
BUSINESS ADMINISTRATION, M.B.A.

HEALTH CARE ADMINISTRATION MAJOR (15 CREDITS)
HC 620 Fiscal Management of Health Care Organizations. Three credits. This is the second course that prepares managers and executives to assume a proactive role in the fiscal management of health care organizations. The planning, control, and management of an organization’s financial resources are examined. Key issues in applied economics, in the determination of health care costs and rates, and in the operating budgets are analyzed. Short and long-term financial planning, marketing, and forecasting are studied as they impact on future directions. Offered fall semester.

HC 633 Health Care Organization and Administration. Three credits. Organizational and administration theories and systems are analyzed. Issues and trends related to administering various health care agencies are examined. Offered spring semester.

HC 637 Public Policy Analysis of Health Care. Three credits. This course is designed to critically examine the infrastructure contributing to the formulation of public policy and its impact on health care. Current government regulations, legislation, political influences, grant-funding resources, and policy-making strategies are analyzed as they affect the future of health care delivery. Prerequisite: HC 633. Offered in fall semester.

MG 611 Human Resource Management. Three credits. This course is concerned with human resources as well as personnel policies and techniques. Emphasis is placed upon the expanded role of the human resource management department in organizations and the knowledge of personnel issues required by managers outside the personnel field. Offered fall semester.

MG 648 Non Profit Management. Three credits. An examination of management strategy in nonprofit and public organizations and how it differs from private sector management strategy. Offered fall semester.

BU 621 Business Ethics. Three credits. An understanding of important ethical issues that a manager faces with respect to employment and the continued running of a firm. Emphasis will be placed on applying ethical theories to practice through the analysis of case studies. Offered fall semester.

MEDIA MANAGEMENT MAJOR (18 CREDITS)

MM 640 History & Survey of Media Studies. Three credits. Introduces students to the study of historical and contemporary forms of mediated communication. The course surveys the main topics in the field and introduces students to a variety of analytical perspectives. Issues include the economics of media production; the impact of media on individual attitudes, values, and behaviors; the role of media professionals, and the impact of new media technologies. Offered fall semester.
MM 641 International Media Marketing and Distribution. *Three credits.* An overview of the domestic and international marketing of distribution and content; planning a marketing campaign, targeting audiences, use of new media technologies and platforms, branding, cross-marketing media content and formats, budgeting for marketing. *Offered spring semester.*

MM 642 Film and Television. *Three credits.* A comprehensive and critical survey of the film and television industries both as a developing art form and as a medium of mass communication. It will also include, but not limited to: industry structure; managing creative talent; optioning, acquiring, developing and producing content; distribution, licensing and exploitation of content; international production and distribution. *Offered spring semester.*

MM 643 The Publishing Industry. *Three credits.* A comprehensive and critical survey and overview of the publishing industry to include: industry structure; print and digital publishing; books, magazines, websites, blogs, video game development and publishing; production and marketing; branding; legal issues specific to the industry. The responsibilities of, and relationships among: writers, editors, literary agents, and publishing houses, are explored. *Offered fall semester.*

MM 644 The Music Industry. *Three credits.* A comprehensive and critical survey of the music industry to include: recording and publishing, distribution, artist management, labels, concert management, new media and technology platforms and formats; rights management, legal issues specific to the industry. The social, cultural, economic and political influences and the stylistic differences will be explored. *Offered fall semester.*

Capstone Experience: MM 650 and MM 651
The capstone experience consists of two courses, MM 650 and MM 651. A student would undertake to plan, produce and market a media venture during his/her matriculation in the program. Examples of such ventures could include establishing a media company, developing a radio show, producing a musical recording, producing a short film, creating a website, developing a new app, creating a magazine, etc. (These are all examples of actual ventures undertaken by graduate students in a similar program). The first course addresses the development/framing of a media proposal, while the second course addresses the implementation of the project. When possible, it is expected the same Instructor will teach MM 650 and MM 651 so that each student would have one faculty member to shepherd the project.

MM 650 Planning, Producing and Marketing a Media Venture-I. *Three credits.* In this course, students will be expected to apply principles of entrepreneurship, venture creation and development, by planning a business venture that relates to their interests and field of study within the media sector. Upon completion of this course, the students are expected to: a) understand the essential components of a comprehensive business plan; b) research and evaluate internal or external opportunities utilizing forecasts and projections of the project; and c) draft the essential marketing, financial, legal, organizational and administrative components of the business plan. Can only be taken after the first semester of study. *Offered fall semester.*

MM 651 Planning, Producing and Marketing a Media Venture-II. *Three credits.* In this course, students will be expected to: a) analyze strategic marketing concepts and management systems required to support the effective marketing of their media venture and
incorporate this material into a comprehensive marketing/distribution plan for their respective media venture product or service; b) assess the extent to which they were successful with their respective media venture goals, amend their business plans where and if necessary, and draft recommendations for the further development and growth of their specific media related endeavor or enterprise; c) design and implement a marketing/distribution plan for their media product or service, evaluate the success or failure of their strategies and goals, then revise and augment their business plans for future development and growth; and, d) have one-on-one interaction with the instructor of the course to either launch the venture or at minimum have all the components in place to launch the venture when resources/funding become available. If the alternative is elected, the venture will need to be “pitched” and approved. The students will also be expected to create and submit a portfolio—document all facets of this venture, reflect upon the creation and viability of the venture within the industry, as well as keep a written log of hours spent and type of tasks undertaken. Prerequisite: MM 650. Offered spring semester.

FINAL THREE COURSES (9 credits)
Final three courses may only be taken after completion of all core curriculum courses and two tier II courses.

**BU 652 Strategic Management.** Three credits. Examines the development and implementation of long-term plans designed to give the organization a competitive advantage. Investigates how industry structure and dynamics impact strategy development and looks at how core competencies are developed. Relies heavily on the use of cases and computer simulation. Offered fall and spring semesters.

**BU 662 Managing Organizational Change.** Three credits. In-depth analysis on how change is implemented in organizations and the impact it has on employees. Types of organizational change and methods used to implement change are examined. Relies heavily on cases and experiential exercises. Offered fall and spring semesters.

**BU 669 Strategic Leadership.** Three Credits. Students run a $100 million electronic sensor company over an 8 year period in a complex business simulation. Each Capstone company operates in five markets, Low, Traditional, High, Size and Performance. Each simulated year students will be required to make decisions in Research and Development, Finance, Human Resources, Production, Marketing and all aspects of Management. Labor Negotiations, TQM and Advanced Marketing modules may be added at the discretion of the professor. The simulation is conducted as a zero sum exercise which acts as a challenging culmination of knowledge gained throughout the MBA program. Offered fall and spring semesters.

**GENERAL**

**BU 691 Special Topics.** Three credits. A course dealing with a topic of special concern developed in response to student and department interest. Offered as required. Consult department chair.

**BU 693 Independent Study.** One to Three credits. This course provides a student with the opportunity to work independently, under the direction of a faculty member, on a topic not included in the regular offerings. Prerequisite: permission of department chair and an advisor.
SCHEDULED SEMESTER OFFERINGS

Some classes may be offered out of sequence; use this as a guide only.

Fall Semester
___BU 613  Statistics for Managers -F, S  3 credits
___BU 617  Economics for Managers-F, S  3 credits
___BU 619  Financial and Managerial Accounting - F, S  3 credits
___BU 621  Business Ethics-F  3 credits
___BU 624  Managerial Communication -F, S  3 credits
___BU 652  Strategic Management –F, S  3 credits
___BU 662  Managing Organizational Change –F, S  3 credits
___BU 660  Business and Economics Forecasting for Managers - F, S  3 credits
___BU 669  Strategic Leadership – F, S  3 credits
___BU 693  Independent Research-as requested  3 credits
___FI 638  Portfolio Theory &Management -F  3 credits
___FI 641  Financial Statement and Analysis - F  3 credits
___HC 620  Fiscal Management of Health Care Organizations – F  3 credits
___HC 637  Public Policy Analysis of Health Care - F  3 credits
___IB/MK 603  International Marketing -F  3 credits
___MG 613  Entrepreneurship – F  3 credits
___MG 614  Organizational Behavior - F  3 credits
___MG 619  Law and the Manager – F, S  3 credits
___MG 648  Non Profit Management - F  3 credits
___MK 642  Sales Management – F  3 credits
___MK 646  Marketing Management- F  3 credits
___MK 624  Digital Marketing- offered as required  3 credits
___MM 632  Media Accounting - F  3 credits
___MM 633  Media Law, Ethics & Contract Negotiation & Drafting - F  3 credits
___MM 640  History & Survey of Media Studies - F  3 credits
___MM 643  The Publishing Industry - F  3 credits
___MM 644  The Music Industry - F  3 credits
___MM650  Planning, Producing and Marketing a Media Venture-I - F  3 credits

The following courses have been offered in the past and may be offered in the future. For further information, contact the Department
___BU 628  Computers for Managers  3 credits
___FI 639  Mgmt. of Financial Institutions  3 credits
___IB/FI 104  International Banking  3 credits
___MK 641  Applied Marketing Research  3 credits
___BU 611  Emergency Management  3 credits
___MG 651  Mgmt. Theory and Evaluation  3 credits
___MK 648  Nonprofit and Public Sector Marketing  3 credits
___IB 608  Contemporary Issues in International Business  3 credits
___IB 531  Global Perspectives in Business  3 credits
___IS 522*  Database Programming and Connectivity TBA  3 credits
___IS 550 *  Electronic Commerce TBA  3 credits
___BU 691  Special Topics  3 credits

*May be taken in any major as an elective.
### Spring Semester

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offering</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BU 610</td>
<td>Management Decision Making &amp; Negotiation – S</td>
<td>F, S</td>
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<td>Employment Law - F, S</td>
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<td>Strategic Leadership – F, S</td>
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<td>BU 693</td>
<td>Independent Research- as requested</td>
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<td>Investment Analysis - S</td>
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<td>Securities Laws &amp; Regulations - even-numbered - S</td>
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<td>Money and Capital Markets - S</td>
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<td>Health Care Organization and Administration - S</td>
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<td>Seminar in International Business - S</td>
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<td>International Corporate Finance - S</td>
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<td>International Management – S</td>
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<td>Human Resource Management - S</td>
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<td>Management of Technology - even-numbered - S</td>
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<td>Emotional Intelligence and Leadership Effectiveness - S</td>
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<td>Consumer Behavior - S</td>
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<td>International Media Marketing and Distribution - S</td>
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<td>Film and Television - S</td>
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<td>MM 651</td>
<td>Planning, Producing and Marketing a Media Venture-II - S</td>
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ACCELERATED M.B.A. – ONE YEAR PROGRAM

The Wagner College Accelerated MBA program will provide an education that develops competitive managerial leaders and decision makers, in both private and public sectors. This will be done through the combination of liberal arts background and a comprehensive education in both theory and application in business, with flexible managerial perspective.

This one year program is for individuals who wish to expedite their entry into the job market, but still desire to pursue a master’s degree in Business Administration. This program is also appealing to individuals already in the job market who intend to obtain an MBA degree but prefer to attend a shorter, more intensive program in order to minimize their absence time from the job market.

TIME
The Accelerated MBA Program is an intensive full time program. Classes are held on three weekdays from morning till late afternoon, with most classes meeting once a week for three hours. The two remaining weekdays are intended for students’ homework assignments and self/group studying.

METHOD OF INSTRUCTION
Throughout the program students remain together as a cohort group and take their courses in a prescribed sequence. The curriculum employs both traditional and leading edge technologies in delivering management education. Methods of instruction include lectures, class discussions, case studies, advanced computer simulations, and experiential exercises.

One unique feature of the program is the use of a large-scale computer simulation. Participants in the simulation assume specific managerial roles in a fictitious organization and are given feedback on their use of strategic leadership skills and their ability to influence change in their organizations. This is done through an online website Capstone Capsim. After completion of the program an exam is administered to test the knowledge obtained by the students (CompXM).

As part of their program, students will participate in a field project related to their studies in international business and the business/government relationship. This field project is a one-week program in a major U.S. or foreign city. The field project has taken place in England, Italy, Ireland, Switzerland, France, Netherlands and Germany.

WAGNER PERSONALIZATION
Team Building – Before traditional coursework begins all students in the program and the director of the program spend four days off-campus working together doing team building exercises. They also learn to work together cohesively and are introduced to the complete program.

Director Involvement – Students’ progress is constantly monitored and discussed with the director of the program.
BUSINESS ADMINISTRATION – ACCELERATED M.B.A.

Job Search – Wagner College places and emphasis on helping students find a job, as such the Career Development Center provides students with the tools that will assist them to find a job in their field of study following graduation.

ADMISSION REQUIREMENTS
Admission is highly selective. Candidates with a baccalaureate degree from an accredited undergraduate institution with a GPA of 3.25 or greater are invited to apply.

To apply, candidates should submit the following:
- an application and application fee
- GMAT for non-Wagner alumni
- transcript of undergraduate degree
- two letters of recommendation
- personal statement essay
- personal interview with the director of graduate business programs

For further information, call the Wagner College Office of Graduate Programs at 718-390-3411.

COST
The fixed tuition investment for the program includes:
- tuition for 46 academic credits (15 courses including field project)
- all textbooks and College fees
- majority of costs associated with the field project except lunch and dinner
- dedicated graduate writing center
- laptop
- financial calculator
- tuition is payable in five installments

PROGRAM OF STUDY
The curriculum consists of 46 credits. The program runs for three consecutive semesters and lasts 12 months, starting in the summer. Program graduates receive an MBA in management with a strong international focus.

COURSE DESCRIPTIONS
BUA 600 Team Building. Three Credits. Before traditional coursework begins, all students in the program and the director of the program will spend four days off campus working together doing team-building exercises and learning to work together cohesively while being introduced to the complete program. Theories of leadership and team building will be presented and tested. All faculty join for lunch or one afternoon to explain Teaching Philosophy.

BUA 613 Statistics for Managers. Three Credits. This course focuses on the practical application of statistical techniques to specific management problems. Topics include: presentation of data, defining variables, descriptive statistics, measures of central tendency, probability distributions, hypothesis testing, analysis of variance, chi-square testing, and correlation - regression analysis.
BUA 617 Economics for Managers. *Three Credits.* This course provides the economic analysis and applications necessary for managerial decision making. Topics include: demand, supply and elasticity, estimating demand functions, the fundamentals of macroeconomics and forecasting, the analysis of production, cost and technology, and market structure and strategic planning. Course presentation relies heavily on case analysis and supply chain analysis.

BUA 619 Financial and Managerial Accounting. *Three Credits.* Covers basic accounting theory and practice with special emphasis on the concepts of understanding income determination, cash flow, and the managerial uses of accounting information. Topics include: transaction and cost operations, depreciation, inventories, statement preparation and analysis, stockholders’ equity transactions, fund statement, capital budgeting, and special analysis for management.

BUA 620 Managerial Finance. *Three Credits.* The study of financial techniques designed to maximize the value of the corporation. Topics include: capital budgeting and discounted cash flow techniques, leasing, cost of capital, equity and bond financing, working capital management, financial statement analysis, and capital structure. This course will be integrated and team taught with BUA 617.

BUA 621 Business Ethics. *Three Credits.* An understanding of important ethical issues that a manager faces with respect to employment and the continued running of a firm. Emphasis will be placed on applying ethical theories to practice through the analysis of case studies.

BUA 622 Managerial Communication. *Three Credits.* Designed to prepare business leaders for the communication challenges of the workplace, this course works with students to improve their oral presentation skills, written skills, and graphic skills; regardless of current skill level. The goal is for each student to complete the course highly competent in each of these areas.

BUA 623 Leadership Development. *Three Credits.* An intense course focusing on the skills necessary to promote and manage individual as well as group dynamics in today's business environment. With a combination of theory, personal assessment and new cognitive skills the student will be exposed to conflict resolution, giving and receiving feedback, creating vision and team-building, including coaching and mentoring. In addition, leadership values and styles with negotiation and decision making activities will better equip the student for real life situations. Case studies, videos and role playing exercises will be a significant part of the course.

BUA 624 History of Management Thought. *Three Credits.* A reading and critical review of the major texts which represent the history and philosophy of management thought as it emerged from economics, sociology, psychology, industrial engineering, and management perspectives. An attempt is made to ground the material in the social and political history of the time period, understand how the material represents an addition to, or break from, management thought then prevailing, and determine how it has influenced current practice and research in the field.

BUA 625 Strategic Marketing. *Three Credits.* This is a rigorous advanced course in competitive strategy set at the level of the business as it faces competitors at the product
BUSINESS ADMINISTRATION – ACCELERATED M.B.A.

market level. The course consists of lectures and formal case presentations recommending strategic actions by student teams to counterpart teams representing senior managers responsible for approving their recommendation. Topics covered include both the process and content of strategic action and interaction, strategic models, brands as a source of competitive advantage, methods for comparing competitive offers and strategies, scenario analysis, competitive signaling, and competitive intelligence.

BUA 632 Working Capital Management. Three Credits. Exposure to corporate decisions in restructuring and managing working capital while assessing the risks and returns of corporate decisions. This course will arm the MBA graduate with the tools to ascertain optimum strategies for strategic forecasts and financial decisions. Topics include management of short/long term assets and liabilities, financial statement analysis, planning, budgeting, strategic plans and bankruptcy. Financial instruments including stocks, bonds, futures, options and swaps will be discussed. Financial calculator (TI BA II Professional) and excel functions will be utilized in all facets of working capital decision making, incorporating FV, NPV and IRR.

BUA 640 Global Competitive Business Study. Three Credits. Students will attend a one-week field project overseas that is related to international trade, government – business relations, and political economy.

BUA 652 Strategic Management. Three Credits. This course examines the development and implementation of long–term plans designed to give the organization a competitive advantage. It investigates how industry structure and dynamics impact strategy development and examines how core competencies are developed. Relies heavily on the use of cases.

BUA 660 Strategic Leadership. Three Credits. Students run a $100 million electronic sensor company over an 8 year period in a complex business simulation. Each Capstone company operates in five markets, Low, Traditional, High, Size and Performance. Each simulated year students will be required to make decisions in Research and Development, Finance, Human Resources, Production, Marketing and all aspects of Management. Labor Negotiations, TQM and Advanced Marketing modules may be added at the discretion of the professor. The simulation is conducted as a zero sum exercise which acts as a challenging culmination of knowledge gained throughout the MBA program.

BUA 661 Action Learning Project. Three Credits. Each student group, under the supervision of faculty, would function as "consultants" for specific companies and develop plans to respond to business problems facing these organizations. These groups would make presentations of their findings to the organizations' management on-site with faculty present. This presentation would serve as the final examination for the course.

BUA 662 Reflective Tutorial and Career Development. One Credit. This course would serve as a means for the student to synthesize, tie together, and critique the program. This course would also include training from the College's career development office with respect to resume writing and job search.
The Wagner College Executive M.B.A. - Weekend Program is intended for experienced professionals who aspire to advance their careers and education by earning an M.B.A. The program is designed to accommodate the active schedules of managers and administrators. Candidates are able to complete their degree in less than two years by attending classes on weekends without interruption to their careers.

**TIME**

Classes are scheduled every Saturday (8:30 a.m.-4:30 p.m.), for three semesters during the year. No classes will be offered on holidays or during August. Such a schedule gives students the opportunity to attend classes only on alternate weekends and imposes minimum interruptions in their work and personal activities. Courses are taken in a prescribed sequence.

**METHOD OF INSTRUCTION**

The curriculum employs both traditional and leading-edge technologies in delivering management education. Methods of instruction include lectures, class discussions, case studies, computer simulations, and experiential exercises.

One unique feature of the program is the use of a large-scale behavioral simulation. Participants in the simulation assume specific managerial roles in a fictitious organization and are given feedback on their use of strategic leadership skills and their ability to influence change in their organizations. This is done through an online website Capstone Capsim. After completion of the program an exam is administered to test the knowledge obtained by the students (CompXM).

As part of their program, students will participate in a field project related to their studies in international business and the business/government relationship. This field project is a one-week program in a major U.S. or foreign city. Since 1999 the field project has taken place in England, Italy, Ireland, Switzerland, France, Netherlands and Germany.

As members of this program, students will attend classes with other professionals and share their experiences and perceptions.

**ADMISSION REQUIREMENTS**

Admission is highly selective. Candidates with the following qualifications are invited to apply:

- a baccalaureate degree from an accredited undergraduate institution
- minimum of six years experience in a managerial or administrative position (recommended)
- employer sponsorship is recommended

To apply, candidates should submit the following:

- an application and application fee
- current professional resume
- transcript of undergraduate degree
- two letters of recommendation
- personal interview with the director of graduate business programs
EXECUTIVE M.B.A. – WEEKEND PROGRAM

For further information call the Wagner College Admissions Office 718 390-3411.

COST
The fixed tuition investment for the program includes:
- tuition for 45 academic credits (15 courses including field project)
- all textbooks and College fees
- meals and refreshments during class days
- majority of costs associated with the field project
- dedicated graduate writing center
- laptop
- financial calculator

Tuition is payable in five installments.

PROGRAM OF STUDY
The curriculum consists of 45 credits. Courses are grouped into three segments including a functional tier, an integrative tier, and a behavioral tier.

The program provides a strong functional core that gives participants specific technical expertise in economics, accounting, management, marketing, finance, statistics and computer usage. The integrative tier insures that participants understand how the entire organization functions and the interrelationship of the organization with its environment. The behavioral tier helps participants learn about the consequences of their personal management style and to develop more effective methods of motivating the people they manage. Collectively, the courses of study provide participants with the knowledge and skills necessary for dealing with the new and complex problems and challenges that today’s managers face in our rapidly changing society and world.

Students remain together as a cohort group and take their courses in sequence.

COURSE DESCRIPTIONS

ACE 610 Managerial Accounting. Three credits. The application of accounting concepts and techniques to managerial control and decision making. Attention is given to financial statement analysis, cost allocation, variance analysis, and management controls.

BUE 612 Applied Data Analysis. Three credits. The practical application of statistical techniques, supported by computer software, to specific management problems. Skills in using the computer to perform various statistical analyses and presenting data are developed.

BUE 616 Managerial Economics. Three credits. The application of microeconomic concepts to economic problems facing the firm: demand analysis and forecasting, production and cost functions, pricing decisions under varying conditions of risk, profit analysis, and market structure.

BUE 620 Operations Management/IT for Competitive Advantage. Three credits. This course provides a strategic perspective on value chains that create and deliver goods and services to customers. The course will introduce principles and tools that are related to the design, measurement, improvement, and sustainability of processes within an organization. Course topics explore the role of market segment choices and operating priorities as they
influence decisions about process flows, supply chain design, process architecture, customer service, waste reduction, quality, responsiveness, and social responsibility.

**BUE 640 Global Competitive Business Study.** *Three Credits.* Students will attend a one-week field project overseas or in the United States related to international trade, government-business relations, and political economy. Presentations will be given by top academic, government and corporate officials accompanied by an intensive question and answer period. Recent visits include: England, Germany, Ireland, Italy, Netherlands, France and Switzerland.

**BUE 641 Data Collections Methods.** *Three credits.* The use of business research methods to study problems facing the firm. An understanding of the various methods used to collect data (focus groups, interviews, surveys, observations) and analyze data is developed.

**BUE 660 Executive Leadership.** *Three credits.* The goal of this course is to help you develop your leadership potential. Beyond intelligence and technical savvy, what separates leaders from average managers is a set of individual skills, such as the ability to make sound decisions under ambiguous circumstances, and a set of social skills, such as the ability to build productive working relationships among team members. Students run a $100 million electronic sensor company over an 8 year period in a complex business simulation. Each Capstone company operates in five markets, Low, Traditional, High, Size and Performance. Each simulated year students will be required to make decisions in Research and Development, Finance, Human Resources, Production, Marketing and all aspects of Management. Labor Negotiations, TQM and Advanced Marketing modules may be added at the discretion of the professor. The simulation is conducted as a zero sum exercise which acts as a challenging culmination of knowledge gained throughout the MBA program.

**FIE 632 Working Capital Management.** *Three credits.* Exposure to corporate decisions in restructuring and managing working capital while assessing the risks and returns of corporate decisions. This course will focus on the role of the CFO and how he/she strategically approaches financial problems and future capital expenditure plans using the latest data to arrive at these decisions. Topics include management of short/long term assets and liabilities, financial statement analysis, planning, budgeting, strategic plans and bankruptcy. Financial instruments including stocks, bonds, futures, options and swaps will be discussed. Financial calculator (TI BA II Professional) and excel functions will be utilized in all facets of working capital decision making, incorporating FV, NPV and IRR.

**FIE 633 Managerial Finance.** *Three credits.* The study of financial techniques to maximize the value of the corporation. Topics covered include capital budgeting and discounted cash flow techniques, cost of capital, equity and bond financing, working capital management and capital structure.

**MGE 605 Global Strategy—Integrated with Six Sigma** *Three credits.* The course will focus on how multinational corporations and other firms create and sustain competitive advantage in a highly competitive, networked economy. Models that will be studied include Porter’s Five Forces. Strategic innovation, the resource based view of a firm, and new business models are other important topics. Emphasis is placed on strategy formulation at the corporate level as well as implementation of strategies across all levels of the organization.
MGE 610 Negotiation and Management of Critical Issues. *Three credits.* Analysis and practice of management and interpersonal dealings utilized in the business environment. The course explores writing techniques linked with business correspondence and reports required by managers and business professionals. Emphasis will also be placed on current management issues in organizations such as change, conflict resolution, negotiation, re-engineering, customer dealings, crisis management, technology, and globalization.

MGE 614 Leading and Managing Corporate Change. *Three credits.* This course will increase a student's understanding of organizational change by providing an integrative overview of the many human issues, such as motivation, leadership, and control systems, that comprise the art of managing change. Additionally, this course will highlight the role played by having a positive attitude toward change—conflict resolution is also stressed.

MGE 618 Total Quality Management/Six Sigma. *Three credits.* This course examines the underlying principles of the quality initiative and a number of emerging strategies for leadership and organizational change. It includes critical areas that must be addressed if the TQM processes are to take root in any organization: relationship skills, communication skills, motivational management, and personal performance. Emphasis is placed on making the organization more customer-focused in its behavior. Six sigma protocol and projects are introduced.

MGE 650 Research in Business Ethics and Employment Law. *Three credits.* This course will allow students to develop particular knowledge in business ethics by structuring and completing a faculty-supervised research project. This area of investigation is proposed in writing to a professor by the student and must be approved by the professor. Students display research skills and technical competence through the oral presentation of a written report outlining the nature and significance of the project chosen and the resulting conclusions.

MKE 646 Global Strategic Marketing. *Three credits.* This course examines how the international market environment affects the design and implementation of a successful marketing strategy in global markets. The course is designed to provide the participants with an enhanced concept of the following: the international dimensions of marketing; conceptual frameworks to analyze the environmental uniqueness of each market with emphasis on the cultural, economic, and political elements; skills in the discussion of such issues as business ethics, trade protectionism, marketing practices of MNCs, and transfer pricing; development of research skills in international marketing, especially in identifying information sources, data collection, analysis, report writing and presenting; and the ability to design, develop and implement a full-scale international marketing plan.
The Education Department develops and nurtures professional educators through engaging coursework that incorporates the best, most compelling research on effective education and human development; applies that learning through rich field-based experiences in our partner schools; and practices continuing reflection to deepen understandings and improve skills. Our graduates are caring, curious, competent, committed, and community-active—individuals exhibiting the “5 C’s.” Students are prepared to think and work within an inclusive, constructivist and democratic paradigm. The Department is nationally accredited, with both undergraduate and graduate programs that adhere to the highest state and national standards. Detailed information about our program philosophy, processes, and learning outcomes is available on our website.

Candidates in Wagner's graduate teacher preparation programs receive qualifications for certification in the areas associated with our programs, including dual certifications in general education and students with disabilities for our Early Childhood (Birth-grade 2), Childhood (1-6) and Adolescent (7-12) programs.

Wagner College students who have completed an articulated undergraduate minor in either Childhood or Adolescent Education are able to complete the master's program in 3 or 4 semesters, counting summer.

Graduate Program Requirements

Wagner College offers 4 graduate programs leading to initial/professional certification:

- Childhood Education/Students with Disabilities (grades 1–6)
- Adolescent Education/Students with Disabilities (grades 7–12)
- Early Childhood Education/Students with Disabilities (Birth–grade 2)
- Teaching Literacy (Birth–grade 6)

Early Childhood Education and Teaching Literacy are advanced masters’ programs requiring candidates to hold a valid NYS license in Childhood or Early Childhood education.

The Department also offers two executive licensure programs, one for School Building Leadership and one for School District Leadership.

**General Admission Requirements:** All students must apply to Wagner College’s Division of Graduate Studies and meet admissions requirements of the College. In addition, candidates must meet the following Departmental requirements for all programs. Students may have to complete additional undergraduate courses alongside their master’s degree program before student teaching or practicum courses to ensure they meet certification requirements; applicants meet with an academic advisor to assess undergraduate transcripts and professional experiences to develop a plan of study.

- Undergraduate GPA of at least 3.0.
- Undergraduate GPA in the major of at least 3.0.
- Two general liberal arts courses from each of the following disciplines, with a minimum grade of C in each class: English, Social Sciences, Science, Arts, and
Mathematics. Candidates seeking initial licensure in Childhood or Adolescent Education must have a minimum grade of B in one of the two mathematics courses or have advanced mathematics coursework.

- One foreign language course with a minimum grade of C.
- Two letters of recommendation addressing personal, professional, and academic qualities relevant to the program.
- A positive interview demonstrating commitment to teaching students with differing abilities and from diverse backgrounds.

Additional entry requirements are listed under each program’s admissions standards.

**Progression through Programs:** Teacher education candidates must meet standards for program progression before entering upper-level courses and again before student teaching. To be a candidate in good standing, candidates must achieve a 3.0 overall GPA and no less than a B in all required coursework; pass background checks through required fingerprinting processes; demonstrate computer competencies; have satisfactory reports from supervisors of fieldwork; and meet program standards in all courses assessing dispositions, knowledge, and application of skills necessary for being an effective teacher. Before student teaching or other clinical work, candidates must have filled any gaps in their general liberal arts and major requirements as identified on admission through transcript analyses. In addition, candidates must have taken all required workshops and passed all State-required exams applicable to the certification fields, with the exception of edTPA, which is completed during student teaching.

**Certification:** Students must hold at minimum a 3.0 overall GPA and 3.0 in all education courses, meet all additional course requirements as outlined in the Bulletin, and receive at least a 3.0 in all practicum and student teaching classes to qualify for College recommendation for certification. In addition to coursework, students are required to meet all additional New York State requirements to be eligible for recommendation for certification. See the website for the most up-to-date information on current state requirements. **Students are ineligible for recommendation for certification if the Department, the school, or the student teaching supervisor suggests the candidate be removed from the placement site.**

**Programs of Study**

**MASTER OF SCIENCE IN EDUCATION – CHILDHOOD EDUCATION/STUDENTS WITH DISABILITIES (1–6)**

The Childhood Education program leads to New York State (NYS) initial/professional certification in Childhood Education (1–6) and Childhood Education for Students with Disabilities (1-6).

**Program Requirements**

The program requires 39 graduate credits. Individuals who hold initial licensure in Childhood Education or who have completed Wagner College’s undergraduate minor in Childhood Education can qualify for up to 9 credits towards the degree upon Departmental analysis of transcripts and life experiences.

In preparation for student teaching, candidates complete a minimum of 190 clock-hours of field placements in educational settings, distributed throughout Introduction, Core, and...
Methods courses. Field placements include 140 hours of required guided professional field experiences directly connected to course content to ensure candidates have appropriate field experiences across a range of settings and 50 hours of professional experiences candidates may select from a menu of approved field placements. For current field placement options and requirements, see the Departmental website.

Admission Requirements
In addition to general requirements for admission into the Division of Graduate Studies, this program requires:
* Thirty-six semester hours of undergraduate, college-level credit in a liberal arts and sciences discipline. Students not meeting the undergraduate course requirements may appeal to co-enroll in graduate education courses while completing these required classes. All credits must be completed before being eligible for student teaching.
* An interview with department faculty to determine the candidate’s readiness for program entry.

Course Requirements
Introduction (6 credits)
- ED 601 Learning Environments for Students with Exceptionalities 3 credits
- ED 650 The Elementary Classroom in an Inclusive Setting 3 credits

Core Requirements (9 credits)
- ED 600 Curriculum Development & Strategies for Teaching 3 credits
- ED 603 Human Development: Childhood to Pre-adolescence 3 credits
- ED 605 Dynamics of Human Relations 3 credits

Methods (15 credits)
- ED 613 Inclusive Methods I: Social Studies, PE, & Health 3 credits
- ED 614 Inclusive Methods II: Science, Math, Technology, & Arts 3 credits
- ED 635 Advanced Studies in Literacy for the B-6 Inclusive Classroom 3 credits
- ED 636 Intervention Strategies for Students with Reading Difficulties 3 credits
- ED 687 Educational Testing and Assessment 3 credits

Workshops (0 credits)
- ED 500G S.A.V.E Workshop 0 credits
- ED 501G Autism Workshop 0 credits
- ED 502G Child Abuse Workshop 0 credits
- ED 503G Anti-Bullying Workshop 0 credits
- ED 504G Classroom Management 0 credits
- ED 506G 0 credits

Clinical Practice (9 credits)
- ED 550A Student Teaching: Inclusive/Childhood Grades 1–3 3 credits
- ED 560A Student Teaching: Inclusive/Middle Grades 4–6 or 7-9 3 credits
- ED 580G School, Diversity, & Society: Elementary Schools 3 credits

MASTER OF SCIENCE IN EDUCATION – ADOLESCENT EDUCATION/STUDENTS WITH DISABILITIES (7–12)
The Adolescent program leads to dual New York State initial/professional certification in both a subject area for Adolescent Education and Adolescent Education for Students with
Disabilities—Generalist 7-12. Subject area certification is available in the following disciplines:

- Biology
- Chemistry
- English
- French
- Mathematics
- Physics
- Social Studies
- Spanish

Program Requirements
The program requires 39 graduate credits. Individuals who hold initial licensure in 7-12 Education or who have completed Wagner College’s undergraduate minor in Adolescent Education can qualify for up to 9 credits towards the degree upon Departmental analysis of transcripts and life experiences.

In preparation for student teaching, candidates complete a minimum of 215 clock-hours of field placements in educational settings, distributed throughout Introduction, Core, and Methods courses. Field placements include 165 hours of required guided professional field experiences directly connected to course content to ensure candidates have appropriate field experiences across a range of settings and 50 hours of professional experiences candidates may select from a menu of approved field placements. For current field placement options and requirements, see the Departmental website.

Admission Requirements
In addition to general requirements for Admission into the Division of Graduate Studies, this program requires:

* 36 semester hours of undergraduate college-level credit in a liberal arts and sciences discipline.
* At least 36 credits in one of the following 8 disciplines: Biology, Chemistry, English, French, History, Mathematics, Physics, or Spanish, with a 3.0 overall in that major or its equivalent and no course lower than a C.
* Students not meeting the undergraduate course requirements may appeal to co-enroll in graduate education courses while completing these required classes, though all credits must be completed before being eligible for student teaching.
* An interview with department faculty to determine the candidate’s readiness for program entry.

Course Requirements
Introduction (6 credits)
ED 601 Learning Environments for Students with Exceptionalities 3 credits
ED 559G The Secondary Classroom in an Inclusive Setting 3 credits

Core Requirements (9 credits)
ED 600 Curriculum Development & Strategies for Teaching 3 credits
ED 605 Dynamics of Human Relations 3 credits
ED 607 Human Development: Adolescence through Adulthood 3 credits

Methods (15 credits)
ED 654 Theory & Practice of Second Language Acquisition 3 credits
ED 656 Classroom Management 3 credits
ED 562G Content Area Reading & Writing 3 credits
ED 687 Educational Assessment & Testing 3 credits
ED 680 Inclusive Secondary Education Curriculum & Methods 2 credits

and one of the following:
ED 668 Inclusive Secondary Methods: Mathematics
ED 669 Inclusive Secondary Methods: Science
ED 673 Inclusive Secondary Methods: Social Studies 1 credit
ED 674 Inclusive Secondary Methods: Language Arts
ED 675 Inclusive Secondary Methods: Languages Other Than English

Workshops (0 credits)
ED 500G S.A.V.E Workshop 0 credits
ED 501G Autism Workshop 0 credits
ED 502G Child Abuse Workshop 0 credits
ED 503G Anti-Bullying Workshop 0 credits
ED 506G 0 credits

Clinical Practice (9 credits)
ED 560A Student Teaching: Inclusive/Middle Grades 4–6 or 7-9 3 credits
ED 570A Student Teaching Inclusive/Secondary Grades 10-12 3 credits
ED 604 School, Diversity & Society: Secondary Schools 3 credits

MASTER OF SCIENCE IN EDUCATION – EARLY CHILDHOOD EDUCATION/STUDENTS WITH DISABILITIES (BIRTH-GRADE 2)
The Early Childhood program is available only to candidates who hold a valid NYS certification in either childhood or early childhood education. The program leads to NYS initial/professional certification in Early Childhood Education and Early Childhood Education for Students with Disabilities (Birth-2nd grade).

Program Requirements
A minimum of 37 credits is required, with 12 credits in the core, 16 credits in Early Childhood requirements, and 9 credits of research and clinical practice.

In preparation for the clinical practicum, candidates complete a minimum of 210 clock-hours of field placements in educational settings. Field placements include 160 hours of required guided professional field experiences directly connected to course content to ensure candidates have appropriate field experiences across a range of settings and 50 hours of professional experiences candidates may select from a menu of approved field placements. For current field placement options and requirements, see the Departmental website.

Admission Requirements
In addition to general requirements for Admission into the Division of Graduate Studies, this program requires:

- Valid NYS certification in elementary education or early childhood education
- An interview with department faculty to determine the candidate’s readiness for program entry
- Documentation of completed workshops, State test results, and fingerprint clearance with both the City and State.
**EDUCATION, M.S.Ed.**

Course Requirements

**Core (12 credits)**
- ED 600 Curriculum Development & Strategies for Teaching 3 credits
- ED 608 Philosophical Foundations of Education 3 credits
- ED 654 Theory & Practice of Second Language Acquisition 3 credits

and one of the following:
- ED 603 Human Development: Childhood to Pre-Adolescence 3 credits
- ED 605 Dynamics of Human Relations

**Program Requirements (16 credits)**
- ED 615 Parent, Family, and Community Cooperation & Collaboration 3 credits
- ED 618 Holistic Instruction: Aesthetic Education & the Curriculum 3 credits
- ED 620 Advanced Curriculum Development & Instruction (Birth-2) 3 credits
- ED 620L Advanced Curriculum Development & Instruction (Birth-2) Lab 1 credit
- ED 621 Linguistic, Numerical, & Artistic Symbols & Tools 3 credits
- ED 622 Learning Differences in the Inclusive Setting (Birth-2) 3 credits

**Workshops (0 credits)**
- ED 500G S.A.V.E Workshop 0 credits
- ED 501G Autism Workshop 0 credits
- ED 502G Child Abuse Workshop 0 credits
- ED 503G Anti-Bullying Workshop 0 credits
- ED 506G 0 credits

**Research & Clinical Practice (9 credits)**
- ED 624 Advanced Research 3 credits
- ED 694 Practicum in Early Childhood 3 credits
- ED 699 Action Research Project 3 credits

**Master of Science in Education – Teaching Literacy (Birth-Grade 6)**

The Teaching Literacy program is available only to candidates who hold a valid NYS certification in either childhood or early childhood education. The program leads to NYS initial/professional certification in Teaching Literacy (Birth-6th grade).

Program Requirements
- A minimum of 37 credits is required, with 12 credits in the core, 16 credits in Literacy requirements, and 9 credits of research and clinical practice.

In preparation for the clinical practicum, candidates complete a minimum of 210 clock-hours of field placements in educational settings. Field placements include 160 hours of required guided professional field experiences directly connected to course content to ensure candidates have appropriate field experiences across a range of settings and 50 hours of professional experiences candidates may select from a menu of approved field placements. For current field placement options and requirements, see the Departmental website.
Admission Requirements
In addition to general requirements for Admission into the Division of Graduate Studies, this program requires:

- Valid NYS certification in elementary education or early childhood education
- An interview with department faculty to determine the candidate’s readiness for program entry
- Documentation of completed workshops, State test results, and fingerprint clearance with both the City and State.

Course Requirements

Core (12 credits)
ED 600 Curriculum Development & Strategies for Teaching 3 credits
ED 608 Philosophical Foundations of Education 3 credits
ED 654 Theory & Practice of Second Language Acquisition 3 credits

and one of the following:
ED 603 Human Development: Childhood to Pre-Adolescence 3 credits
ED 605 Dynamics of Human Relations

Program Requirements (16 credits)
ED 635 Advanced Studies in Literacy for the B–6 Inclusive Setting 3 credits
ED 636 Intervention Strategies for Students with Reading Difficulties 3 credits
ED 636L Practicum for Intervention Strategies for Reading Difficulties 1 credit
ED 637 Literature for Children 3 credits
ED 639 Language Development & Reading 3 credits
ED 667 Interdisciplinary & Content Area Literacy Development 3 credits

Workshops (0 credits)
ED 500G S.A.V.E Workshop 0 credits
ED 502G Child Abuse Workshop 0 credits
ED 503G Anti-Bullying Workshop 0 credits
ED 506G

Research & Clinical Practice (9 credits)
ED 624 Advanced Research 3 credits
ED 696 Practicum for Teaching Literacy B-6 3 credits
ED 699 Action Research Project 3 credits

Certifications in Educational Leadership
The Wagner College Executive Graduate Program in Educational Leadership is intended for Educators wishing to pursue a Master’s Degree in School Building Leader and/or Advanced Certification in School District Leadership. The program is designed in a unique school-based, weekend, online, and summer cohort format so that the Master’s Degree of Science in Educational Leadership program may be completed in 12-15 months.
Cohorts enter in summer, usually with an intensive week-long summer institute. In fall and spring semesters, courses are scheduled all day Saturdays or Sundays during the semester. Applicants should be prepared to have weekends available for the months of September through November and February through April. All courses in the Executive programs include significant school-based research and practice aligned to the course goals and national Educational Leadership Constituent Council (ELCC) standards.

Program Requirements
Educators wishing to pursue Master of Science Degree in School Building Leadership and/or Advanced Certification in School District Leadership need the following for admission:
1. A Master's Degree with a minimum average of 3.0 ("B")
2. A valid NYS teaching certificate
3. Evidence of four years’ teaching experience in an accredited public or private school or equivalent
4. Professional recommendations (3)
5. Essay on Leadership
6. Interview with faculty of the program and region partners (purpose: to demonstrate leadership potential)
7. Letter of support from a current school or district leader verifying the feasibility of significant field-based learning opportunities in the fall and spring terms (may be a recommender)

For the School Building Leadership program, 30 credits are required. Candidates seeking School District Leadership certification must first complete School Building Leadership certification and then complete 9 additional credits focused on district leadership.

School Building Leadership - 30 credits
EDL 700 Organizational Change and School Leadership 3 credits
EDL 701 Foundations of Educational Leadership 3 credits
EDL 702 Quality Curriculum and Instructional Improvement 3 credits
EDL 703 Evaluating Teaching and Learning 3 credits
EDL 704 Action Research Seminar in Educational Leadership 3 credits
EDL 705 Law, Policy and Finance 3 credits
EDL 706 Personal Leadership in Educational Contexts 3 credits
EDL 707 School Building Leadership: Theory into Practice 3 credits
EDL 708 Leadership that Promotes Student Achievement 3 credits
EDL 711 School Leadership Internship 3 credits

School District Leader - 9 Credits
EDL 709 School District Leadership: Theory into Practice 3 credits
EDL 710 Leading Systemic School Improvement: Change & School Reform 3 credits
EDL 712 School District Administration and Supervision 3 credits
GRADUATE COURSE DESCRIPTIONS

ED 500G S.A.V.E. Workshop. Zero credits. The Safe Schools Against Violence in Education (S.A.V.E.) workshop is a state-mandated workshop training, required for all education students enrolled in certification programs regardless of their future certification intentions. Offered fall and spring.

ED 501G Autism Workshop. Zero credits. The Autism workshop is a state-mandated workshop training, required for all education students enrolled in certification programs leading to students with disabilities certification, regardless of students’ future certification intentions. Prerequisite: ED 601. Offered fall and spring.

ED 502G Child Abuse Workshop. Zero credits. The Child Abuse workshop is a state-mandated workshop training, required for all education students enrolled in certification programs leading to students with disabilities certification, regardless of their future certification intentions. Offered fall and spring.

ED 503G Anti-Bullying Workshop. Zero credits. The Dignity for All Students Act (D.A.S.A.) workshop is a state-mandated workshop training in anti-bullying, required for all education students enrolled in certification programs regardless of their future certification intentions. Prerequisites: ED 600 and ED 605. Offered fall and spring.

ED 504G Classroom Management. Zero credits. The Classroom Management workshop is a program-mandated workshop required for all education students enrolled in 1-6 certification programs regardless of their future certification intentions. Offered fall and spring.

ED 505G Professional Field Experiences Lab. Zero units. This lab is a co-requisite to education classes with pre-arranged field experiences. Hours for the Professional Field Experiences Labs vary by class and are published each term through linked Lab and coursework sections, as needed.

ED 550A Student Teaching: Inclusive/Childhood Grades 1-3. Three credits. The teacher candidate’s preparation for teaching diverse children in grades 1-3 culminates in a full-time, seven week, 220-hour directed teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning, implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student’s college supervisor, accompanies the clinical experience. Either ED 550A or ED 560A must be in a special education context. Prerequisites: Completion of all required Education courses and all required workshops (ED 500 through ED 504 and ED 506); status as an Education major in good standing, including a B average overall and a B minimum in all courses; and passing scores on all State certification exams for Childhood/Special Education 1-6 except edTPA. Co-requisites: ED 560A, ED 580G. Offered fall and spring.

ED 559G The Secondary Classroom in an Inclusive Setting. Three credits. This course surveys a variety of general and special education topics about secondary schools, including historical and comparative contexts of schooling; socio-cultural influences on student
learning; standards-based, professionally aligned curriculum design; content-specific pedagogy; authentic instruction and assessment; and differentiation within the high school context. Candidates develop constructivist instructional units and implement and assess lesson plans. The class explores models of secondary instruction such as tracking, integrated co-teaching, expeditionary, and vocational education. Includes 15 hours of professional field experiences. Generally offered fall or spring; check with the Department for current cycle.

ED 560A Student Teaching: Inclusive/Middle Grades 4-6 or 7-9. Three credits. The teacher candidate’s preparation for teaching diverse children in late elementary grades (4-6) or early secondary grades (7-9) culminates in a full-time, seven week, 220-hour directed teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning, implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student’s college supervisor, accompanies the clinical experience. Either ED 550A or ED 560A must be in a special education context. Prerequisites: Completion of all required Education courses and all required workshops (ED 500 through ED 503 and ED 506); status as an Education major in good standing, including a B average overall and a B minimum in all education courses; and passing scores on all State certification exams for the certificate sought except edTPA. Offered fall and spring.

ED 562G Content Area Reading and Writing. Three credits. The course explores methods of teaching reading, writing, speaking, listening, and study skills in content area subjects in the secondary curriculum, with an emphasis on working with culturally and linguistically diverse students in inclusive settings. Candidates study the theory and practice of reading and writing, questioning and discussion, vocabulary, study strategies, fiction, and non-fiction across the curriculum. Approaches include collaborative, individual, electronic, and visual instructional techniques to address the needs of diverse classrooms. Using State and professional association standards that support literacy development for diverse learners (TESOL, CEC, and New York State Common Core and subject area standards), candidates plan differentiated content area learning and assessments for students who are English speakers and English language learners and for those with special needs or interrupted formal education (SIFE). Includes 25 hours of professional field experience. Offered spring and summer.

ED 570A Student Teaching: Inclusive/Secondary Grades 10-12. Three credits. The teacher candidate’s preparation for teaching diverse children in secondary grades (10-12) culminates in a full-time, seven week, 220-hour directed teaching experience in an accredited inclusive and/or self-contained classroom led by a teacher certified in the target certification area. The experience includes orientation to school and classroom, practice in planning instruction, developing teaching and evaluation skills, and improving professional relations skills. Candidates are expected to participate fully in instructional activities throughout the placement, assuming responsibility for the class during the last week, planning, implementing, and assessing technology-enhanced, constructivist, and interdisciplinary instruction. A regularly scheduled reflection seminar totaling 7 hours, led by the student’s college supervisor, accompanies the clinical experience. Either ED 560A or ED 570A must
be in a special education context. **Prerequisites:** Completion of all required Education courses and all required workshops (ED 500 through ED 503 and ED 506); status as an Education major in good standing, including a B average overall and a B minimum in all education courses; and passing scores on all State certification exams for the certificate sought except edTPA. **Co-requisites:** ED 560A, ED 604. **Offered fall and spring.**

**ED 580G School, Diversity & Society: Elementary Schools. Three credits.** This capstone course, which requires a comprehensive professional portfolio demonstrating effectiveness as an elementary school teacher, explores broad educational issues in light of current research and candidates’ student teaching experiences. Topics such as law, diversity, culturally-relevant pedagogy, educational history and reform, accountability, purposes of schooling, and the teaching profession undergird explorations of practice. Candidates assess their student teaching to improve their daily instructional practice and to become effective, transformational professionals. In particular, the course develops pre-service teachers’ ability to foster individual and group motivation; to use technology effectively; to communicate well with students, colleagues, parents, and community; and to ensure equitable, ethical treatment of students, with high expectations for all. **Prerequisites:** Completion of all required Education courses and all required workshops (ED 500 through ED 503 and ED 506); status as an Education major in good standing, including a B average overall and a B minimum in all education courses; and passing scores on all State certification exams for Childhood/Special Education 1-6 except edTPA. **Co-requisites:** ED 550A, ED 560A. **Offered fall and spring.**

**ED 600 Curriculum Development and Strategies for Teaching. Three credits.** This course provides a foundation in constructivist theories of education and their applications to the practice of designing and modifying standards-based curriculum to effectively meet the needs of all students. Topics explored include critical thinking, questioning skills, classroom dynamics, the art of good reasoning, essential questions, affect, interdisciplinary learning, and addressing needs of children with exceptionalities. Pre-service teachers practice standards-based, curriculum-aligned lesson planning and implementation, with reflective, evidence-based assessment of strengths and weaknesses of various lessons. Includes 10 hours of professional field experiences. **Offered summer and fall.**

**ED 601 Learning Environments for Students with Exceptionalities. Three credits.** This course focuses on the laws, policies, and principles for teaching individuals with different abilities and learning needs within appropriate placements in self-contained and inclusive settings. Using a framework of Universal Design for Learning, teacher candidates identify and analyze abilities and challenges related to specific exceptionalities, exploring evidence-based strategies for instruction, assessment, and assistive/adaptive technology use to ensure all students have access to meaningful, rigorous and standards-aligned educational experiences. Candidates engage Individualized Educational Plans and associated decision-making for inclusive settings emphasizing teaming, cultural inclusion, and family involvement, and incorporating formative and summative assessment of academic and social progress of students with exceptionalities. Includes 30 hours of professional field experiences. **Offered summer and spring.**

**ED 603 Human Development: Childhood to Pre-Adolescence. Three credits.** This course provides an overview of major psychological principles as they relate to the emotional, cognitive and moral development of the growing child. In particular the course examines this development from the early years through adolescence including the understanding of
language acquisition as a developmental process. Using current research on motivation and learning, the course explores today's classrooms and the surrounding cultural milieu to understand these psychological dynamics at work. Students are exposed to the importance of parental involvement and behaviors as well as the importance of accurate IEPs to enhance psychological and educational development. Current topics in human development are also be explored, including gender, diversity, inclusion, parenting and home life, mental health and individual differences. Includes 10 hours of professional field experiences. **Offered fall.**

**ED 604 School, Diversity & Society: Secondary Schools.** Three credits. This capstone course, which requires a comprehensive professional portfolio demonstrating effectiveness as a secondary teacher, explores broad educational issues in light of current research and candidates’ student teaching experiences. Topics such as law, diversity, culturally-relevant pedagogy, educational history and reform, accountability, purposes of schooling, and the teaching profession undergird explorations of practice. Candidates assess their student teaching to improve their daily instructional practice and to become effective, transformational professionals. In particular, the course develops pre-service teachers’ ability to foster individual and group motivation; to use technology effectively; to communicate well with students, colleagues, parents, and community; and to ensure equitable, ethical treatment of students, with high expectations for all. **Prerequisites:** Completion of all required Education courses for secondary education and all required workshops (ED 500 through ED 503 and ED 506); status as an Education major in good standing, including a B average overall and a B minimum in all education courses; and passing scores on all State certification exams for Adolescent/Special Education 7-12 except edTPA. **Co-requisites:** ED 560A, 570A. **Offered fall and spring.**

**ED 605 Dynamics of Human Relations.** Three credits. This course studies the cultures and subcultures existing in learning environments at all levels with an emphasis on the interaction among and between groups. Course participants explore the dynamics of cultural conflicts in learning situations in an effort to promote respectful, collaborative relationships that foster individual and group motivation. The class analyzes historical structures and cultural norms that have had differential impacts on various groups, including roles that families, schools, institutions, and government have played in supporting or denying individual and group access to quality life and learning experiences. In particular, the course analyzes how changes in the structure of the family, the economic system, and the educational system have impacted society, particularly through the content and delivery of an equitable and ethical curriculum. Students engage other cultures using digital learning and communication tools. Includes 15 hours of professional field experiences. **Offered fall and spring.**

**ED 607 Human Development: Adolescence Through Adulthood.** Three credits. This course is designed to provide an overview of major psychological principles as they relate to the emotional, cognitive and moral development of the emerging adult, with a particular focus on personal growth in adolescents and young adults. Using current research on motivation and learning, the course explores today’s secondary classrooms and current teenage cultural norms to understand these psychological dynamics at work. Teacher candidates are exposed to the importance of parental involvement and behaviors and study effective approaches to motivating and educating adolescents in inclusive, diverse secondary classrooms. Current topics in human development are also be explored, including gender, diversity, inclusion, parenting and home life, mental health and individual differences. Includes 10 hours of professional field experiences. **Offered spring.**
ED 608 Philosophical Foundations of Education. Three credits. This course explores educational policy and practice through examination of philosophical theories and approaches. The course identifies and explores major epistemological, ethical and political theories and how they impact and are informed by education in a democracy. The course develops awareness of the complexities of the aims of education in a democracy with an emphasis on what it means to educate for democratic citizenship. Fundamental axiological and epistemological issues around curriculum design, family involvement, pedagogical approaches and school reform are addressed. Questions in philosophy of mind such as nature of the person, personal identity and issues around human nature are also explored. Further issues addressed in the course include the epistemological and ethical basis for feminist pedagogies and the nature and purpose of moral education. Includes 10 hours of professional field experiences. Offered fall.

ED 613 Inclusive Methods I: Social Studies, PE, & Health. Three credits. This course provides teacher candidates with the theoretical knowledge and practical skills they need to effectively teach social studies, physical education, and health within diverse classrooms across a spectrum of abilities, particularly children with low-incidence exceptionalities, in the 1-6 setting. Candidates study State and professional association standards that support these disciplines (ACEI, NCSS, ISTE, AAHPERD, CEC, and New York State Learning Standards, including the Common Core) to plan, implement, and assess interdisciplinary inquiry-focused lessons designed to meet all students’ needs. Candidates create technology-enhanced, content-specific lessons that emphasize hands-on, constructivist-oriented practices. Includes 25 hours of professional field experiences. Prerequisite: ED 650. Generally offered fall or spring; check with the Department for current cycle.

ED 614 Inclusive Methods II: Science, Math, Technology, and Arts. Three credits. This course provides teacher candidates with the theoretical knowledge and practical skills they need to effectively teach mathematics, science, technology, and the fine arts within diverse classrooms across a spectrum of abilities, particularly children with high-incidence exceptionalities, in the 1-6 setting. Candidates study State and professional association standards that support these disciplines (ACEI, NCTM, NSTA, ISTE, NAEA, CEC, and New York State Learning Standards, including the Common Core) to plan, implement, and assess interdisciplinary inquiry-focused lessons designed to meet all students’ needs. Candidates create technology-enhanced, content-specific lessons that emphasize hands-on, constructivist-oriented practices. Includes 25 hours of professional field experiences. Prerequisite: ED 650. Generally offered fall or spring; check with the Department for current cycle.

ED 615 Parent, Family, and Community Cooperation and Collaboration. Three credits. This course offers an overview of the changes in contemporary society and families that influence children with a range of exceptionalities from birth through second grade. Children are members of family units as well as larger, culturally diverse, social networks and systems; accordingly, their growth and development is linked with the cultural context that informs parent, family, and community involvement. Candidates learn possibilities for parental and family involvement in the out-of-home care and education of young children, including the provision of family-centered services for children with special needs. The class addresses a range of collaborative partnerships that support learning, in particular examining effective approaches for teenage parents, foster care, adoption, single-parent homes, step-families, language minority parents and families, divorced and blended families, and early intervention
services for families with children with mild, moderate, or severe exceptionalities. Includes 25 hours of professional field experiences. Offered spring.

**ED 618 Holistic Instruction: Aesthetic Education and Curriculum.** Three credits. This course studies educational goals that move beyond mere academic learning. Theoretical connections between aesthetic education and emotional intelligence, including the ways in which these arenas support academic development, provide the foundation for the class. Teacher candidates design and experience lessons for young children geared towards the development of emotional intelligence through the use of the arts, exploring what assessment might mean in an aesthetically and emotionally orientated curriculum. The notions of multiple intelligences and differentiation for various learning styles and exceptionalities form a key portion of the course. Includes 25 hours of professional field experiences. Offered spring.

**ED 620 Advanced Curriculum Development and Instruction (Birth-2).** Three credits. This course applies current theories of child and curriculum development to the effective design of early childhood learning environments. Candidates learn to create physical environments and developmentally and age-appropriate curricula, ensuring classroom management strategies are respectful of physical, cultural, language, and societal diversity. Participants develop, implement, and assess early childhood curricula that have intellectual integrity, reflect the knowledge base of different disciplines, and offer possibilities for curricular integration across disciplines. Environmental, curricular and behavioral adaptations and assessments for children with special needs are considered throughout the course. Co-requisite: ED 620L. Offered fall.

**ED 620L Advanced Curriculum Development and Instruction (Birth-2) Lab.** One credit. This 40-hour practicum of professional field experiences requires candidates registered for ED620 to work in a minimum of two placements in early childhood/special education contexts to provide targeted early interventions on a one-on-one basis with a student needing specialized social, emotional, behavioral, or intellectual supports. Candidates prepare a portfolio that includes the results from interviews, inventories, and informal assessments. Co-requisite: ED 620. Offered fall.

**ED 621 Linguistic, Numerical and Artistic Symbols and Tools (Birth-2).** Three credits. This course explores interdisciplinary approaches to the development of language acquisition, numeracy, creative expression, and literacy skills. Topics include the influence of parents and community and characteristics and behaviors of children birth to second grade. Course discussions focus on diversity and children with special needs, exploring effective ways to differentiate standards-based instruction based on formative and summative assessment. Includes 25 hours of professional field experiences. Offered spring.

**ED 622 Learning Differences in the Inclusive Setting (Birth-2).** Three credits. This course presents an overview of children with learning differences who are placed in inclusive early childhood settings from birth to second grade. Teacher candidates study the needs of young children with exceptionalities, with an emphasis on developing nurturing and stimulating environments that are specifically organized and adjusted to promote optimal functioning for each child. The course explores approaches for and evidence around early interventions for young children with mild, moderate, and severe exceptionalities. Candidates practice designing and implementing interventions within legal and ethical frameworks that ensure
appropriate delivery of services for all children, including those with and at risk for exceptionals, receive appropriate services. Includes 25 hours of professional field experiences. Offered fall.

ED 624 Action Research. Three credits. This course examines research design, methodology, and qualitative and quantitative analyses through the lens of action research. Participants conduct literature reviews, build or select a conceptual framework, and design an action research project intended to deepen their knowledge of their field, to develop their leadership skills by promoting learning among colleagues, and to support positive change within their organizations. Includes 10 hours of professional field experience. Offered fall.

ED 635 Advanced Studies in Literacy for the B-6 Inclusive Setting. Three credits. This course examines the processes, theories, and models underlying literacy development. Teacher candidates practice supporting students in the developmental process of becoming sophisticated readers, writers, speakers, and listeners. Using State and professional association standards that support English Language Arts learning, including ACEI, IRA, CEC, and New York State Common Core standards, candidates plan, implement, and assess the impact of interdisciplinary inquiry-focused lessons using both fiction and non-fiction to meet all students’ ELA learning needs. Includes 25 hours of professional field experiences. Offered spring.

ED 636 Intervention Strategies for Students with Reading Difficulties. Three credits. This course explores the complex characteristics and needs of individuals with reading difficulties, including linguistically and culturally diverse children across a wide spectrum of abilities. Candidates study approaches for teaching reading, including strategies such as controlled sight vocabulary; analytic phonics; organizing and summarizing; the use of mnemonics, background knowledge, and context clues; problem solving; and relational thinking. Using State and professional association standards that support literacy development for diverse learners, including TESOL, CEC, and New York State Common Core standards, candidates plan, implement, and assess the impact of interdisciplinary inquiry-focused lessons designed to provide effective interventions for students struggling with literacy development. Includes 25 hours of professional field experiences. For candidates in B-6 literacy program, this course is taken concurrently with ED 636L. Offered summer and fall.

ED 636L Practicum Intervention Strategies for Reading Difficulties. One credit. This 40-hour practicum of professional field experiences requires one-on-one work with a student having reading difficulties. Candidates prepare a student portfolio that includes the results from interviews, inventories, and informal assessments, implementing and assessing an appropriate remediation plan based on the diagnosis. In addition, the practicum requires candidates to effectively communicate results from formal and informal assessments to other school personnel and parents. Satisfies the 25 hours of professional field experience requirement for ED 636. Co-requisite: ED 636. Offered summer and fall.

ED 637 Literature for Children. Three credits. This course examines literature designed to enrich the curriculum and broaden students’ perspectives. Candidates explore various genres of children’s fiction and non-fiction literature and practical applications for using quality works of children’s literature. Candidates develop quality curriculum materials, including the integration of technology, to enrich content area instruction and teach children’s literature to diverse learners. The class includes a strong focus on high-quality informational texts and
corresponding reading response activities, along with use of effective feedback for development of reading, composition and writing skills. Includes 25 hours of professional field experiences. **Offered spring or summer.**

ED 639 Language Development and Reading. Three credits. This course explores the complex phenomenon of becoming literate, beginning with language learning. Teacher candidates study the research around the features of the child’s environment that nurture language development and literacy proficiency. Using culturally-relevant approaches to engage children in language development activities, candidates construct, implement, and assess the effectiveness of instructional strategies to develop reading, writing, speaking and listening skills for both first and second language literacy development. Includes 25 hours of professional field experiences. **Offered spring.**

ED 646 Assessment in Higher Education. Three credits. This course provides an overview of assessment in student affairs and academic affairs in higher education, including topics such as formative and summative assessment, qualitative and quantitative research, accreditation, and assessment of in-class and out-of-class learning. Students will apply assessment methods to selected learning outcomes and make use of the results. **Offered spring, even-numbered years.**

ED 650 The Elementary Classroom in an Inclusive Setting. Three credits. This course surveys a variety of general and special education topics about elementary schools, including historical and comparative contexts of schooling; socio-cultural influences on student learning; curriculum design; classroom management; and differentiation within the elementary school context. Candidates develop instructional units and implement and assess lesson plans that incorporate informal assessment and result in appropriate modifications for re-teaching and curriculum revision. The class explores philosophies and models of elementary instruction such as grouping, integrated co-teaching, constructivism, and cooperative learning. Includes 15 hours of professional field experiences. **Generally offered fall or spring; check with the Department for current cycle.**

ED 654 Theory and Practice of Second Language Acquisition. Three credits. This course provides a theoretical and practical overview of linguistically diverse students and the various potential pedagogical approaches that can be adapted to meet their needs. The course begins by providing a clear linguistic foundation, explaining how linguistically diverse students and students with exceptionalities learn language and the psycholinguistic and sociolinguistic implications of this language process, enabling students to plan relevant learning experiences that utilize both individual and collaborative approaches to incorporate home and community languages. Looking at the issue of second language acquisition from a pedagogical and administrative perspective, a number of educational alternatives are discussed including submersion, pull-out ESL, bilingual education, immersion, and two-way bilingual education. These programs are examined using such criteria as feasibility, theoretical assumptions, research evidence and impact on students. Finally, the legal implications of these programs are discussed. Includes 30 hours of professional field experiences. **Offered summer and fall.**

ED 656 Classroom Management. Three credits. This course covers the concepts of individual and classroom management with an emphasis on designing, implementing, and evaluating strategies. Teacher candidates learn how to establish a classroom culture that
maximizes engagement and thus minimizes disruptions, learning how to address behavior efficiently, effectively, ethically, and with minimal disruption to the learning process. Participants learn to conduct functional assessment with secondary students, including those with mild, moderate, severe, and multiple exceptionalities, using classroom-based technology to support students’ progress towards behavioral goals. The course examines the challenges and positive effects of educational programs for individuals with exceptional learning and behavioral needs. Includes 20 hours of professional field experiences. Offered summer and fall.

**ED 667 Interdisciplinary and Content Area Literacy Development.** *Three credits.* This course examines current theory and research related to children’s literacy acquisition from birth through grade 6, with a particular focus on oral and written communication and meaning construction across content areas for students from linguistically and culturally diverse backgrounds in inclusive settings. Pedagogic explorations for early childhood include developmentally appropriate practices such as talking, reading, writing, playing, listening, and developing print, graphophonemic and linguistic awareness. For later years and formal instructional settings, the course examines instruction for typically and for atypically developing children from English and non-English home backgrounds, including systematic code instruction, word identification, and vocabulary development. Candidates learn to carry out ongoing assessments, including identifying students with reading and writing difficulties. Includes 25 hours of professional field experience. Offered fall.

**ED 668 Inclusive Secondary Methods: Mathematics.** *One credit.* This course examines research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of mathematics in inclusive classrooms. Undertaken within a social construction framework, the course emphasizes the development of a standards-base curriculum in a student-centered environment. Candidates learn and apply standards-based theories and effective practices around the teaching of Mathematics (NCTM), technology (ISTE), and individuals with exceptionalities (CEC). Candidates plan, implement, and assess consecutive lessons that demonstrate their abilities to teach inquiry-based, standards-aligned constructivist lessons. *Co-requisite: ED 680. Generally offered fall or spring; check with the Department for current cycle.*

**ED 669 Inclusive Secondary Methods: Science.** *One credit.* This course examines research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of science instruction in inclusive classrooms. Undertaken within a social constructionist framework, the course emphasizes the development of a standards-base curriculum in a student-centered environment. Candidates learn and apply standards-based theories and effective practices around the teaching of science (NSTA), technology (ISTE), and individuals with exceptionalities (CEC). Candidates plan, implement, and assess consecutive lessons that demonstrate their abilities to teach inquiry-based, standards-aligned constructivist lessons. *Co-requisite: ED 680. Generally offered fall or spring; check with the Department for current cycle.*

**ED 673 Inclusive Secondary Methods: Social Studies.** *One credit.* This course examines research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of social studies instruction in inclusive classrooms. Undertaken within a social constructionist framework, the course emphasizes the development of a standards-based curriculum in a student-centered environment. Candidates learn and apply standards-based theories and effective practices around the teaching of social studies (NCSS),
technology (ISTE), and individuals with exceptionalities (CEC). Candidates plan, implement, and assess consecutive lessons that demonstrate their abilities to teach inquiry-based, standards-aligned constructivist lessons. Co-requisite: ED 680. Generally offered fall or spring; check with the Department for current cycle.

ED 674 Inclusive Secondary Methods: Language Arts. One credit. This course examines research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of English Language Arts instruction in inclusive classrooms. Undertaken within a social constructionist framework, the course emphasizes the development of a standards-based curriculum in a student-centered environment. Candidates learn and apply standards-based theories and effective practices around the teaching of English (NCTE), technology (ISTE), and individuals with exceptionalities (CEC). Candidates plan, implement, and assess consecutive lessons that demonstrate their abilities to teach inquiry-based, standards-aligned constructivist lessons. Co-requisite: ED 680. Generally offered fall or spring; check with the Department for current cycle.

ED 675 Inclusive Secondary Methods: Languages Other Than English. One credit. This course examines research and the effects of educational theories upon the objectives, curriculum design, and delivery approaches of foreign language instruction in inclusive classrooms. Undertaken within a social constructionist framework, the course emphasizes the development of a standards-based curriculum in a student-centered environment. Candidates learn and apply standards-based theories and effective practices around the teaching of foreign language (ACTFL), technology (ISTE), and individuals with exceptionalities (CEC). Candidates plan, implement, and assess consecutive lessons that demonstrate their abilities to teach inquiry-based, standards-aligned constructivist lessons. Co-requisite: ED 680. Generally offered fall or spring; check with the Department for current cycle.

ED 680 Inclusive Secondary Education Curriculum and Methods. Two credits. This course, in conjunction with a disciplinary-specific one-hour class, provides content-specific pedagogical explorations and applications in inclusive middle and high school settings. The course deals specifically with ideas, strategies, and techniques for teaching content at the appropriate license level, with explicit inclusion of technology and media-supported learning. Undertaken with a social constructivist framework, teacher candidates explore how curriculum can be adapted to meet the needs of students who have different learning styles and needs, creating a safe, inclusive learning environment. Candidates demonstrate their ability to implement a pedagogically sound and effective curriculum in a high school classroom and with middle school students using State, ISTE, and CEC standards, as well as pertinent specialty association standards (NCSS, NCTM, NSTA, NCTE, ACTFL). Includes 50 hours of professional field experience. Co-requisite: ED 668, ED 669, ED 673, ED 674, or ED 675. Generally offered fall or spring; check with the Department for current cycle.

ED 687 Educational Assessment and Testing. Three credits. This course introduces teacher candidates to the elements of effective assessment and evaluation for general education students and students with exceptionalities. Topics include the history of standardized testing, accountability policy, and data-based instructional decision-making. Candidates gain understandings of the implications of national and international testing initiatives and the need to balance reliance on single-measure, high-stakes tests with alternative assessments. Applications of course content explore how multiple forms of formative and summative assessment can support the needs of individual learners and how
teachers can learn to inform instruction through analysis of assessment data. Includes 15 hours of professional field experiences. Offered spring and summer.

ED 689 Current Issues in Higher Education. Three credits. The purpose of this course is to bring to the attention of the student issues that are currently of concern to American Higher education. The course examines major trends, developments, and problems confronting colleges and universities as a basis for the student's further study, reasoned judgments, and appropriate action as a professional in the field. This course will help students acquire the skills necessary to follow current issues and trends in the professional literature and popular media, analyze published reports and articles, and discuss current issues and trends in a well-informed and reasoned manner.

ED 692 A New Teacher Academy I. 1.5 credits. This course is the first half of the New Educators at Wagner (NEW) Program designed for recently hired full-time teachers. The objectives for this course are threefold: to improve new teacher retention rates, to develop teacher leadership within the district and school, and to enhance teacher quality, and in doing so, improve student achievement. It consists of 9 two-hour after school sessions in which individual new teachers come together with the Program Director of NEW. A second series of 9 two-hour after school sessions take place in the required continuation course. In addition, the Director makes site visits to the participant schools. Throughout these sessions, new teachers improve their skills and learn how to organize a classroom for learning, engage parents/caregivers as partners, address students from diverse cultural backgrounds, design teaching plans and assessments to take into account the multiple learning styles of their students and design their teaching and assessment to incorporate multiple learning styles and needs of their students. Prerequisites: NYS Teacher Certification, approval of the NEW Director. Offered fall.

ED 692 B New Teacher Academy II. 1.5 credits. This is a continuation of NTA I. The objectives for this course are threefold: to improve new teacher retention rates, to develop teacher leadership within the district and school, and to enhance teacher quality, and in doing so, improve student achievement. It consists of 9 two-hour after school sessions in which individual new teachers come together with the Program Director of NEW. In addition, the Director makes site visits to the participant schools. Throughout these sessions, new teachers improve their skills and learn how to organize a classroom for learning, engage parents/caregivers as partners, address students from diverse cultural backgrounds, and design their teaching and assessment to incorporate multiple learning styles and needs of their students. Prerequisites: Completion of NTA I, NYS Certification, Approval of the NEW Director. Offered spring.

ED 693: Independent Study. Three credits. Supervised independent research projects developed by the student with faculty advisement. Restricted to advanced majors. Offered as needed.

ED 694 Practicum in Early Childhood. Three credits. This culminating 50-hour practicum provides candidates with in-depth experience in at least two developmentally appropriate birth-2nd grade settings, including settings that serve students with diverse learning needs and students identified on the autism spectrum disorder. Under supervision of certified specialists at each placement, candidates implement instructional and intervention strategies to support children’s social, emotional, and intellectual development, including children with
mild, moderate and severe exceptionalities, including autism spectrum disorders. *Offered spring.*

**ED 696 Practicum for Teaching Literacy B-6.** *Three credits.* This culminating 50-hour practicum provides candidates with in-depth experience in at least two developmentally appropriate birth-6th grade settings, including settings that serve students with diverse learning needs. Under supervision of certified specialists at each placement, candidates implement instructional and intervention strategies to support children’s literacy development and support other adults in learning effective approaches for effectively intervening to aid children’s literacy development. *Offered spring.*

**ED 699 Action Research Project.** *Three credits.* This course supports students in their research and writing of an action research thesis, as planned in ED 624 and approved by the thesis committee. The research must be appropriate to the degree and must involve an intervention that is designed to help students or colleagues grow in ways that will either support the individual or the organization. A major goal of the project is to integrate knowledge and reflect critically on education theories and perspectives, demonstrating practical judgments informed by theory and research. Includes 30 hours of professional field experiences. *Prerequisites: 30 credits including ED 624. Offered spring.*

**EDL 700 Organizational Change and School Leadership.** *Three credits.* This course examines schools as complex organizations with multiple social, institutional, moral, and political influences. Candidates study organizational theories and organizational change processes that have been demonstrated to have strong possibilities for helping schools and districts improve. Course assignments explore organizational culture, operational processes, strategic planning, and approaches to work with individuals and groups to promote change to improve student learning. Throughout the course, candidates define and redefine their roles as transformative agents of change to promote student learning.

**EDL 701 Foundations of Educational Leadership.** *Three credits.* This course explores personal, ethical, and relational frames of effective school and district leadership. Theories and case studies of educational leadership provide a background for candidates to explore their own strengths and growth areas for their personal leadership development. Candidates explore approaches for building shared visions, developing collaborative learning communities, fostering leadership development, promoting distributive leadership practices, and creating democratic organizations that promote equity and social justice.

**EDL 702 Quality Curriculum and Instructional Improvement.** *Three credits.* This course supports educational leaders in their responsibilities to ensure that curriculum is challenging and meaningful and that instruction is engaging and effective. Using new theories on how people learn, candidates assess the instructional programs and approaches at their own schools. Candidates study a range of standards to understand curriculum alignment and mapping, plan and lead staff development to support colleagues’ exploration of new instructional approaches, including technological innovations; and envision three initiatives that would transform teaching and learning in their school sites.

**EDL 703 Evaluating Teaching and Learning.** *Three credits.* This course explores educational leaders’ roles and responsibilities to evaluate teaching and learning. Candidates examine current practices for assessing teacher effectiveness, including the strengths and
weaknesses of various observational and test score evaluation approaches. Case studies exploring constraints, legal rulings, and regulations related to evaluating teaching and learning form an integral part of the course.

EDL 704 Action Research Seminar in Educational Leadership. Three credits. This course supports candidates in their ability to understand, assess, apply, and design research. Candidates 1) trace the historical development of a strand of research related to education to understand how researchers’ frames and new developments in knowledge can impact our perceptions of what we know as a discipline; 2) identify and critique different sides of a current policy debate in education, such as voucher or charter effectiveness or the impact of money on student outcomes; and 3) identify three accessible, high-quality research sources that could support faculty development through a learning community model.

EDL 705 Law, Policy and Finance. Three credits. This course explores legal principles including constitutional, statutory, and decisional law affecting policies and practices in U.S. schools. Candidates study laws and regulations at the city, state, and federal levels, applying that knowledge to their schools or districts in ways that promote risk management and help realize the broader intentions behind the laws. Candidates explore historic and current educational finance debates and practices at State and national levels to understand legal and fiscal constraints surrounding the provision of equitable education. The practice of educational finance is addressed at the school and district levels through development of strategic resource reallocation plans and use of budget software.

EDL 706 Personal Leadership in Educational Contexts. Three credits. This course supports candidates in developing and applying a personal framework for being an effective educational leader. Beginning with the Educational Leadership Constituent Council (ELCC) professional standards as a framework for self-reflection, candidates construct a learning and action plan around their leadership development in the areas of collaboration, trust, self-awareness, diversity, partnerships, transparency, advocacy, and continual instructional and operational improvement.

EDL 707 School Building Leadership: Theory into Practice. Three credits. This course provides candidates the opportunity to apply instructional and operational leadership principles. Using a frame of creating a learning environment conducive to high achievement for all students, candidates engage in case study and role playing in the college classroom and then apply their practice in a school building under the mentorship of a qualified school leader. Key activities include working with school data to inform curricular and instructional improvements, building schedules, conducting faculty meetings, collaborating with parents and community, and promoting teacher collaboration.

EDL 708 Leadership that Promotes Student Achievement. Three credits. This course supports candidates’ development of a deep and nuanced understanding of student achievement and what promotes it. Candidates examine prevailing and contested definitions and measures of achievement, the validity and limitations of standardized achievement tests, effective instructional practices and learning cultures that support achievement, and leadership practices that can help schools partner with communities, families, and caregivers to create the contexts, visions, and programming that will promote equity in educational outcomes.
EDL 709 School District Leadership: Theory to Practice. Three credits. This course focuses on leading whole-system improvement in school districts using practical, theoretical, and philosophical perspectives. Challenges and possibilities inherent in school district leaders’ work are role-played in the college classroom and then practiced in a school district under the mentorship of a superintendent and others district level supervisors. Key activities include analyzing district-wide data, monitoring and reporting on state, federal, and grant requirements, building community support for the District’s vision and goals, and retaining a focus on creating a district-wide learning environment conducive to high achievement for all students.

EDL 710 Leading Systemic School Improvement: Change and School Reform. Three credits. This course emphasizes school district change and reform. Candidates will articulate and design strategic plans for actualizing a vision for coordinated whole school reform that incorporates perspectives from teachers, leaders, parents, students, special needs advocates, boards, governing agencies, business, communities, health and social service providers, and expert consultants. Candidates will select one aspect of their plan for implementation and assessment by district and College supervisors.

EDL 711 School Leadership Internship. Three credits. This course provides the capstone experience for candidates seeking administrative certification as a school building leader in New York State. Candidates perform administrative roles in the New York City Schools under the supervision of the school building supervisor and a program faculty member. Issues of school culture, community partnerships, facilities and resource management, and curricular and instructional improvement are addressed at the site and reflected on through intensive interactions with colleagues and faculty in a bi-weekly seminar. Candidates integrate all Educational Leadership Constituent Council (ELCC) performance standards into their professional portfolios they develop as they undertake leadership responsibilities of increasing breadth and depth. A minimum of 180 hours of guided internship experiences in these areas is required.

EDL 712 School District Administration and Supervision. Three credits. This course supports candidates seeking School District Leadership certification in New York State. Candidates perform administrative roles in the New York City Department of Education under the supervision of a school district supervisor and program faculty member for 180 hours. Issues of facilities and resource management and improvement of instruction district-wide are addressed on site and through intensive interactions with colleagues and faculty in a biweekly seminar.
MICROBIOLOGY (M.S.)

The Department of Biological Sciences of Wagner College offers a program of study leading to the degree of Master of Science in microbiology. For information on the 5 year B.S./M.S. program, please see the Microbiology (B.S.) section of the Bulletin.

Housed in a modern multi-million-dollar science complex, the Department of Biological Sciences includes the Electron Microscopy Center, microtomy laboratory, darkroom, tissue culture facilities, teaching and research laboratories, seminar rooms, lecture halls, and ample space for individual and group research efforts. A fluorescence microscope, research gas chromatograph, scanning and transmission electron microscopes, thermocyclers, electrophoresis equipment, lowspeed, superspeed, and microcentrifuges, and similar complex instrumentation help comprise a modern training and research facility.

MISSION AND STUDENT LEARNING GOALS FOR A GRADUATE STUDENT IN MICROBIOLOGY
The mission of the graduate program in microbiology at Wagner College is to prepare students for careers as microbiologists, molecular biologists, immunologists, virologists, mycologists, parasitologists, and epidemiologists in clinical, industrial, governmental or academic research laboratories. This is accomplished by providing a strong grounding and hands-on experience in the biochemical and physiological principles that govern all aspects of microbial life and by offering a variety of opportunities that stimulate intellectual curiosity, as well as analytical and deductive reasoning skills in our students.

By graduation, students with an M.S. degree in microbiology should possess or have demonstrated:

- a clear conceptual knowledge of microbial physiology.
- a general knowledge of medical and public health microbiology.

Admission Requirements
Applicants for admission as matriculated students for the degree of Master of Science in microbiology must have:

- the bachelor's degree from an institution of recognized standing with a major in one of the biological sciences or in chemistry
- successfully completed an undergraduate course in microbiology and 16 credits of chemistry including one course in organic chemistry with laboratory;
- an undergraduate course or demonstrated proficiency in statistics.

Each applicant must be advised by the director of the microbiology graduate program prior to the first registration.

PLANS OF STUDY
There are two plans of study in the department.
Plan A is a thesis program in which the student engages in research and completes a thesis on the study as a part of the program.

Plan B is a non-thesis program requiring additional coursework and acceptable performance on a comprehensive examination at the completion of the program.

**DEGREE REQUIREMENTS**
For all students, a minimum of 18 credits must be earned in courses numbered above 600. Microbiology 525, 611, and 626 are to be included in the coursework for the Master of Science degree. Microbiology 512 is required of all students who do not present a previous course in an applied area of microbiology.

**PLAN A (THESIS)**

**Credit Requirements**
A minimum of 30 graduate credits is required, which includes six credits of thesis research.

**Thesis Requirement**
When a thesis problem has been identified, the candidate registers for MI 797 (*two credits*) and a thesis committee comprised of three members of the faculty is appointed. The chairperson of the thesis committee is primarily responsible for directing and guiding the candidate’s research and writing activities. The candidate must prepare and successfully defend a thesis research proposal, which must be approved by the thesis committee.

Once the proposal has been approved, the candidate may register for MI 798 (*two credits*). This course culminates with a research progress report that must be presented to and approved by the thesis committee. The candidate then registers for MI 799 (*two credits*), the goal of which is to prepare and defend a written thesis based on their research.

**Oral Examination**
A final oral examination covering the thesis and related areas is required and is generally held at least four weeks before the end of the semester during which the degree is conferred.

**PLAN B (NON-THESIS)**

**Credit Requirements**
A minimum of 34 graduate credits acceptable to the department is required.

**Comprehensive Examination**
A final comprehensive examination is required of Plan B candidates for the master’s degree. The examination is designed to determine the candidate’s achievement in the field and may not be taken prior to the term in which the student completes the course work for the Master of Science degree.

**REQUIREMENTS FOR THE 5-YEAR B.S./M.S. PROGRAM IN MICROBIOLOGY**
- Admission requirements for the undergraduate portion of the five-year program are the same as those for the four-year undergraduate microbiology major.
- Students must declare their intent to pursue the integrated five-year program by the end of their sophomore year.
Students will be able to opt out of the integrated five-year program and receive their B.S. degree at the end of their senior year or upon successful completion of their requirements for this degree. Those remaining in the program will receive both B.S. and M.S. degrees at the end of their 5th year or upon successful completion of the program’s requirements.

In order to proceed into the fifth year, students must have obtained a 3.0 g.p.a. or higher in their undergraduate microbiology classes.

Requirements for Years 1-4
In addition to satisfying general education requirements, students must take a minimum of 18 units with the following distribution in the first four years of the program:

Core requirements-8 units of Microbiology as follows: MI 200, 213, 221, 314, 512, 521, 522, and 525.

Elective requirements-2 units of Microbiology chosen from courses at the 200-level or higher.

Cognate courses-6 units of Chemistry and Physics: CH 111, 112, 211, 212; PY 131, 132 or 141, 142.

Senior Year Learning Community-2 units: MI 400E (0 units), 400 and 491. Students must successfully complete MI 400E in the spring of their junior year and MI 400 in the fall of their senior year.

Masters research begins in the spring semester of the senior year for 5 year program students, who must register for MI 597 (2 credits). This is taken in addition to the requirements of the B.S. degree and counts towards the 30 credits required for the M.S. This course will culminate with a master’s thesis proposal and assembled committee.

Because microbiology is primarily a laboratory-based science, a laboratory section must be taken as part of any course for which a laboratory section is offered. Lecture and laboratory must be taken concurrently.

It is recommended that microbiology majors complete Mathematics 119 or higher.

Requirements for Year 5
Students must successfully complete 28 credits over 2 semesters which including MI 597 (see above), gives a total of 30 credits required for the master’s degree.

At least 18 credits must be in courses at the 600-level or higher. 500-level microbiology courses that were not taken as part of the B.S. program may apply towards the M.S. degree.

Students will take research courses MI 798 in the fall and MI 799 in the spring (for 2 credits each) toward their Master’s thesis.

Students in the 5-year program have four required courses: MI 611 Medical and Public Health Microbiology and MI 710 Graduate Seminar I in the fall, and MI 626 Advanced Microbial Physiology and MI 720 Graduate Seminar II in the spring, in addition to the above mentioned research courses. All other courses are determined by the student with the assistance of their advisor.
MI 503 Epidemiology. *Three credits.* Three hours of lecture weekly. An intensive course in the principles and methods of epidemiology with special reference to the determination of community needs. Prerequisites: MI 200 and a course in statistical methods. Offered spring semester of even-numbered years.

MI 512 Applied, Food, and Industrial Microbiology. *Four credits.* Three hours of lecture and two hours of laboratory weekly. This course includes bacteriological studies of water, sewage, milk, and food. In this course emphasis will also be placed on microbiological assays, toxicology studies, and purposes and procedures involved in the standardization of antibiotics, germicides, preservatives, and disinfectants. Prerequisites: MI 200, 221; CH 112. Offered spring semester odd-numbered years.

MI 513 Pathogenic Fungi. *Four credits.* Three hours of lecture and two hours of laboratory weekly. A study of the morphology, taxonomy, and phylogeny of pathogenic fungi and the pathology of mycological diseases in humans and animals. The isolation, identification, and study of fungi for purposes of classification, physiology, ecology, and genetics. Prerequisite: MI 200. Offered fall semester of odd-numbered years.

MI 517 Electron Microscopy. *Four credits.* Six hours of combined lecture and laboratory weekly. The principles and use of the transmission and scanning electron microscopes are covered. Students learn the basic techniques of electron microscopic tissue processing and microphotography. Each student must prepare a final technical report including examples of their own microphotographs. Prerequisites: BI/MI 213 or MI 200; CH 111, 112. Not open to students completing MI 615. This course can be taken only once as either BI/MI 517 or MI 615. Offered as required.

MI 521 Immunology and Serology. *Four credits.* Three hours of lecture and two hours of laboratory weekly. The principles of immunology including immune response and immunoglobulin production theories, standard serological methods, and serodiagnostic procedures. Prerequisites: MI 200; CH 211, 211L; and 8 additional credits in biology or microbiology. This course is closed to graduate students who have taken an upper-level undergraduate or graduate immunology course. Offered fall semester of even-numbered years.

MI 522 Microbial Genetics. *Four credits.* Three hours of lecture and two hours of laboratory weekly. The genetics of bacteria, fungi, bacteriophages, and other viruses. Particular emphasis is placed on the experimental use of microorganisms in the study of molecular events in genetics including: DNA replication, macromolecular synthesis and regulation, mutation, recombination, and DNA repair. Prerequisites: MI 200; CH 211, 211L. Closed to graduate students who have had a course in microbial genetics. Offered spring semester of odd-numbered years.

MI 523 Microbial Ecology. *Four credits.* Three hours of lecture and two hours of laboratory weekly. This course is an introduction to the ecology of microorganisms. Involvement of microorganisms in nutrient cycles is emphasized. Applications in the areas of deterioration of products and disposal of wastes are addressed. Prerequisites: CH 112 and eight credits of laboratory courses in microbiology. Offered as required.
MI 524 Molecular Biotechnology. Four credits. Three hours of lecture and three hours of laboratory weekly. A course in the application of molecular knowledge to the problems of genetic engineering. A comparison between the genetic systems of prokaryotes and eukaryotes and their role in molecular genetic techniques used in the fields of molecular biology and microbiology will be explored. The development of current concepts and methods in molecular genetics as they apply to research, agriculture, industries, pharmaceutical companies and medicine will be studied. The laboratory will explore the most current techniques used in recombinant DNA technology as it relates to the course material. Cross-listed as BI 524. Prerequisite: a previous course in genetics or microbial genetics. Offered as required. *

MI 525 Microbial Physiology. Four credits. Three hours of lecture and two hours of laboratory weekly. Students study the structure, function and assembly of microbial cells and analyze products of their metabolism. Prerequisites: MI 200; CH 211, 211L. Offered fall semester of odd-numbered years. *

MI 591 Special Topics in Microbiology. One to four credits. Weekly lectures. Discussion and analysis of problems in microbiology which are not covered in regular coursework. The specific content of the course will remain flexible in response to student and departmental interest. Special topics may be taken more than once with differing subject matter. Offered periodically; consult with the director of the microbiology graduate program.

MI 597 Research. Two credits. Research on an experimental problem in a specialty of microbiology in which the student chooses to write a thesis required for the master’s degree. Not open to students who have completed MI 797. Prerequisite: Permission of the director of the microbiology graduate program. Offered fall and spring semesters.*

MI 611 Medical and Public Health Microbiology. Four credits. Two hours of lecture and two hours of laboratory weekly. Medical and public health microbiology including immunology. Standard techniques for the microbiological examination of clinical specimens, including common tests for infectious disease organisms. Prerequisites: MI 200 or equivalent, or permission of the department chair. Offered fall semester. Course may be waived by department action for those students having extensive clinical microbiology background. A formal request and supporting documentation should be sent to the director of the microbiology graduate program.*

MI 612 Pathology. Three credits. Two hours and forty minutes of lecture weekly. General systemic pathology, including the study of the reaction to injury and the structural and physiological changes in diseases. The pathology of diseases due to bacteria, viruses, rickettsiae, and parasites is emphasized. Prerequisite: MI 611. Offered fall semester of odd-numbered years.

MI 615 Electron Microscopy. Four credits. Six hours of combined lecture and laboratory weekly. The principles and use of the transmission and scanning electron microscopes are covered. Students learn the basic techniques of electron microscopic tissue processing and microphotography. An independent, short project must be performed and a research format paper with self prepared illustration is required. Prerequisite: Graduate standing in microbiology and permission of instructor. Students other than those in the microbiology masters program should seek permission of the department chair. Not open to students completing BI/MI 517. This course can be taken only once as either BI/MI 517 or MI 615. Offered as required.*
**MI 618 Parasitology.** *Three credits.* Two hours and forty minutes of lecture weekly. This course involves the study of the morphology, taxonomy, and phylogeny of human parasites. *Prerequisite: MI 611. Offered spring semester of odd-numbered years.*

**MI 619 Virology.** *Three credits.* Two hours and forty minutes of lecture weekly. A basic course in structure, replication, and effects of virus infection. Special attention is given to medically important viruses. The methods of identification and growth of viral agents are considered. *Prerequisite: MI 611. Offered as required.*

**MI 621 Topics in Immunobiology and Immunochemistry.** *Three credits.* Two hours and forty minutes of lecture weekly. This is an advanced course in current immunology. Topics include structure and function of immunoglobulins, T-cells and B-cells, characteristics of synthetic and natural antigens, and the cellular aspects and kinetics of antibody formation. Hybridoma research will also be explored. *Prerequisites: MI 521, 611, or equivalent. Offered spring semester of odd-numbered years.*

**MI 623 Microbial Pathogenesis.** *Three credits.* Two hours and forty minutes of lecture weekly. This course deals with the complex and multi-factorial nature of microbial disease. Emphasis will be placed on the interaction between the host and the microorganisms. Approaches and concepts from cell biology, microbiology, and immunology will be utilized in teaching the course. *Prerequisite: MI 525. Offered fall semester of even-numbered years.*

**MI 626 Advanced Microbial Physiology.** *Four credits.* Two hours of lecture and two hours of laboratory weekly. Microbial nutrition, kinetics of growth, and biosynthesis of major cell constituents and their transport and assemblage. Enzymes of terminal oxidation, synthesis, and metabolism of cellular intermediates are studied. *Prerequisite: MI 525 or equivalent. Offered spring semester of even-numbered years.*

**MI 630 Cellular Microbiology.** *Three credits.* This course focuses on the merge between cell biology and microbiology. Specifically, it covers how bacteria interact with eukaryotic cells during an infection. This course will cover pathogen interaction and attachment with host cell surfaces, bacterial signaling, membrane trafficking, intracellular parasitism, pathogen-cytoskeletal interactions, and the cellular response to bacterial toxins. Additionally, the use of eukaryotic systems to answer questions about pathogenic organisms will be explored. *Prerequisites: Microbiology 611 or equivalent. Offered spring semester of even-numbered years.*

**MI 691 Special Topics in Microbiology.** *One to four credits.* Weekly lectures. Discussion and analysis of problems in microbiology which are not covered in regular coursework. The specific content of the course will remain flexible in response to student and departmental interest. Special topics may be taken more than once with differing subject matter. *Offered periodically; consult with the director of the microbiology graduate program.*

**MI 693 Independent Study in Microbiology.** *One to four credits.* A course designed for advanced graduate-level inquiry. Qualified students may carry out independently arranged study of their own, chosen after advisement by sponsoring department faculty. The project may be experimental, descriptive, or analytical. *Prerequisite: Permission of the director of the microbiology graduate program and an advisor. Offered fall and spring semesters.*

**MI 710 Graduate Seminar I.** *Three credits.* Seminars covering areas of interest to the faculty and students in the graduate Microbiology program, and current developments in the broad
field of microbiology (including microbial physiology, environmental microbiology, virology, pathogenicity, genetics, molecular biology, biochemistry, biotechnology, and cell culture.)
Offered fall semester.

**MI 720  Graduate Seminar II.** *Three credits.* Seminars covering areas of interest to the faculty and students in the graduate Microbiology program, and current developments in the broad field of microbiology (including microbial physiology, environmental microbiology, virology, pathogenicity, genetics, molecular biology, biochemistry, biotechnology and cell culture). Offered spring semester.

**MI 797, 798, 799 Research.** *Six credits (two credits each).* Research work on an experimental problem in a specialty of microbiology in which the student chooses to write a thesis required for the master's degree. *MI 797 is not open to students who have completed MI 597. Prerequisite: Permission of the director of the microbiology graduate program. Offered fall and spring semesters.*

* A non-refundable laboratory fee is required.

*The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.*
MI 523 Microbial Ecology.
The Master’s program in Nursing at Wagner College is designed for professional nurses, and has as its purpose the advancement of nursing knowledge and abilities, both in general and in a specific functional area. The requirements for the degree of Master of Science in nursing are the completion of 44/45 credits. Students in the program have the opportunity to expand their knowledge base, synthesize knowledge into new concepts and theories, test theories, create new ideas and processes, and apply them in nursing practice. Students are given the opportunity to learn strategies of leadership and change in order to improve standards of nursing practice and the health status of society. Preparation in the role areas of educator or family nurse practitioner is offered. Our School is designated as a National League for Nursing Center of Excellence.

The Post Baccalaureate Doctor of Nursing Practice Program includes the 45 credits of the Masters of Nursing in Family Health Nurse Practitioner curriculum. The Post Baccalaureate Doctor of Nursing Practice Program totals 84 credits. This program may be completed in five years (full time study through first five semesters) or six years if part time study.

The MS to DNP is a 39 credit program that will be completed in seven semesters and includes two summer sessions. Students at the present time will only be admitted at the post master’s entry point.

The program in Nursing is accredited by the Accreditation Commission for Education in Nursing (formerly known as the National League for Nursing Accrediting Commission), 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326 and Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680. The program is registered with the New York State Education Department, Albany, NY 12234, and is a member of the American Association of Colleges of Nursing, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120.

**PROGRAM OBJECTIVES (LEARNING OUTCOMES)**

**MASTER’S LEVEL**

In order to fulfill the purposes of the Wagner College graduate Nursing program, the student must meet the following program objectives.

Upon completion of the program students will be able to:

1. Evaluate nursing practice as it influences the quality of services provided within the health care system.
2. Analyze nursing theories and strategies in practice to promote, restore, and maintain the optimum level of health of populations across the life span.
3. Use research to improve nursing practice.
4. Function as catalysts for change in collegial roles with other health professionals to improve the health care delivery system.
5. Demonstrate leadership roles by functioning as:
   a.) nurse educators in collegiate nursing programs or staff development programs; or
b.) family nurse practitioners.

6. Promote responsibility and accountability in themselves and others in their roles as educators and practitioners.

DOCTORAL LEVEL

Upon completion of the program students will be able to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as a basis to stabilize and improve the health of individuals, aggregates and populations.
2. Demonstrate competency in translation of research to practice, evaluation of practice, improving health outcomes and participating in collaborative research.
3. Develop and implement effective strategies for managing ethical dilemmas in the care of individuals, aggregates and populations.
4. Demonstrate proficiency in the use of information systems technology/resources to support and improve the care of individuals, aggregates and communities.
5. Deliver population focused care based on the knowledge of epidemiology, cultural diversity, crisis intervention, environmental threats and disaster preparedness.
6. Demonstrate collaborative leadership on intraprofessional and interprofessional teams.
7. Implement clinical prevention and population health activities to improve the health of populations locally and globally.
8. Assume a leadership role in the development of health care policies that address cost and health care access at institutional, local, state, regional, federal and international levels.

ADDITIONAL ADMISSION REQUIREMENTS

The following requirements for the graduate programs in nursing are in addition to those for all master's degrees.

1. Completion of an accredited baccalaureate program with a major in nursing including a course in nursing research. Other baccalaureate programs will be individually reviewed.
3. Current New York State Registered Nurse License.
4. Demonstration, prior to the registration for clinical courses, of: a.) annual physical examination with current immunizations; b.) current malpractice insurance coverage.
5. For the Family Nurse Practitioner track, the applicant must submit documentation demonstrating current clinical practice.
6. Applicants who do not meet admission requirements have the opportunity to be individually evaluated.

DEGREE REQUIREMENTS

Master of Science

Successful completion of 44/45 credits.
PROGRAM OF STUDY

Required Courses for All Students
NR 611 Theoretical Components of Nursing 3 credits
NR 615 Advanced Pathophysiology 3 credits
NR 616 Advanced Health Assessment 4 credits
NR 616L Advanced Assessment Lab 0 credits
NR 621 Dynamics of Family Health Nursing 3 credits
NR 622 Health Care Policy Organization and Finance 3 credits
NR 623 Advanced Pharmacodynamics for Primary Care 3 credits
NR 624 Advanced Research 3 credits
NR 631 Evaluation and Instrumentation in Nursing 3 credits
NR 793 Civic Corporate Engagement Project Development 3 credits
Elective 3 credits
Total: 31 credits

Required Courses for the Educator Role
NR 626 Teaching, Learning Methods for Nurse Educators 3 credits
NR 635 Curriculum Development 3 credits
NR 653 Practicum in Teaching 4 credits
NR 655 Advanced Community Health Nursing 3 credits
Total: 13 credits

Required Courses for the Family Nurse Practitioner Role
NR 609 Management of Common Conditions 3 credits
NR 617 The Advanced Practice Nurse 3 credits
NR 641 Family Health Nursing I 2 credits
NR 643 Family Health Nursing II 3 credits
NR 645 Family Health Nursing III 3 credits
Total: 14 credits

For the D.N.P.
The DNP incorporates the first 45 credits of the existing M.S., Family Nurse Practitioner. The DNP focuses on providing leadership for evidence-based practice. This requires competence in translating research in practice, evaluating evidence, applying research in decision-making, and implementing viable clinical innovations to changes in practice. Considerable emphasis is placed on a population perspective, how to obtain assessment data on populations or cohorts, how to use data to make programmatic decisions, and program evaluation. Of the 84 credits required for the degree, 81 are in required courses.

Degree Requirements (84 credits)
NR 609 Management of Common Conditions 3 credits
NR 611 Theoretical Components of Nursing 3 credits
NR 615 Advanced Pathophysiology 3 credits
NR 616 Advanced Health Assessment 4 credits
NR 617 The Advanced Practice Nurse 3 credits
NR 621 Dynamics of Family Health Nursing 3 credits
NR 622 Health Care Policy Organization and Finance 3 credits
NR 623 Advanced Pharmacodynamics for Primary Care 3 credits
NR 624 Advanced Research 3 credits
372
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NR 631</td>
<td>Evaluation and Instrumentation in Nursing</td>
<td>3</td>
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<tr>
<td>NR 641</td>
<td>Family Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NR 643</td>
<td>Family Health Nursing II</td>
<td>3</td>
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<tr>
<td>NR 645</td>
<td>Family Health Nursing III</td>
<td>3</td>
</tr>
<tr>
<td>NR 793</td>
<td>Professional Project Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NR 800</td>
<td>Scientific Inquiry for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 801</td>
<td>Bio-statistical Methods for Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NR 802</td>
<td>Clinical Scholarship for Evidence-Based Practice and Translational Research</td>
<td>3</td>
</tr>
<tr>
<td>NR 803</td>
<td>Information Systems and Technology for Health Care Transformation</td>
<td>3</td>
</tr>
<tr>
<td>NR 804</td>
<td>Improving Health Outcomes through Organizational and Systems Collaborative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NR 805</td>
<td>Policy and Finance for Complex Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>NR 806</td>
<td>Ethical and Genetic Issues in Health Care and Research</td>
<td>3</td>
</tr>
<tr>
<td>NR 807</td>
<td>Systems Approach to Disaster Preparedness at Home and Abroad</td>
<td>3</td>
</tr>
<tr>
<td>NR 808</td>
<td>Clinical Scholarly Project I</td>
<td>1</td>
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<tr>
<td>NR 809</td>
<td>Clinical Prevention and Population Health with a Focus on the Epidemiology of Infectious Diseases and Public Health Threats</td>
<td>3</td>
</tr>
<tr>
<td>NR 810</td>
<td>Promoting Health, Healing and Hope in Response to a Chaotic Human Condition: Trauma, Traumatic Stress Assessment and Treatment</td>
<td>3</td>
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<tr>
<td>NR 811</td>
<td>Clinical Scholarly Project II</td>
<td>2</td>
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<td>NR 812</td>
<td>Global Nursing Practice and Policy Development</td>
<td>3</td>
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<tr>
<td>NR 813</td>
<td>Clinical Capstone Scholarly Project III</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTIONS**

**NR 609 Management of Common Conditions.** Three credits. This course focuses on the management of common conditions encountered by the advanced practice nurse in primary care. Emphasis will be placed on developing diagnostic reasoning skills and utilizing a holistic evidenced approach to clinical care. **Prerequisite:** NR 615. **Offered spring semester.**

**NR 611 Theoretical Components of Nursing.** Three credits. The purpose of this course is to explore, discuss, and formulate concepts of individuals, environment, health, and nursing as they relate to nursing theories. Philosophical inquiry and historical trends, as a basis for theory development, are examined. Students examine knowledge from the sciences, humanities, and nursing and how it can be applied to nursing in education, administration, and advanced practice. **Offered fall semester.**

**NR 615 Advanced Pathophysiology.** Three credits. This course focuses on the pathogenesis of common conditions affecting individuals and families as a basis for nursing primary care management. **Offered fall semester.**

**NR 616 Advanced Health Assessment.** Four credits. / NR616L Advanced Health Assessment Lab. 0 credits. Students develop sophistication in the ability to assess and evaluate subtle diagnostic cues in client populations across the life span. Emphasis is placed on enhancing students’ clinical judgment. Required lab experience. **Offered spring semester.**
NR 617 The Advanced Practice Nurse. *Three credits.* This course focuses on exploring issues relating to graduate nursing education and the advanced practice role. Contemporary concerns such as the politics of health care reform, the advanced practice nurse’s usefulness and marketability, and the legal responsibility and accountability of the professional nurse in advanced practice are analyzed. *Offered spring semester.*

NR 618 Philosophy of Education. *Three credits.* This course is designed to explore different philosophies of education. It offers a philosophical foundation for students to develop evaluative approaches, justification for teaching approaches, and commentaries on teaching practices. Nursing elective. *Offered fall semester as needed.*

NR 621 Dynamics of Family Health Nursing. *Three credits.* This course focuses on the primary care dynamics and needs of families. Psycho-socio-cultural, economic, spiritual, community, and educational paradigms are explored. Risk assessment and interventions are investigated and analyzed to promote the stability of a family’s health status. *Offered fall semester.*

NR 622 Health Care Policy, Organization, and Finance. *Three credits.* This course presents an overview of health care policy formulation, health care organization and financing. Nurses as health care providers, coordinators, and advocates will study the theories and competencies needed to function in a new and complex health care environment. *Offered spring semester.*

NR 623 Advanced Pharmacodynamics for Primary Care. *Three credits.* Course content will focus on the pharmacological management of self-limiting episodic complaints and stable chronic disease states commonly managed by advanced practice nurses. *Offered fall semester.*

NR 624 Advanced Research. *Three credits.* The components of research design, methodology, and statistical analysis are presented. The students develop the needed knowledge base to prepare them to conduct research studies. *Prerequisite: NR 611. Offered spring semester.*

NR 626 Teaching, Learning Methods for Nurse Educators. *Three credits.* This course prepares the student for the role as faculty/teacher in nursing education or in staff development. Standards and competencies needed by nurse educators will be discussed. Content will include educational teaching/learning theories, adult learning strategies, identification and evaluation of clinical competencies, test and measurements, cultural competencies, and leadership and management techniques. The impact of technological advances of nursing education will be explored. Outcomes as a measurement of student learning and the concept of continued competencies will be examined. *Offered spring semester.*

NR 631 Evaluation and Instrumentation in Nursing. *Three credits.* This course offers students the knowledge and skills needed to collect, critically appraise, integrate, generate, and evaluate evidence for nursing practice. *Prerequisite: NR 624. Offered fall semester.*

NR 635 Curriculum Development. *Three credits.* Issues and trends, which influence curricular decisions and development, are examined. Students acquire the knowledge and
skills to design, develop, and evaluate a curriculum. Prerequisite: NR 611. Prerequisite NR 626. Offered spring semester.

NR 641 Family Health Nursing I. Two credits. This course is the first course in the supervised clinical experience for the family nurse practitioner role. The emphasis is on developing clinical judgment in the primary care setting through critical analysis of subjective and objective client data. The clinical experience consists of 200 hours plus a weekly seminar. Prerequisites: NR 611, 615, 616, 617, 623, Prerequisite or Co requisite NR 609 and NR 621. In addition all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titer, and proof of current health insurance. Students must see the professor prior to registration to arrange clinical experiences. Offered fall and spring semesters.

NR 643 Family Health Nursing II. Three credits. This clinical course is a continuation of Family Health Nursing I. Students is afforded the opportunity to enhance clinical skills and judgments developed in the previous course. Supervised clinical practices in primary care settings with preceptors are maintained. The clinical experience consists of 200 hours plus a weekly seminar. Prerequisite NR 641. In addition all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titer, and proof of current health insurance. Students must see the professor prior to registration to arrange clinical experiences. Offered fall and spring semesters.

NR 645 Family Health Nursing III. Three credits. This clinical course is a continuation of Family Health Nursing II. Students are afforded the opportunity to continue to enhance clinical skills and judgments developed in the previous courses. This is the last clinical course for the family nurse practitioner. At the end of this course students are expected to demonstrate competency in this role. Supervised clinical practice takes place in a variety of primary care settings with preceptors. The clinical experience consists of 200 hours plus a weekly seminar. Prerequisite: NR 643. In addition all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titer, and proof of current health insurance. Students must see the professor prior to registration to arrange clinical experiences. Offered fall and spring semesters.

NR 653 Practicum in Teaching. Four credits. Students are provided opportunities for individualized teaching experiences in nursing education settings. Nurse educators precept students into the roles and responsibilities of their positions. The teaching practicum includes 90 hours of experience plus a weekly seminar. Prerequisites: NR 615, 616, 626, 621, 623, 631, 635. Offered fall semester.

NR 655 Advanced Community Health Nursing 3 credits. This course focuses on advanced nursing practice with vulnerable individuals, families and populations within the community. Emphasis is placed on interventions appropriate for health promotion, maintenance and restoration utilizing national objectives for healthy populations. Students are provided with the opportunity to enhance their clinical skills and judgments within a population based context. This course includes a weekly seminar and 60 hours of clinical practice. Prerequisites. NR 611, 615, 616, 621, 623. In addition all students are required to show evidence of a current RN license, malpractice insurance, recent physical examination with titer, and proof of current health insurance. Students should see the professor prior to registration to arrange clinical experiences.
NR 661 Holistic and Complementary Healthcare Strategies 3 credits. Holistic integrative and complementary healthcare strategies are being sought by individuals to help manage or sometimes prevent the onset of chronic illness, increase longevity, improve cognitive function, or increase the sense of well-being and balance. This course covers information to enhance the masters level nurse's understanding of the array of holistic complementary modalities offered in healthcare environments. It offers a study of a broad range of healing philosophies and interventions and encourages students to engage in a critical reflection of various methods of self care and healing. Nursing elective. Offered periodically.

NR 691 Special Topics in Nursing. Three credits. Content varies to meet the special interests of graduate students and faculty. Offered periodically.

NR 693 Independent Study. One to four credits. Course designed for independent advanced level study on a topic of the student's own choosing after advisement by sponsoring departmental faculty. Students may use this course to engage in collaborative research with faculty. Prerequisite: permission of advisor and of director of graduate nursing. Offered fall and spring semesters.

NR 699 Summer Practicum Supervision, 0 credits. This practicum affords the nurse practitioner student an opportunity to complete up to 75 hours of clinical precepted practice under the guidance of faculty. The hours may be applied towards the required clinical hours for NR643 or NR645. Students must have completed NR641 in order to participate in this practicum. (Fee applies)

NR 793 Civic Corporate Engagement Project Development. Three credits. This course uses the parameters of the scientific process to investigate mind/body/spirit health related problems found in communities. Students participate in an intellectual process that culminates in community civic engagement health promotion project development. Through project development, students function as advocates for venerable populations. The theoretical frameworks used to organize the project are the National League for Nursing’s Core concepts and the Precede Framework for health promotion. Students organize their work within a series of phases that consider epidemiological, social, behavioral, educational and administrative components of the problems of interest. This course is taken in the last academic year before graduation. NR631 Prerequisite or Co-requisite. Offered fall and spring semesters.

NR 800 Scientific Inquiry for Nursing Practice. Three Credits. This course explores the theoretical underpinnings of the science of nursing. Integration of nursing science with knowledge from the disciplines of the biophysical, psychosocial, analytical and organizational sciences will be used to evaluate practice. Theoretical advances in the foundational and nursing sciences will be analyzed and applied to complex health situations

NR 801 Biostatistical Methods for Evidence Based Practice. Three Credits. This course is designed to prepare students to use biostatistics to evaluate population health and inform advanced practice nursing. Patient population data will be analyzed using biostatistical methods. The DNP student will interpret and use health indicators such as mortality rates, morbidity rates, disease incidence and prevalence as well as perform secondary analysis of large data sets to evaluate health outcomes.
NR 802 Clinical Scholarship for Evidence Based Practice and Translational Research. Three Credits. This course synthesizes concepts from nursing science and other related sciences to prepare students for doctoral level evidence based practice. Emphasis is placed on utilizing critical appraisal and analysis to evaluate practice patterns against national benchmarks and develop clinical practice solutions to improve health outcomes through the translation and dissemination of research. Prerequisites NR 800 and NR 801

NR 803 Information Systems and Technology for Health Care Transformation. Three Credits. This course prepares the DNP graduate to use information systems/technology to support and improve patient care and health care systems and provide leadership within healthcare systems and/or academic settings. Prerequisites NR 800 and NR 801

NR 804 Improving Health Outcomes through Organizational and Systems Collaborative Leadership. Three Credits. This course provides the DNP graduate with the skills to develop and evaluate care delivery approaches that meet current and future needs of patient populations, nationally and internationally. Emphasis is placed on developing collaborative skills to effect change that will lead to improved quality of health care. Prerequisites NR 803 and NR 802

NR 805 Policy and Finance for Complex Health Care Systems. Three Credits. This course explores economics and its application to health care financing and policy development from regional, state, national and global perspectives. A focus is placed on designing and implementing effective culturally sensitive health care policy initiatives to reduce health care disparities. Prerequisite NR 803 and NR 802

NR 806 Ethical and Genetic Issues in Health Care and Research. Three Credits. This course explores the philosophical study of morality as it applies to biomedical ethics in current health care dilemmas as well as disasters on a national and international level. Prerequisites NR 804 and NR 805

NR 807 Systems Approach to Disaster Preparedness at Home and Abroad. Three Credits. This course will focus on the leadership role of the DNP in natural and man made disasters. Students will be prepared in emergency preparedness including, planning, response, mitigation and remediation. Emphasis will be placed on public health risks. Students will participate in a simulated disaster scenario. The Incident Command System for Healthcare/Hospitals will be presented and students will obtain a certificate of completion from the Federal Emergency Management Agency (FEMA). NR 804 and NR 805

NR 808 Clinical Scholarly Project I One Credits. This course will provide students with support to develop a problem statement for an evidence-based (EB) focused project, conduct a literature review and background study, and develop a project plan in consultation with a faculty member who will oversee the project. (Examples can be design of systems, analysis and development of policy, or technologies that change practice outcomes or quality assurance/community enhancement projects or similar ideas that change the health of populations).Clinical Hours 100. Prerequisites NR 804 and NR 805
NR 809 Clinical Prevention and Population Health with a Focus on the Epidemiology of Infectious Diseases and Public Health Threats. Three Credits. This course focuses on health promotion and risk/reduction/illness prevention for individuals, aggregates and communities. Through the analysis of epidemiological, biostatistical, occupational and environmental data the student will develop, implement and evaluate clinical prevention and population health. Emphasis will be placed on Infectious diseases and public health threats. Epidemiological theories will be applied to infectious diseases as well as disaster preparedness. Health care delivery models and strategies will be evaluated as they relate to environmental and public health as well as the cultural and socioeconomic dimensions of health. Reducing health threats through community preparedness will be emphasized. Prerequisites NR 806, NR 807 and NR 808

NR 810 Promoting Health, Healing and Hope in Response to a Chaotic human condition: trauma. Traumatic stress assessment and treatment. Three Credits. This course introduces the student to the core values of caring, holism, spirituality, diversity, ethics and client centeredness as it applies to learning the standard of care for treatment in the field of disaster response traumatic stress intervention. Guides for spiritual care in times of disaster along with prevalent psychosocial models used for maintenance of safety and stabilization will be explored. Students will be presented with techniques to care for the care giver as they mobilize their skills to provide compassionate nursing intervention before, during and after disasters. NR 806, NR 807, NR 808

NR 812 Global Nursing Practice and Policy Development Three Credits. This course responds to the global need for Nursing to expand its borders. Cultural dimensions of health and its meanings throughout the world with regard to prevention, promotion and disease will be considered. Developing nations, global environmental issues and public health are considered in this clinical and theory course with experiential learning with various national and international partners. (Clinical Hours 50) Prerequisites NR 809 NR 810 Nr 811

NR 813 Clinical Capstone Scholarly Project III . Three Credits (Evaluation and Dissemination) This final component of the clinical scholarly project will result in a product that facilitates improved health outcomes for a specified population and can be generalizable to broader populations. It will demonstrate the interface between advanced practice nursing and research. Evaluation of the Project will be an integral component. The dissemination of the Capstone Scholarly Project will include preparing an article for publication in a peer reviewed journal and an open oral defense of the Project. (Clinical Hours 150) Prerequisites NR 812
POST-MASTER’S ADVANCED CERTIFICATE PROGRAM FOR FAMILY NURSE PRACTITIONER

Program of Study
The Post Master’s Certificate Program for Family Nurse Practitioner builds on an earned master’s degree in nursing. The student completes 27 credits, inclusive of precepted clinical practice. Graduates completing this program will be certified by the New York State Education Department as Family Nurse Practitioners.

Admission Requirements

1. Master’s degree in nursing from an accredited program with a minimum G.P.A. of 3.0.
2. Current New York State licensure as a Professional Registered Nurse.
3. Malpractice insurance coverage.
4. Current immunization and physical examination.
5. Two (2) letters of reference attesting to applicant’s current knowledge base, clinical competency and experiences, professional capabilities, and potential for successfully assuming an advanced practice role.

An application can be obtained from the Graduate Admissions Office, Campus Hall.

Curriculum Schema of Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR609</td>
<td>Management of Common Conditions</td>
<td>3</td>
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<tr>
<td>NR615</td>
<td>Advanced Pathophysiology</td>
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<td>NR616</td>
<td>Advanced Health Assessment</td>
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<td>NR617</td>
<td>The Advanced Practice Nurse</td>
<td>3</td>
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<tr>
<td>NR621</td>
<td>Dynamics of Family Health Nursing</td>
<td>3</td>
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<tr>
<td>NR623</td>
<td>Advanced Pharmacodynamics for Primary Care</td>
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<tr>
<td>NR641</td>
<td>Family Health Nursing I</td>
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<td>Family Health Nursing II</td>
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<tr>
<td>NR645</td>
<td>Family Health Nursing III</td>
<td>3</td>
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</table>

Total 27 credits
MISSION AND STUDENT LEARNING GOALS
The Graduate Program in Advanced Physician Assistant Studies is a comprehensive program that prepares physician assistants for career advancement as educators, health care managers, and clinical leaders dedicated to improving the quality of primary health care.

The mission of the program is to prepare physician assistants committed to contributing to an improved community and quality health care through leadership roles in research, education, healthcare management and advanced clinical care. This mission coordinates with the mission of Staten Island University Hospital.

Staten Island University Hospital is a not-for-profit, comprehensive, community health care system committed to meeting the health care needs of people on Staten Island and surrounding communities. The services provided by the hospital are directed by the needs of the communities it serves. SIUH believes health care is a right, not a privilege and that a fair and equitable heal-care system should be available to everyone.

By graduation, students with MS degrees in Advanced Physician Assistant Studies will be prepared for:

1. clinical leadership in primary and specialty-focused health care.
2. research development in health care.
3. serving as educators of future physician assistant students and graduate members of the profession.
4. management roles within health care.
5. incorporating effective research, teaching, and management skills into professional practice.

Admission Requirements
The general requirements for graduate student admission are

1. a bachelor’s degree from an accredited college
2. official transcripts of previous university or college study
3. two letters of reference, preferably from former or present employers or professors

Additional admission requirements for the MS in Advanced Physician Assistant Studies are

1. successful completion of a physician assistant program accredited by the Accreditation Review Committee for Physician Assistants
2. minimal overall undergraduate grade point average of 3.0
3. minimal undergraduate grade point average of 3.0 in the undergraduate physician assistant program
4. national certification or eligibility for certification by the National Commission on Certification of Physician Assistants
5. state licensure or eligibility for state licensure
6. supplemental application consisting of three focused essays
7. panel interview
**Program of Study**
The requirements for a Master of Science (MS) degree in Advanced Physician Assistant Studies consist of 36 credits. Students must complete three courses of core requirements, a minimum of 15 credits in a selected track, and 8 credits of capstone work. Capstone courses may be taken only after completion of all core curriculum courses.

**Core Requirements**
All students enrolled in the Graduate Program in Advanced Physician Assistant Studies are required to complete the following core courses (12 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PA 501</td>
<td>The Art and Practice of Health Education</td>
<td>4</td>
</tr>
<tr>
<td>PA 504</td>
<td>Medical Literature Review and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PA 514</td>
<td>Advanced Health Assessment</td>
<td>4</td>
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</tbody>
</table>

**Track Requirements (Minimum of 15 Credits)**
The student will select one of the three tracks noted below. A minimum of 15 credits specific to that track must be completed.

**A. Health Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 605</td>
<td>Curricular Development</td>
<td>3</td>
</tr>
<tr>
<td>PA 615</td>
<td>Teaching Styles and Strategies</td>
<td>3</td>
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<tr>
<td>PA 620</td>
<td>Clerkship I: Practicum in Curriculum Development</td>
<td>6</td>
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<tr>
<td>PA 625</td>
<td>Clerkship II: Teaching Methodology for Health Care</td>
<td>6</td>
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**B. Health Care Management**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 610</td>
<td>Administrative Strategies in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PA 630</td>
<td>Clerkship I: Developing Community Health</td>
<td>6</td>
</tr>
<tr>
<td>PA 635</td>
<td>Clerkship II: Health Care Administration</td>
<td>6</td>
</tr>
<tr>
<td>PA 651</td>
<td>Health Care Management Theory and Evaluation</td>
<td>4</td>
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</table>

**C. Clinical Specialty**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PA 612</td>
<td>Critical Thinking in Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PA 630</td>
<td>Clerkship I: Developing Community Health</td>
<td>6</td>
</tr>
<tr>
<td>PA 645</td>
<td>Clerkship II: Advanced Procedures and Skills</td>
<td>6</td>
</tr>
<tr>
<td>PA 651</td>
<td>Health Care Management Theory and Evaluation</td>
<td>4</td>
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</table>

**Capstone Requirements (8 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PA 790</td>
<td>Research Design</td>
<td>4</td>
</tr>
<tr>
<td>PA 799</td>
<td>Thesis or Professional Project</td>
<td>4</td>
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</tbody>
</table>

To complete the 36 credits for this program, students may select elective courses from the above list and/or the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 502</td>
<td>The Challenges of Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PA 503</td>
<td>Leadership Development and Professionalism</td>
<td>4</td>
</tr>
<tr>
<td>PA 691</td>
<td>Special Topics in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PA 693</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

PA 501 The Art and Practice of Health Education. *Four graduate credits.* This course introduces the healthcare practitioner to the philosophies of health education. It identifies the key elements needed to construct an effective healthcare curriculum and provides the foundation for developing teaching approaches and evaluative tools. Each student is guided through the design of a community health educational program for practitioners or patients reflective of that student’s interest or healthcare practice. Clinical relevance is optimized through experiential learning during the development of and participation in patient education events.

PA 502 The Challenges of Medical Ethics. *Three graduate credits.* This course provides a forum for the exploration of ethical dilemmas encountered in medical practice. Historical medical case scenarios and current ethical guidelines are reviewed. The opportunity is provided to address ethical dilemmas with respect to the dynamics of cultural conflicts.

PA 503 Leadership Development and Professionalism. *Four graduate credits.* This course explores the opportunities for leadership in the healthcare delivery system. The course reviews the legal foundation of the physician assistant’s scope of practice, legislative agenda for the physician assistant profession, professional practice opportunities, performance improvement principles, and the administrative systems providing the framework for the modern healthcare delivery system. The most current issues in health care, such as patient safety, form a foundation for analyzing the successes and failures of the healthcare delivery model. An interactive approach to exploring the material is supplemented by guest lectures from the field and peer-reviewed journal research and critiques. Experiential learning is optimized by participation in research and the development of a quality improvement project.

PA 504 Medical Literature Review and Analysis. *Four graduate credits.* This course provides the physician assistant with the skills for effective review and analysis of the expanse of medical literature. Students presented with various research problems are taught to analyze applicability, appropriately select corresponding literature, and develop a systematic critique of the findings. Statistical methods are introduced and the ability to analyze data and draw inferences is developed. The selection of the medical literature for review and analysis is reflective of each student’s area of interest for future research. Experiential learning is emphasized through the designing of a research study and culminates with a presentation of the proposal and research at the medical literature symposium event.

PA 514 Advanced Health Assessment. *Four graduate credits.* The purpose of this course is to develop and enhance clinical judgment and assessment skills for patient populations across the life span. The intent is for the student to improve his/her decision-making ability in the clinical setting and develop appropriate management protocols. Problem solving sessions are utilized for the assessment of clinical case scenarios. Diagnoses are discussed within the framework of preventive medicine, epidemiology, and subsequent improvements in the delivery of clinical medicine. Clinical relevance is enhanced during the development of and participation in community outreach events.

PA 605 Curricular Development. *Three graduate credits.* This course focuses on an understanding of the learning process. The characteristics of various learning styles are discussed and students are challenged to apply the knowledge towards the formatting of
instruction and curricular strategies. Instructional methods are reviewed in short presentation formats and students are introduced to curriculum developments.

PA 610 Administrative Strategies in Health Care. *Three graduate credits.* This course is an overview of the principles and practices relating to the organization and administration of programs within hospitals, as well as of independent health care programs. The role of the administrator is evaluated, including financial aspects, personnel services, planning, design, utilization and maintenance of facilities.

PA 612 Critical Thinking in Medicine. *Four graduate credits.* The purpose of this course is to review and expand upon the physician assistant’s knowledge of disease pathology and therapeutic intervention. The emphasis is on critical thinking and its applicability to the identification of the pathogenesis of disease processes and the development of algorithms, flow charts, and decision trees. Through critical analysis, the student develops appropriate management plans, based on the needs of specific individuals and communities. *Offered only to physician assistant majors during the third professional year.* This course may be replaced by MI 612 or NR 615; not open to students who have completed MI 612 or NR 615.

PA 615 Teaching Styles and Strategies. *Three graduate credits.* This course focuses on the various modalities of teaching and learning, and the relationships between them. Students are oriented to the traditional classroom, as well as the alternative relationships of clinical preceptorships. They learn the required skills for the organization of students and subject matter, classroom time management, and the development of cognitive connections with learners. *This course may be replaced by ED 687; not open to students who have completed ED 687.*

PA 620 Clerkship I: Practicum in Curriculum Development. *Six graduate credits.* This course provides an opportunity for a supervised clerkship in curriculum development. The student conducts an in-depth study of health care and physician assistant program curricula. With the supervision of a physician assistant educator, the student develops the competencies required for proper curriculum review, assessment and/or development. The participating student is required to design a curriculum relevant to an aspect of physician assistant education, the topic of which is determined by the student and the educator serving as the student’s preceptor.

PA 625 Clerkship II: Teaching Methodology for Health Care. *Six graduate credits.* Students are provided opportunities for individualized teaching experiences, with the guidance of physician assistant educators. Physician assistant educators precept students into the roles and responsibilities of their positions. They provide for experiences in directed teaching in an accredited physician assistant program and facilitate student growth in planning, instructional, and evaluative skills.

PA 630 Clerkship I: Developing Community Health. *Six graduate credits.* The focus of this course is to precept physician assistant students in their transition towards becoming advanced mid-level providers of health care. Each student identifies a component or area of health care interest that impacts the community and affords a broad exposure of clinical experiences. Through clinical involvement, the student learns to discern specific health needs and is guided and advised through the development of a community health project reflective of the assessed needs.
PA 635 Clerkship II: Health Care Administration. Six graduate credits. This course provides an opportunity for a supervised clerkship in health care administration. The student is involved in the analysis and practice of management and interpersonal dealings utilized in the health care environment. The course explores writing techniques with correspondence and reports required by administrators and managers in health care. Emphasis is also placed on management issues in current health care organizations such as conflict resolution, negotiation, and changes in health care, crisis management, and patient satisfaction.

PA 645 Clerkship II: Advanced Procedures and Skills. Six graduate credits. The focus of this clerkship is to precept physician assistant students through the acquisition of advanced skills for clinical practice in primary care or a specialty area of interest. The student is provided with an opportunity for an in-depth analysis of clinical practice in his/her specific area of interest. Skills development focuses on the areas identified during the pre-clerkship advisement session. The student learns through the development of a clinical project reflective of the unique characteristics of the clerkship.

PA 651 Health Care Management Theory and Evaluation. Four graduate credits. This course introduces the student to the schools of thought of management theorists and practitioners in health care. Evaluations of various theories are based on case studies and discussions of readings from periodicals, research reports, and books. Offered only to physician assistant majors during the third professional year. This course may be replaced by MG 614 or MGE 614; not open to students who have completed MG 614 or MGE 614.

PA 691 Special Topics in Health Care. Three graduate credits. Weekly lectures. Discussion and analysis of problems in health care which are not covered in regular course work. The specific content of the course will remain flexible in response to student and departmental interests.

PA 693 Independent Study. One to three graduate credits. Course designed for independent, advanced-level study on a topic of the student’s own choosing after advisement by sponsoring departmental faculty.

PA 790 Research Design. Four graduate credits. The purpose of this course is to establish the groundwork for a research thesis. The student is provided the opportunity to construct a research project beginning with the framing of the research problem and hypothesis, and progressing to design selection and data analysis. The course offers students the knowledge and skills needed for instrument design and development. Seminar sessions are dedicated to the scoring and interpretation of the data from the individual measurement tools. All proposals require the hospital’s Internal Review Board approval prior to implementation.

PA 799 Thesis. Four graduate credits. The focus of this course is the implementation of the research design proposed in Physician Assistant 790. The parameters of the scientific process are utilized to investigate health-related research problems. Each student is guided through his/her individual research project. Seminar and individual conferences are dedicated to the analysis and evaluation of data. The thesis is developed and is presented for oral defense during the research forum.
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Yvonne Gathers
Asso. Dir. Of Enrollment Systems and Operations
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<thead>
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<th>Education</th>
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<tbody>
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Staten Island is served by four bridges, all of which can be used for travel to Wagner College.

The Verrazano Narrows Bridge, for travel from Brooklyn, Manhattan, Long Island. Take the Verrazano Narrows Bridge to Staten Island. From the toll booths follow Interstate 278 to the “Richmond Road/Clove Road” exit. Follow the service road to the third traffic light and turn right onto Clove Road. Take the first right, Howard Avenue, and proceed up Grymes Hill. The Wagner campus is on your right as you reach the top.

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INDEX

A

Academic and Cultural Enrichment Program (ACE), 54
Academic Awards, 37-47
Academic Calendars, 3-5
Academic Distinctions, 79
Academic Evaluation, 78
Academic Honesty, 81-82
Academic Interest Groups, 52
Academic Policies
* adding/dropping courses, 76
* attendance, 81
* audit policy, 83
* change of grade, 85
* course loads, 75-76
* course numbering, 75
* degree requirements, 71-72
* expulsion policy, 80-81
* grades, 73, 78
* grievance policies, 85
* independent study, 77
* internships, 25, 76-77
* leave of absence, 86
* pass-fail option, 82
* personal information, 87
* practica, 25, 77
* repeating courses, 83-84
* respect and civility, 91
* student rights and responsibilities, 90-93
* tutorials, 77
* withdrawal, 86-87
Academic Probation and Suspension, 80-81
Academic Scholarships, 57, 66-67
Accounting
* B.S./M.S., 14, 100
* Certified Public Accountant (C.P.A.), 14, 100
* graduate courses, 316-318
INDEX

*minor in, 137
*M.S. in, 316-318
*undergraduate courses, 139

Accreditation, 7, 15-16, 21, 93, 254, 319, 370
Administrative Personnel, 386-391
Admissions, 56-62
*Advanced Placement (AP) exams, 59
*criteria, 56-57
*early decision program, 57
*First Year admission, 56
*honors program candidates, 58
*international baccalaureate students, 59
*readmission procedures, 61-62
*second baccalaureate degrees, 59
*summer sessions, 60
*transfer admission, 58-59
*tuition deposit, 57
*veterans, 59
Alumni Career Mentoring, 24
Alumni Fellowships, 69-70
Anthropology
*academic awards, 37
*B.A. in, 14, 101
*B.S. in, 14, 101
*courses, 102-107
*double major in, 102
*minor in, 102
Appeals, Grade, 85
Art
*academic awards, 37
*B.A. in, 14, 108
*minor in, 110
*studio courses, 111-114
Art History
*B.A. in, 14, 108
*courses, 114-119
*minor in, 110

**Arts Administration**
* B.S. in, 15, 120-122
* courses, 122-124
* music concentration, 246, 248

**Astronomy, 279**

**Athletic Personnel, 404-405**

**B**

**Baccalaureate and Commencement, 90**

**Bank and Cashier, 35**

**Billing, 64**

**Biology**
* academic awards, 37-38
* B.S. in, 15, 126-127
* minor in, 127
* undergraduate courses, 127-134

**Biopsychology, B.S., 15, 135**

**Board of Trustees, 385**

**Bookstore, 35**

**Buildings and Facilities, 28-30**

**Bulletin Information, 406**

**Business Administration**
* academic awards, 38-39
* B.S. in, 15, 136
* graduate courses, 319, 323-330, 334-336, 338-340
* M.B.A., 15, 319-323
* M.B.A., Accelerated, 333-334
* M.B.A., Executive, 337-338
* minor in, 138
* undergraduate courses, 137-143

**C**

**Campus Hall, 28**

**Campus Housing, 63**

**Campus Life, 48**

**Campus Safety, 35**

**Career Development** (Center for Academic & Career Engagement), 32-33
Career Preparation, 12
Center for Academic & Career Engagement, 32-33
Center for Health and Wellness, 48-49
Center for Intercultural Advancement, 30
Center for Leadership and Engagement, 33-34
Certifications
*Certified Public Accountant (C.P.A.), 14, 100
*Civic Engagement Certificate Program, 24
*Family Nurse Practitioner post-master’s certificate, 379
Chapel, 49
Chemistry,
*academic awards, 39-40
*B.S. in, 16, 144-145
*minor in, 145
*undergraduate courses, 145-48
Childhood Education Dual Majors, 102, 110, 163-166, 172-173, 202, 217, 227, 238, 248, 262, 280, 291, 302-303
City Studies Minor, 16, 149-150
Class Status, 72-73
CLEP, 59, 88
Co-Curricular Programs, 48
Commencement, 89-90
Commuter Student Association, 53
Computer Center, 32
Computer Science
*academic awards, 42
*B.S. in, 16, 151
*minor in, 151
*undergraduate courses, 152-155
Costs, see Tuition and Fees
Course Loads, 75-76
Credit, Transfer of, 85-86, 320
Crime Statistics, 35
Cultural Competency for Allied Health, 16, 157
Cumulative Index, 74, 78
Cunard Hall, 28
INDEX

D
Dean of Campus Life, 48
Dean’s List, 79
Degree Requirements
*about, 71-72
*application for degree, 89
*compliance with, 90-91
*courses of study, 98-99
*double majors, 71
*electives, 98
*general education requirements, 96-97
*graduate programs, 26-27, 315
*majors and minors, 14-22
*transfer students, 58-59
Degrees Awarded, 12
Degree Status, 72-73, 84
Departmental Honors, 79
Disability Support Services, 91-93
Diversity Action Council, 34
Double Majors, 71
Dropping Courses, 76

E
Early Childhood Center, 30
Economics
*academic awards, 40
*B.A. in, 17, 158
*minor, 158
*undergraduate courses, 158-162
Education
*academic awards, 40-41
*B.A./B.S. in, 17
*graduate courses, 349-362
*graduate programs, 341-348
*minor in, 17, 165-166
*M.S. Ed., 17, 341-348
*New Educators at Wagner, 27
*undergraduate courses, 167-171
Educational Leadership
*certification in, 17, 26, 347-348
*graduate courses, 360-362
*M.S. in, 17, 26, 347-348
Electives, 98
Employment Opportunities, Student, 70
Engineering: Pre-Engineering, 23, 276
English
*academic awards, 41
*B.A. in, 18, 172
*minor in, 173
*undergraduate courses, 174-182
Environmental Studies, 18, 183
Evelyn Lindfors Spiro Nursing Resource Center, 32
Exchange Programs, 26
Executive M.B.A. Weekend Program, 337-340
Expanding Your Horizons, 26
Experiential Learning, 25, 27, 94
Expulsion Policy, 80-81

F
Faculty and Professors, 12, 391-404
Federal Nursing Loans, 68
Fees, see Tuition and Fees
FERPA, 90
Italian Studies
*minor in, 234
*courses, 234-236
Financial Aid, 65-67
First Year Program, 95
Foreign Languages. See Modern Languages
Foundation Hall, 28
Fraternities, 51-52
French Studies
*B.A. in, 227
*courses, 228-232
*minor in, 227
G

Gender Studies
*courses, 187-192
*minor in, 18, 187

General Education Curriculum, 13, 96-97

German,
*courses, 232-234
*minor in, 232

Government and Politics
*academic awards, 41
*B.A. in, 18, 193
*courses, 193-200
*minor in, 193

Grade Point Average (G.P.A.), 74, 78

Grades
*about, 73
*appeal of, 85
*change of, 85
*G.P.A. (grade point average), 74, 78
*incomplete grades, 82-83
*nursing program, 258
*pass-fail option, 82
*repeat of courses, 83-84
*study abroad programs, 86

Graduate Assistantships, 69

Graduate Degree Programs
*about, 315
*accounting 14, 316-317
*admissions, 60-62
*business administration, 319-323
*education, 341-347
*educational leadership, 347-348
*matriculation in, 60
*microbiology, 363-365
*mission and goals, 315
*nursing, 370-373, 379
*physician assistant studies, 380-381

Graduate Degree Requirements, 71-72
INDEX

Graduate PLUS Loans, 69
Graduate Student Association (GSA), 50
Greek courses, 236
Grievance Policies, 85
Guild Hall, 28

H
Harbor View Hall, 28
Health Insurance, 49
Pre-Health Science Program, 23
History
*academic awards, 41
*B.A. in, 18-19, 201-202
*courses, 203-210
*minor in, 202-203
Honor and Service Organizations, 50-51
Honors Program, 12, 58
Horrmann Library, 31
Housing, Campus, 63
Hugh L. Carey Center for Government Reform, 32

I
Identification Cards, 35
Independent Studies, 77
Information Systems
*B.S. in 19, 151
*minor in 151
Insurance, Health, 49
Intercultural Understanding, 96
Interdisciplinary Studies
*B.A. in, 19, 212
Interfraternity Council, 51
International Affairs
*B.A. in, 19, 213
International Baccalaureate Policy, 59
Internationalization Action Council (IAC), 34
International Student Association, 53
International Students
*admissions, 58
*graduate students, 60-61
*international baccalaureate policy, 59
Internships, 25, 76-77
Italian
*courses, 234-236
*minor in, 234

J
Journalism
*courses, 180-182
*minor in, 19, 173

K
Kairos House, 28
Kallista, 54

L
Languages. See Modern Languages
Latin Honors, 79
Leadership Awards, 44-47
Learning Communities (LCs), 94-95, 96
Learning Resource Centers, 30-32
Leave of Absence, 86
Library, 31
Licensing Documentation, Student Access to, 93, 406
Life Experience Credit, 88
Loan Funds, 68-69
Lost and Found, 35

M
Main Hall, 28
Majors and Minors, 14-22
Master’s Degree Programs. See Graduate Degree Programs.
Mathematics
*academic awards, 42
*B.S. in, 20, 217
INDEX

*courses, 218-220
*minor in, 217

M.B.A. programs, 15-16, 319-323, 333-334, 337-338
Megerle Education Resource Center, 30
Megerle Science Hall, 28-29

Microbiology
*B.S. in, 20, 221
*B.S./M.S. in, 20, 222
*graduate courses, 366-369
*minor in, 222
*M.S. in, 363-365
*undergraduate courses, 222-226

Minors, 98

Mission and Goals, Wagner, 9-10, 11-12

Modern Languages
*academic awards, 42
*Arabic course, 236
*B.A. in, 20, 227, 237
*French courses, 228-232
*German courses, 232-234
*Greek courses, 236
*Italian courses, 234-236
*Latin courses, 236
*Spanish courses, 238-242

Multidisciplinary Studies, 244-245

Music
*academic awards, 42
*B.A. in, 20-21, 246, 247-248
*courses, 248-252
*minor, 248
*music activities, 246-247

Musical Performance Groups, 52

N
Native American Program, 68
New York Semester, 25
New York State Grants, 68
New York Tuition Assistance Program (TAP), 68
Nimbus, 54
Nondiscrimination Policy, 91
Nursing
*academic awards, 42-43
*accreditation, 254
*B.S. in, 21, 254-258
*D.N.P., 21, 370-373
*Evelyn Lindfors Spiro Nursing Resource Center, 32
*Family Nurse Post-Master’s Certificate, 379
*grade requirements, 258
*graduate courses, 373-378
*graduate programs, 258
*M.S. in, 21, 370-371
*program fees, 256
*program mission and goals, 255, 370-371
*second degree program, 2554-255
*undergraduate courses, 258-261

O
Optometry, 23-24

P
Pape Admissions House, 29
Parental Notification, 49-50
Parent PLUS Loans, 69
Parker Hall, 29
Parker Towers, 29
Parking Facilities, 35
Peer Tutoring, 31
Pell Grant, 67
Performing and Visual Arts Groups, 52
Perkins Loan, 68
Philosophy
*academic awards, 43-44
*B.A. in, 21, 262
*courses, 263-266
*minor in, 262-263
Physical Science, 279
INDEX

Physician Assistant Studies
*academic awards, 44
*B.S./M.S. in, 21, 267-270
*graduate courses, 382-384
*M.S. in, 21, 380-381
*undergraduate courses, 270-275

Physics
*academic awards, 40
*B.S. in, 21, 276
*courses, 277-279
*minor in, 276
*pre-engineering option, 276

Plagiarism and Cheating Policy, 81-82

Planetarium, Wagner, 32

Political Science. See Government and Politics.

Postal Center, 35

Post Master’s Certificate: Family Nurse Practitioner, 379
Practica, 25, 77

Pre-Engineering, 23

Pre-Health Science Program, 23

Pre-Law, 23

Pre-Ministry, 23

Pre-Professional Programs, 23

Probation, 80-81

Professors and Faculty, 12, 391-404

Proficiency Exams, 87-88

Project Pericles, 26

Psychology
*academic awards, 44
*B.A. in, 22, 280
*B.S. in, 22, 280
*courses, 280-286
*minor, 280

Publications, Student, 54

Public Policy and Administration, 22, 287

Public Safety House, 29
R
Readmission Procedures, 61-62
Reflective Tutorial (RFT), 94-95, 96
Registration, 74-75
Religious Organizations, 50
Religious Studies
*academic awards, 43
*courses, 288-290
*minor in, 22, 288
Residential Education, 49
Respect and Civility at Wagner, 91
Reynolds House, 29
Room and Board, 63

S
Scholarships and Grants, 66-68
Second Baccalaureate Degrees, 59
Shuttle Services, 36
Social Work
*concentration, 22, 291
*courses, 296
Sociology
*academic awards, 44
*B.A. in, 22, 291
*courses, 292-297
*minor in, 291
Sororities, 51
Spanish Language Studies
*B.A. in, 20, 237
*courses, 238-242
*minor in, 238
Special Interest Groups, 52-54
Speech Courses, 303-304
Spiro Hall, 29
Spiro Sports Center, 29
Stafford Loan, 69
Stage One, 29
Student Academic Honesty and Integrity Handbook, 81-82
<table>
<thead>
<tr>
<th><strong>INDEX</strong></th>
</tr>
</thead>
</table>

Student Alumni Board, 53  
Student Athlete Advisory Committee (S.A.A.C.), 54  
Student Government Association (S.G.A.), 50  
Student Publications, 54  
Study Abroad Programs, 26  
Suspension, 80-81  

**T**  
TAP (New York State Tuition Assistance Program), 68  
Theatre Advisory Board, 54  
**Theatre and Speech**  
*academic awards, 44  
*B.A. in, 22, 299-302  
*dance courses, 304-309  
*dance minor, 303  
*mission and goals, 299  
*speech courses, 303-304  
*theater courses, 309-314  
*theater minor, 303  
**Theatre Productions, 52**  
**Transcript Fees, 64**  
**Transfer Students, 58-59**  
**Tuition and Fees**  
*bank and cashier, 35  
*costs, billing and payments, 63-65  
*late registration fees, 64  
*nursing program fees, 256  
*refunds, 65  
*registration fees, 63  
*room and board, 63  
*security deposits, 63  
*tuition, 63  
**Tutoring, Peer, 31**  

**U**  
Undergraduate Degree Programs  
*about, 94-99  
*accounting, 14, 100
*anthropology, 14, 101
*art, 14, 108, 108-109
*art history, 14, 108, 109-110
*arts administration, 15, 120-122
*biology, 15, 126-127
*biopsychology, 15, 135
*business administration, 15, 136
*chemistry, 16, 144-145
*computer science, 16, 151
*economics, 17, 158
*education, 17, 163-165
*English, 18, 172
*government and politics, 18, 193
*history, 18-19, 201-202
*information systems, 19, 151
*interdisciplinary studies, 19, 212
*international affairs, 19, 213
*mathematics, 20, 217
*microbiology, 20, 221
*modern languages, 20, 227, 237
*music, 20-21, 246, 247-248
*nursing, 21, 254-258
*philosophy, 21, 262
*physician assistant studies, 21, 267-270
*physics, 21, 276
*psychology, 22, 280
*public policy and administration, 22, 287
*sociology, 22, 291
*theatre and speech, 22, 299-301

Undergraduate Degree Requirements, 71

V
Veterans Admissions, 59
Veteran’s Benefits and Awards, 70
INDEX

W
Wagner College
*faculty and professors 12, 391-404
*history of, 7-9
*message from the President, 6
Wagner College Broadcast Group (WCBG), 54
Wagner College Campus Activities Board (WagCAB), 50
Wagner College Early Childhood Center, 30
Wagner College Forum for Undergraduate Research, 54
Wagner College Gallery, 31
Wagner College Stadium, 30
Wagner College Theatre, 55
Wagnerian, 54
Wagner Plan for the Practical Liberal Arts, 94-96
Wagner Union, 29