



UNDERGRADUATE
GRADUATE BULLETIN
2021 – 2023

WAGNER COLLEGE
BE PART OF THE CITY

Wagner College
Undergraduate &
Graduate Bulletin
2021 – 2023

Published October 5, 2021

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Academic calendars

Wagner offers courses during fall and spring semesters, a winter session, and 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 14 weeks, including a final examination week. Classes are scheduled continuously, from approximately 8 a.m. until 10 p.m. Summer courses are scheduled from May through August. Both graduate and undergraduate courses are offered in summer sessions.

2021-2022 ACADEMIC CALENDAR

FALL SEMESTER 2021 — *Official as of March 30, 2021*

	Orientation, registration for new graduate and undergraduate students
August 30, Monday	First day of classes (begins 8:00 am) Late registration for unregistered current students
August 30, Monday	Declare Pass/Fail option begins
August 30-Sept 7, Mon.-Tues.	Drop/Add period (ends Tuesday, Sept. 7, 4 p.m.)
September 6-8, Monday	Rosh Hashanah – No exams after 4 p.m.
September 24, Friday	Last day to declare Pass/Fail option
October 11-12, Mon.-Tues.	Fall Break (Columbus Day – Holiday) No Classes (Monday and Tuesday)
October 13, Wednesday	Classes resume
October 15, Friday	Mid-Semester Feedback Forms due to the Registrar’s Office for all classes Incompletes Due to Faculty
October 18-November 12	Advisement & Registration for Graduate and Undergraduate students for Spring
November 24-26, Wed.-Fri.	Thanksgiving Holiday— No Classes
December 3, Friday	Last day of classes before final exams Last day to withdraw from a course
Dec 6-7, Mon.-Tues.	Reading days
December 8-14, Wed.-Tues.	Final examinations
December 14, Tuesday	Semester ends
December 23, Thursday	Grades due to Registrar’s Office by noon

WINTER SESSION 2021-22 (ONLINE)-Optional

January 3, Monday	First day of classes (begins 8 a.m.) Late registration for unregistered current students Declare Pass/Fail option begins
Jan. 3-5, Mon.-Wed.	Drop/Add period (ends Wednesday, Jan. 5, 4 p.m.)
January 14, Friday	Declare Pass/Fail option ends
January 17, Monday	Martin Luther King Jr. Day –no classes
January 24, Monday	Last day of classes — last day to withdraw from a course — semester ends
January 28, Friday	Grades due to Registrar’s Office by Noon

SPRING SEMESTER 2022

	Orientation, registration for new graduate and undergraduate students
January 31, Monday	First Day of Classes (Classes begin 8 a.m.)
	Late registration for unregistered current students
January 31, Monday	Declare Pass/Fail option begins
Jan. 31-February 8, Mon.-Tues.	Drop/Add period (ends Tuesday, Feb. 8, 4 p.m.)
February 21, Monday	President's Day holiday – No Classes
February 22, Tuesday	Classes resume
February 25, Friday	Last day to declare Pass/Fail option
March 21-27, Mon.-Sun.	Spring Break- No classes
March 28, Monday	Classes resume
April 1, Friday	Mid-Semester Feedback Forms due to the Registrar's Office for all classes
April 4-April 29	Advisement & Registration for all students for Summer and Fall
April 8, Friday	Incompletes Due to Faculty
April 15-16, Friday-Sat.	No exams
May 9, Monday	Last day of classes
	Last day to withdraw from a course
May 10-11, Tues.-Wed.	Reading Days
May 12-18, Thurs.-Wed	Final examinations
May 18, Wednesday	Semester ends
May 19, Thursday	Baccalaureate
May 20, Friday	Commencement
May 26, Wednesday	Grades for all students, including seniors, due by noon

2022-2023 ACADEMIC CALENDAR

FALL SEMESTER 2022 — *Official: Tentative*

	Orientation, registration for new graduate and undergraduate students
August 29, Monday	First day of classes (begins 8 a.m.)
	Late registration for unregistered current students
August 29, Monday	Declare Pass/Fail option begins
August 29-Sept 6, Mon.-Tues.	Drop/Add period (ends Tuesday, Sept. 6, 4 p.m.)
September 23, Friday	Last day to declare Pass/Fail option
September 25-27, Sun.-Tues.	Rosh Hashanah – No exams after 4 p.m.
October 4-5, Tues.-Wed.	Yom Kippur – No exams after 4 p.m.
October 10-11, Mon.-Tues.	Fall Break (Columbus Day – Holiday)
	No Classes (Monday and Tuesday)
October 12, Wednesday	Classes resume
October 14, Friday	Mid-Semester Feedback Forms due to the Registrar’s Office for all classes
	Incompletes Due to Faculty
October 17-November 11	Advisement & Registration for Graduate and Undergraduate students for Spring
November 23-25, Wed.-Fri.	Thanksgiving Holiday— No Classes
December 2, Friday	Last day of classes before final exams
	Last day to withdraw from a course
Dec 5-6, Mon.-Tues.	Reading days
December 7-13, Wed.-Tues.	Final examinations
December 13, Tuesday	Semester ends
December 22, Thursday	Grades due to Registrar’s Office by noon

WINTER SESSION 2022-23 (ONLINE)-Optional

January 2, Monday	First day of classes (begins 8 a.m.)
	Late registration for unregistered current students
	Declare Pass/Fail option begins
Jan. 2-4, Mon.-Wed.	Drop/Add period (ends Wednesday, Jan. 4, 4 p.m.)
January 13, Friday	Declare Pass/Fail option ends
January 16, Monday	Martin Luther King Jr. Day – no classes
January 23, Monday	Last day of classes
	Last day to withdraw from a course
	Semester ends
January 27, Friday	Grades due to Registrar’s Office by Noon

SPRING SEMESTER 2023

	Orientation, registration for new graduate and undergraduate students
January 30, Monday	First day of classes (begins 8 a.m.)
	Late registration for unregistered current students
January 30, Monday	Declare Pass/Fail option begins
Jan. 30-Feb. 7, Mon.-Tues.	Drop/Add period (ends Tuesday, Feb. 6, 4 p.m.)
Feb. 20, Monday	President's Day holiday – No Classes
February 21, Tuesday	Classes resume
February 24, Friday	Last day to declare Pass/Fail option
March 20-26, Mon.-Sun.	Spring Break- No classes
March 27, Monday	Classes resume
March 31, Friday	Mid-Semester Feedback Forms due to the Registrar's Office for all classes
	Advisement & Registration for all students for Summer and Fall
April 3-April 28, Mon.-Fri.	Incompletes Due to Faculty
April 7, Friday	No exams
April 7-8, Friday-Sat.	Last day of classes
May 8, Monday	Last day to withdraw from a course
	Reading Days
May 9-10, Tues.-Wed.	Final examinations
May 11-17, Thurs.-Wed	Semester ends
May 17, Wednesday	Baccalaureate
May 18, Thursday	Commencement
May 19, Friday	Grades for all students,
May 25, Thursday	including seniors, due by noon

A MESSAGE FROM THE PRESIDENT

At Wagner College, we take great pride in the quality of our instruction and the depth of our programs, described in detail in this informative catalogue. Just as importantly, Wagner College is a welcoming community, defined by personal attention and individual success. If you have questions, the faculty and staff are here to help you.

Wagner College offers students a beautiful, park-like location for living and learning, all in close proximity to the vast cultural, social, and professional opportunities of New York City. A free ferry ride away from Manhattan, our 110-acre campus features an inspiring panorama of New York City and the Atlantic Ocean. The Wagner Plan for the Practical Liberal Arts links the campus to the city through field experiences and internships that are integrated into the curriculum. Wagner's core requirements provide students with the Key Skills and Knowledge needed in today's rapidly evolving workplace.

Some of you are taking your first steps to college, while others are working on advanced degrees. No matter where you are in your educational journey, Wagner College will help you fulfill your deepest potential to become a leader in your profession and your community. Our goal is to see you succeed.

Sincerely,

Joel W. Martin
President

WAGNER COLLEGE

Wagner College is located on a wooded hilltop site on Staten Island, a borough of New York City. Formerly the family estate of shipping heir Edward Cunard, 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.

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, NY 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 Accreditation Council for Business Schools and Programs, 11520 W. 119th St., Overland Park, KS 66213. The education programs are accredited by the Association for Advancing Quality in Educator Preparation, P.O. Box 7511, Fairfax Station, VA 22039. Wagner's nursing programs are fully accredited by the Accreditation Commission for Education in Nursing (formerly known as the National League for Nursing Accrediting Commission), 3343 Peachtree Rd. NE, Suite 500, 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 Rd., Suite 150, Johns Creek, GA 30097. The chemistry program is approved by the American Chemical Society, 1155 16th St. NW, Washington, DC 20036.

The college is a member of the American Council on Education, the Northeastern Association of Graduate Schools, the American Association of Colleges and Universities, the Council of Independent Colleges, the New American Colleges and Universities and the College Board.

HISTORY OF WAGNER COLLEGE

Early history

The history of Wagner begins 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 George Wagner gave \$12,000 to the school so that it could purchase a new building, the grateful board of trustees renamed the school in memory of their benefactor's son, J. George Wagner Jr., 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 Rev. Frederic Sutter, an early Wagner graduate, 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 Edward Cunard. This breathtaking site overlooks the New York harbor, Manhattan, Brooklyn 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 quarter century, 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 40 states and 19 countries. The Megerle Science Building and Spiro Hall 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 24 sports. Wagner's more recent additions — the 90,000-

INTRODUCTION

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 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 15 percent of 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 Edward Cunard sat on the front porch of his country villa, Wagner’s Cunard Hall, and looked 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 includes 19 acres of the former estate of Jacob Vanderbilt, Cornelius’s brother. 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 one of 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. Many of the large houses that were built along Howard Avenue in the early part of the last century are extant, 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 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 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. A liberal education prepares students for life as well as for careers. It opens minds by introducing students to the sweep of human imagination as well as to the shortcomings of human behavior. Liberal education provides students with the tools for evaluating moral problems as well as analytic skills necessary for critical interpretation and for effective problem solving. In every historical epoch, liberal education is about freeing the human imagination to understand the past while visualizing a future beyond the present limit of possibility.

In this broad view, liberal education is both pragmatic and idealistic. To reach its mission, liberal education requires a particular approach of its students that includes both the acquisition of knowledge and the habit of critical thinking. This approach necessarily involves students and faculty in continual engagement with the world around them, asking them to integrate, through critical assessment, ideas and experience as a means to establish new knowledge. In the larger sense, liberal education has always been pragmatic—testing the value of ideas against the tapestry of human experience.

Wagner's liberal arts curriculum 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. It 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 perspective, and brings students and faculty into dialogue with the larger intellectual and professional communities inside and outside the college.

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The practical liberal arts program, or Wagner Plan, ensures that Wagner College is meeting its goals of offering a liberal education as set forth by the college Mission Statement. The Wagner Plan integrates the longstanding commitment to liberal arts, experiential learning and interdisciplinary education with the geographical location and enduring bond with New York City. 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. This is accomplished through the Key Skills and Knowledge curriculum, the Learning Communities program, and the completion of majors and minors, all three finding interconnections across the Plan.

The Key Skills and Knowledge curriculum includes courses in natural science enabling 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. 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 senior 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 intermediate learning community, which consists of two courses that are thematically linked or a single course that is co-taught by faculty members from two different disciplines, serves as an important bridge between the first-year and senior 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.

KEY SKILLS AND KNOWLEDGE CURRICULUM

The Key Skills and Knowledge curriculum 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;
- 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 1,750 undergraduate and 450 graduate students enrolled at Wagner College. Undergraduate students come from over 44 states and 30 foreign countries.

FACULTY

The college has 97 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 120 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 Arts, Master of Business Administration, Master of Science, Master of Science in Education, and Doctor of Nursing Practice. The college also offers a Post Master's Certificate in Nursing.

INTRODUCTION

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 KEY SKILLS AND KNOWLEDGE CURRICULUM

Wagner College's Key Skills and Knowledge 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 Key Skills and Knowledge 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), M.S., MINOR

On the undergraduate level, students major in business administration with a concentration in accounting and earn a B.S. The fifth year is a one-year program in which the students earn their Masters of Science 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. These programs are housed in the Business Administration Department.

AFRICAN AMERICAN STUDIES, B.A. MINOR

Housed in the History Department, as a part of the American Studies major, the African-American Studies minor is an interdisciplinary course of study that critically engages students in the historical, literary, sociological and political aspects of African American culture, life and history in the United States from its inception to the present. With its interdisciplinary strengths in the humanities, the minor provides students with skills in research, criticism, and writing. This minor has taken students to a variety of professional paths, including teaching, government and policy work, employment in mass media, professional schools (law, medicine, business), and graduate study in multiple fields.

AMERICAN STUDIES, B.A.

American Studies is an interdisciplinary program that studies the history, culture, and society of the diverse peoples primarily, but not exclusively, within the United States. The American Studies major enables students to pursue a liberal arts education by focusing on American society and culture in the past and present. Instead of specializing in one of the traditional disciplines, the major combines several disciplines in the sequence of courses to fulfill its requirements. Completing a degree in American Studies prepares students to enter a range of graduate and professional programs, including law school, doctoral programs, and others. The skills acquired in the program are also useful for work in non-profit organizations, activist groups, media, government, and cultural and artistic fields, to name a few. This program is housed in the History Department.

ANTHROPOLOGY, B.A., B.A. WITH A CONCENTRATION IN MEDICAL ANTHROPOLOGY, B.S., AND MINOR

In today's complex world, a major in Anthropology is particularly relevant. Anthropology is global in its perspective, comparatively studying humankind, in all places and throughout time. Individuals with anthropology degrees are sought after in many professional contexts, including healthcare, non-profit organizations, businesses, and governmental agencies. Anthropology is an excellent degree for pre-law and pre-med students or Anthropology majors may choose to pursue a career in anthropological research in socio-cultural anthropology, archaeology, biological anthropology, and medical anthropology. Students of anthropology develop an understanding of the concept of culture and how it unites human social, political, biological, and historical experiences. Majors in Anthropology further develop this holistic understanding of the human condition in applied research particularly emphasizing issues of human diversity, ethnocentrism, and inequality. These programs are housed in the Culture and Economy Department.

ART, B.A. AND MINOR

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 or other areas of study such as ceramics, new media, and/or pursue independent studies. Majors will be given preparation for a career in an art-related field or for graduate work. New York City's rich variety of art exposure makes the study of visual arts at Wagner an exceptionally valuable experience. These programs are housed in the Visual Arts Department.

ART HISTORY, B.A. AND MINOR

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 and to conduct research are incorporated in the curriculum. 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. These programs are housed in the Visual Arts Department.

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 connects students with the considerable resources found 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 such as Dance, Media (Film/Television/Radio), Arts Marketing, Fashion, or Arts Publishing. Students on these tracks are required to work full-time off campus, for a full semester in a credit-bearing credit bearing internship with an approved art or arts-related organization. A departmental interview is required for acceptance to the program. This program is housed in the Performing Arts Department.

BEHAVIORAL ECONOMICS, B.A.

Behavioral economics majors examine social, emotional, and cognitive influences on economic decisions and behavior. The interdisciplinary approach of behavioral economics allows better understanding of why economic decisions are often irrational, inconsistent, and against the decision maker's self-interest. Quantitative skills, research methodology, and critical reading are emphasized as students complete multiple empirical projects across the major. The behavioral economics major provides a rigorous and practical liberal arts background to prepare students for graduate study focusing on

experimental economics, behavioral economics, social psychology, or cognitive psychology and for careers in public policy or business. Students majoring in behavioral economics may not also major or minor in economics or psychology. This program is housed in the Culture and Economy Department.

BIOLOGY, B.S. AND MINOR

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. These programs are housed in the Biological Sciences Department.

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. This program is housed in the Biological Sciences Department.

BUSINESS ADMINISTRATION, B.S., M.B.A., AND MINOR

Business administration undergraduate majors may choose one of four concentrations: accounting, finance, marketing, or management. The MBA program is offered with three distinct educational approaches. The MBA encompasses three majors which include finance, management, and marketing. A common core curriculum for all concentrations and a capstone 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. These programs are housed in the Business Administration Department.

CHEMISTRY, B.S. AND MINOR

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. These programs are housed in the Physical Sciences Department.

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. This program is housed in the History Department.

CIVIC ENGAGEMENT, MINOR

Civic and community involvement is a central part of the Wagner Plan. The Civic Engagement Minor helps students develop a civic identity and provides future employers with concrete evidence of students' commitment and experience in civic engagement. Students will also gain a better understanding of social responsibility and social justice, and acquire multicultural civic skills. Students will take two mandatory internship classes. In the first class, they will intern with a community organization off campus, while in the second internship they will intern with a civic engagement initiative such as the Food Recovery Network, Holocaust Center, WagnerVotes, etc. on campus, so they can "bring back" the skills and knowledge to Wagner to share it with their peers and inspire them to become civically engaged. This program is housed in the Sociology Department.

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. This program is housed in the English Department.

COMPUTER SCIENCE, B.S. AND MINOR

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 are housed in the Mathematics and Computer Science Department.

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 also pairs well with Biopsychology and Health Science majors looking towards careers in the health field. The minor is designed to provide the needed

background in cultural material and theory, while fulfilling many General Education requirements. This program is housed in the Culture and Economy Department.

DANCE EDUCATION, B.S. AND MINOR

The major in Dance Education cultivates dance artists of the highest caliber who will be multidimensional in their scope of dance studies and pedagogy, who will work towards building a diverse and inclusive dance community. The student will master the clear and defined fundamental knowledge of Dance Studies, Somatic Studies, Dance Education, and Dance Pedagogy. The Dance Program at Wagner College works to foster excellence in dance and the best values of a citizen-artist. These programs are housed in the Performing Arts Department.

ECONOMICS, B.A. AND MINOR

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. These programs are housed in the Culture and Economy Department.

EDUCATION, B.A., B.S., M.S.ED., DUAL DEGREES, AND MINOR

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 and Special Education Program, in addition to specific examinations and GPA requirements, 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 job 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 7 prescribed courses.

The Department offers three M.S.Ed. degree programs: Childhood Education and Special Education (1-6, initial certification), Adolescent Education and Special Education (7-12 initial certification), and Early Childhood Education and Special Education (Birth-Grade 2 advanced certification). For further information regarding examinations and GPA requirements, see Graduate Programs section of this bulletin. All certification programs are nationally accredited by AAQEP. These programs are housed in the Education Department.

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ENGLISH, B.A. AND MINOR

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. These programs are housed in the English Department.

ENVIRONMENTAL STUDIES, B.A. AND MINOR

Environmental issues are arguably among the most pressing facing humanity. This degree program provides students with a multidisciplinary understanding of the interaction between humans and the environment, with the goal of identifying approaches that are more sustainable for both. A particular emphasis will be placed on understanding how human activities are connected to environmental and human health issues including: global climate change, risk in worldwide food and healthcare systems, reduction in biodiversity and human cultural diversity, and environmental justice. These programs are housed in the Culture and Economy Department.

FILM AND MEDIA STUDIES, B.A. AND MINOR

Housed in the Visual Arts Department, the Film and Media Studies Major introduces students to the artistic and academic approach to films and new forms of media, while exposing them to the film industry and related industries in New York City and beyond. Courses provide students with the opportunity to make their own films, analyze films from aesthetic, political, social and historical perspectives, and employ their media skills in the context of industry, creative production and civic engagement. Our core courses educate students in the fundamentals of film and media production and engage them in the academic and historical analysis of film and media, including in relationship to other disciplines. Students can choose from three concentrations: Filmmaking and Digital Arts; Film Studies and Criticism; and Civically Engaged Media. The film major prepares students for careers in the film and related industries while also challenging students to understand film and media as creative and artistic producers and critical thinkers. These programs are housed in the Visual Arts Department.

FRENCH STUDIES, B.A. AND MINOR

This interdisciplinary major emphasizes communication skills, cultural awareness and an appreciation of literature, music and film. All classes are taught entirely in the target language and use proficiency-based methodologies. Appropriate technology including stream movies, online Super Sites and conversation platforms with native speakers enhance language study. Wagner's study abroad programs also provide excellent opportunities for students who wish to become fluent in French through short-term faculty led trips to Canada, Europe 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. The Modern Languages Department supports students interested in Civic Engagement initiatives. By combining a major in French Studies with a major in another discipline, students can prepare for graduate school and careers in government, public relations, marketing, advertising, business, law, health professions, bilingual counseling, translating, journalism, editing and publishing, and teaching. Further options for students interested in pursuing the study of French at Wagner include the dual major

in French Studies and Childhood Education. These programs are housed in the Modern Languages Department.

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. This program is housed in the Government and Politics Department.

GERMAN, MINOR

The minor in German provides students with a solid linguistic and cultural foundation for a globalized world. Students will reach a level of proficiency in speaking, listening, reading, and writing, while also acquiring knowledge in German, Austrian and Swiss literature and culture. All classes are taught entirely in the target language and use proficiency-based methodologies. The minor is especially useful for students who plan on studying, working, volunteering, or traveling abroad. Wagner's study abroad programs provide excellent opportunities in a variety of countries through the short-term Expanding Your Horizons Program or longer experiences during the summer or the semester. The German minor complements a wide array of majors, such as philosophy, art history, film and medias studies, history, music, theater, and international or comparative politics. This program is housed in the Modern Languages Department.

GOVERNMENT AND POLITICS, B.A. AND MINOR

The study of government and politics is valuable and exciting. 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 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.

HISTORY, B.A. AND MINOR

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. Students of history develop an elasticity of mind, as they argue about evidence of what actually happened and make sense of complex events. History majors enhance their intellectual skills that provide excellent preparation for careers in law and law enforcement, government, journalism, business and finance, education, politics and public policy, international affairs, and social activism. International history courses, for example, provide an excellent pairing with a degree in international business or economics while public

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history courses are highly relevant to arts administration majors. These programs are housed in the History Department.

HOLOCAUST AND HUMAN RIGHTS STUDIES (MINOR)

This minor will train students to critically examine political and cultural events—both historical and contemporary—using the inter-related frameworks of human rights, ethical and moral philosophy and international law. The study of state-sponsored crimes against humanity, the demise of democracy, the impact of extreme nationalism, the use of the media in spreading racism and prejudice, the power of resistance and rescue networks that the cultivation of empathy, courage and memory through film and the arts, requires a multidisciplinary approach.

INFORMATION SYSTEMS, B.S. AND MINOR

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. These programs are housed in the Mathematics and Computer Sciences Department.

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 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. The IDS major is under the supervision of the Dean of Integrated Learning.

INTERNATIONAL AFFAIRS, B.A.

Drawing on various disciplines, the international affairs major focuses on 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. This program is housed in the Government and Politics Department.

ITALIAN, MINOR

The minor in Italian provides students with a solid linguistic and cultural foundation for a globalized world. Students will reach a level of proficiency in speaking, listening, reading, and writing, while also acquiring knowledge in Italian literature and culture. All classes are taught entirely in the target language and use proficiency-based methodologies. The minor is especially useful for students who plan on studying, working, volunteering, or traveling abroad. Wagner’s study abroad programs provide excellent opportunities in a variety of countries through the short-term Expanding Your

Horizons Program or longer experiences during the summer or the semester. The Italian minor complements a wide array of majors, such as art history, film and media studies, history, music, theater, economics, and international or comparative politics. This program is housed in the Modern Languages Department.

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. This program is housed in the English Department.

MATHEMATICS, B.S. AND MINOR

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. This program is housed in the Mathematics and Computer Science Department.

MATHEMATICAL ECONOMICS, B.S.

The Mathematical Economics major is an interdisciplinary major offered jointly by the programs in economics and mathematics. This major provides students with the requisite grounding in mathematics that allows students to appreciate and go deeper in pursuing modern economic analysis. Students who are interested in pursuing graduate study in Economics (at the M.A./M.S. level and, particularly, at the Ph.D. level) as well as considering a path towards law can benefit considerably from the training in abstract formulations of problem situations. The rigorous training in mathematics and quantitative analysis makes it attractive to current generation of business recruiters (FANG) where such skills are indispensable. For students who have no immediate plans for graduate study, the major provides valuable transferable skills (both general and specific) that allow the students to differentiate themselves from other labor force participants. This program is housed in the Culture and Economy Department.

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

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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. These programs are housed in the Biological Sciences Department.

MIDDLE EASTERN STUDIES, MINOR

This interdisciplinary minor invites students to explore the links between the Arabic language, the history, and the politics of the Middle Eastern region and nearby nations. Through a series of core classes plus electives in multiple departments, students gain an understanding of the cultural complexities and relations between countries such as the United Arab Emirates, Israel, and Egypt, but also Algeria and Pakistan. With its interdisciplinary focus on the history and cultures of the Middle East, the minor invites students to gain insights into a region that is often at the center of contemporary discussions related to, among others, diplomacy, immigration, trade, and religion. The minor complements a wide array of majors, such as art history, history, anthropology, sociology, economics, and international or comparative politics, and prepares students for graduate work and careers in any of these fields and professional careers in education, business, government, politics, foreign service, law, and journalism, among others. This program is housed in the Modern Languages Department.

MUSIC STUDIES, B.A. AND MINOR

The major in Music Studies offers students the opportunity to study the multi-faceted world of music with New York City, the cultural capital of the world, as their backdrop. This flexible degree program includes broad areas of musical study, including music theory, history, composition, conducting, and production. It allows for students to add a variety of complementary courses to tailor the major to their interests. Music Studies majors progress to graduate school and often pursue careers in songwriting, composition, music production, and music performance. Seniors enroll in the Senior Learning Community Seminar (MU491) and the reflective tutorial (MU400). The program culminates in a senior capstone project, which incorporates work the student has done during their tenure at Wagner College. Majors in Music Studies are given numerous opportunities to study music in New York City through rehearsal and concert attendance and are encouraged to present their work in the city. These unique opportunities make the B.A. in Music Studies an excellent choice for students who wish to understand and succeed in the dynamic world of music.

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

The Nursing Program is a full-time major, which Nursing students do not enter until the Fall of Junior year. In the first two years at the college, prospective Nursing majors (PNR) 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 3.2 or higher, required prerequisite courses completed with a B- or greater, and a satisfactory score on the programs stipulated standardized nurse entrance exam (TEAS V by ATI) at the conclusion of sophomore year for entry into the School of Nursing. Students must be matriculated at Wagner College for one year (two semesters; not including summer) prior to beginning the Nursing 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 3.2 or higher, satisfactory completion of all Nursing prerequisites at a grade of B- or higher, a satisfactory score on the standardized nurse entrance exam (TEAS V by ATI), along with a personal interview with a faculty member.

Wagner offers a Master's degree, for RN's with a baccalaureate degree in Nursing. The program tracks are Nurse Educator and Family Nurse Practitioner. The post-master's certificate is for the FNP role only. In fall 2014, the college began the Doctor of Nursing Practice (DNP) as an executive model for nurse practitioners. Wagner's BS and Masters 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, 655 K Street, NW, Suite 750, Washington, DC 20001. These programs are housed in the Nursing Department.

PHILOSOPHY, B.A. AND MINOR

Philosophy asks questions about reality, knowledge, truth, mind, reasoning, language, politics, society, and conduct. The purpose of philosophy is to allow students to probe and to evaluate the answers to these basic human questions, both ancient and modern, through intellectual inquiry. Students also study an array of the characteristic methods, topics, and positions, used by philosophers, along with their social and cultural impacts. Faculty are committed to helping students develop not only a high level of critical thinking and reading skills but also foster the acquisition of logical, linguistic, analytical, and writing skills. The philosophy major thus promotes the habit of entertaining competing worldviews, of imagining foreign or different perspectives, of constructing and evaluating arguments, and preparing for a more reflective life. Philosophy majors learn skills and habits that prepare them for a wide range of graduate and professional fields. These programs are housed in the Philosophy and Religious Studies Department.

PHYSICIAN ASSISTANT STUDIES, B.S., M.S.

The 5-year curriculum in PA Studies includes two pre-professional years of prerequisite basic sciences and liberal arts courses plus the three year PA Program in Advanced PA Studies. Students are interviewed in depth by representatives of the PA Program as part of the admission process to the college and for acceptance as PA majors. Second degree admission, which occurs at the beginning of the professional PA Program, is limited. Selected students are invited to campus for an in-depth interview by representatives of the PA Program. The three year component of the BS/MS program in PA Studies is a comprehensive program of didactic (academic), clinical, and research (graduate) work that reflects upon the academic, clinical and professional skills required of the PA. Students completing the program in Advance PA Studies receive their BS and MS degrees and are eligible to take the Physician Assistant National Certifying Examination (PANCE) leading to the title of Certified Physician Assistant (PA-C). Licensure is under the supervision of each state.

ACADEMIC PROGRAMS

PHYSICIAN ASSISTANT STUDIES, M.S. FOR CLINICAL PAs

The graduate program in Advanced PA Studies for clinical PA's is a comprehensive 36 graduate credit program that prepares licensed, certifies PAs (PA-C) for career advancement as educators, health care managers and clinical leaders dedicated to improving the quality of health care.

PHYSICS, B.S. AND MINOR

Housed in the Physical Sciences Department, 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. Most graduates pursue graduate study or enter highly competitive positions in industry and education. A pre-engineering option and a coupled major in physics with a mathematics minor provide students with ways to further tailor their studies. These programs are housed in the Physical Sciences Department.

PSYCHOLOGY, B.A., B.S., AND MINOR

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. These programs are housed in the Psychology Department.

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 as well as professional training relevant to the preparation for public service. Students learn principles of management and the structure of public and private sector organizations. This major prepares students for a career in government, non-governmental organizations, and the corporate world. These programs are housed in the Government and Politics Department.

RELIGIOUS STUDIES, MINOR

Religious Studies focuses upon 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 ministry. This program is housed in the Philosophy and Religious Studies Department.

SOCIOLOGY, B.A. AND MINOR

Sociology as a discipline analyzes the connections—by using what C. Wright Mills called the “sociological imagination” between individual experiences (“personal/private troubles”) and “public issues.” By doing so, we learn that “personal problems” are actually consequences of social structures, including, but not limited to, ethnoracial, gender, and socioeconomic hierarchies in society. The goal of sociology is for students to

examine—using scientific methods—the inter-relationship between individuals and the social structures and groups to which they belong. But sociologists do not stop at merely observing and acquiring knowledge and data about different social problems, rather they critically engage with the complexities of society, which is one of the first steps toward social change. The Sociology major has a choice of four concentrations: Criminal Justice; Family Studies/Social Work; Social Inequality and Social Justice; and Academic Sociology. Criminal Justice is the scientific study of the social phenomenon of crime. Through their studies, students become familiar with law enforcement theory and practice, correctional theory and practice, and criminal law. It prepares students for careers in law enforcement, corrections, and court services as well as graduate work (e.g. law school). The Family Studies/Social Work concentration is ideal for students seeking to pursue careers and graduate work in sociology or social work, social service agencies, public policy, community development, advocacy, education, local/state/federal government agencies, health services, (family) law, among other sectors. Students exploring “the family” as an emotional, economic, historical, and sociocultural institution. Families hold great paradoxes. On one hand, they are a deeply mundane and ordinary part of the human experience; and on the other hand, families can contain incredible drama and pain, along with profound love. They both shape our individual lives and social world, and are fundamentally shaped by our society, history, laws, and existing inequalities. Social Inequality and Social Justice investigates how social structural factors, such as race, ethnicity, gender, sexuality, social class and their intersections relate to power, social status, wealth, income, and criminal justice. Through their classes students gain knowledge about these issues but also skills that will guide students as they create a more just and fair world for all. This concentration is relevant for students interested in careers related to human or social services, nonprofit and community organizations, social advocacy, activism and social policy settings, and research and government agencies. In the Academic Sociology concentration students explore and analyze the functions and institutions of societies, which include but are not limited to social stratification, race, ethnicity, gender, the family, social psychology, and laws. These programs are housed in the Sociology Department.

SPANISH, B.A. AND MINOR

The Spanish major emphasizes communication skills, cultural awareness and an appreciation of literature, art and film. All classes are taught entirely in the target language and use proficiency-based methodologies. Appropriate technology including stream movies, online Super Sites and conversation platforms with native speakers enhance language study. Wagner’s study abroad programs provide excellent opportunities for students who wish to become fluent in Spanish through short-term faculty led trips to Colombia, Argentina, Cuba, and Spain on the Expanding Your Horizons Program. Students can also gain mastery through six-week, semester or year-long programs in a variety of countries. The Modern Languages Department supports students interested in Civic Engagement initiatives. By combining a major in Spanish with a major in another discipline, students can prepare for graduate school and careers in government, public relations, marketing, advertising, business, law, health professions, bilingual counseling, translating, journalism, editing and publishing, and teaching. Further options for students interested in pursuing the study of Spanish at Wagner include the dual major in Spanish and Childhood Education. These programs are housed in the Modern Languages Department.

ACADEMIC PROGRAMS

SPORTS ADMINISTRATION, B.A.

A Wagner degree in Sports Administration incorporates curriculum in the arts and sciences with course in the field of sports administration and urban studies, providing students with the tools to pursue careers and graduate study in sports administration and public policy. Some potential careers for these graduates would be: YMCA jobs, jobs with Parks & Recreation, athletic administration in colleges and universities.

THEATRE AND SPEECH, B.A. AND MINOR

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. These programs are housed in the Performing Arts Department.

VOCAL PERFORMANCE, B.A.

The major in Vocal Performance is designed for students desiring an intense, performance-oriented course of training in vocal music. It offers study in a variety of vocal styles, including Classical, Contemporary, Theatre, and Jazz. The major provides eight semesters of vocal performance experience, featuring numerous opportunities for solo and ensemble performance in New York City. It includes a comprehensive selection of courses in music literacy (Music Theory), ear-training and sight-singing (Lab for Music Theory), repertoire, Vocal Diction and Pedagogy. Majors may add a variety of complementary courses to tailor the major to their interests. The major culminates in a full-length senior recital. The recital is one-hour in length and should feature various vocal styles explored by the student during their course of study in the major. In addition to performance, seniors prepare a program with extensive scholarly program notes. Each cohort in Vocal Performance performs a senior showcase in New York City at a professional venue during the spring of their senior year. Seniors enroll in the Senior Learning Community Seminar (MU491) and the reflective tutorial (MU400). Majors will be prepared for a performance-based career in vocal performance or for graduate study. Extensive exposure to vocal music in New York City makes the major in Vocal Performance at Wagner College a unique and invaluable degree plan for future professional performers.

WRITING, MINOR

The Writing Minor is designed to appeal to students from all majors who enjoy writing and want to develop their writing skills. The writing minor emphasizes the idea that writing takes many forms. The combination of creative, journalistic, and analytical writing courses exposes minors to the writing techniques and practices involved in each area. As a writing minor the student's main goal is to become a well-rounded writer who understands that writing demands both flexibility and practice. This program is housed in the English Department.

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-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 Advisor provides support for Pre-Health Science Program students. The Advisor 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 Advisor assists students in determining their course of study while at Wagner College, guide students through the application process, and write Advisor letters endorsing the students' bids for acceptance. The guidance of the committee ensures the student the strongest possible application for the appropriate professional school. As of this writing, the advisor is Jonathan Blaize (jonathan.blaize@wagner.edu).

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

ACADEMIC PROGRAMS

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 OptomCAS 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.

During the three years at Wagner, students must satisfy the following prerequisites: General Biology (1 year); General Chemistry (1 year); General Physics (1 year); Organic Chemistry (1 year); Calculus I (1 semester); English Composition and Literature (1 year); Social Science (1 year); General Psychology (1 semester); Statistics (1 semester), and the Optometry Admission Test (OAT).

Additional information about this program is available from the Office of Student Affairs at SUNY State College of Optometry at (212) 938-5500 or (800) 291-3937.

3+3 Wagner/Law School Program

Overview:

The Wagner College 3+3 program is designed specifically for those students who know that they want to attend law school after graduating from Wagner. This program allows a student to study for three years at Wagner and then attend one of the partner law schools for three more years. The courses completed in the first year of law school will serve as electives for the student's remaining requirements at Wagner College.

Undergraduate Major:

Students pursuing the 3 + 3 program will complete an interdisciplinary studies major, with an emphasis on pre-law courses. This will allow students to engage with appropriate course work and receive guidance from a cohort of interdisciplinary advisors. Students will work with at least two advisors within their major: at least one will be affiliated with the pre-law program. The Dean of Integrated Learning will administrate program enrollment. A student interested in the 3+3 program should meet with the Dean of Integrated Learning by the fall of their sophomore year to complete paperwork and design their major.

Program Requirements:

A student must complete three years of study at Wagner College (27 units), including; the general education requirements, all courses within an academic major, and have successfully completed all three learning communities of the Wagner Plan. The student must have a cumulative grade point average (gpa) of 3.5 or higher. **Note:** Each participating law school will have its own set of requirements for admission.

When to Apply:

Students must complete the Wagner application during the fall of their sophomore year, and the partner law school intent form during the spring of their sophomore year. Transfer students seeking to complete the program may transfer in a maximum of eight (8) units. The application to the partner law school must be completed by February of their junior year. This includes taking the LSAT examination, applying to the partner law school and completing all application requirements, and obtaining the approval of the Dean of Integrated Learning that all Wagner Plan curricular components have been completed.

Benefits:

This special program will allow a seriously motivated student to complete both a bachelor's degree and a law degree in six years (full time) instead of seven – saving the time, the money, and the stress of applying to multiple law schools.

Automatic Admission:

A student who scores high enough on the LSAT exam (at or above the 60th percentile), has a gpa above 3.45, and fits the requirements outlined in the agreement with the partner law school, will normally receive an automatic acceptance into the partner law school.

Costs:

Essentially, this program requires a student to spend three years at Wagner instead of a more traditional four-year program. The student would pay tuition at Wagner for three years. The so-called fourth year would actually be the first year of law school and the student would be charged law school tuition rates, which would not be covered by Wagner scholarship benefits. Students are automatically considered for merit-based scholarships through the partner law school.

Bachelor's Degree:

A bachelor's degree will be awarded after successful completion of all first-year law school classes.

Law School Partners:

Cleveland-Marshall College of Law
Vermont Law School

Application Process:

The first step in the process is to meet with the Dean of Integrated Learning. From there, a student interested in the 3+3 program must: 1) complete and receive approval for their IDS major (which includes the approval of the major from at least two advisors - one of which is in the Prelaw program, and the Dean of Integrated Learning), 2) complete the Wagner application and partner law school intent form. These must be done by the end of the fall semester sophomore year, 3) upon completing steps 1 and 2 meet with the partner law school admissions representative no later than the first semester of their Junior year. The second step is to complete all the application requirements for the partner law school by February of the junior year. This includes but is not limited to the law school's application and meeting the requirements for acceptance, the LSAT exam, and the

ACADEMIC PROGRAMS

creation of a file with the Law School Admission Council (LSAC). An official transcript and letters of recommendation would also be required.

Contact Information:

For more information about this exciting program contact one of the program advisors: Dr. Sarah Scott (sarah.scott@wagner.edu); Dr. John Esser (jesser@wagner.edu); or David J. Martin, Esq. (dmartin@wagner.edu).

Articulation Program

4 + 3 Articulation Program, B.S., D.C.

Through an articulation agreement with the New York Chiropractic College (NYCC), Wagner College students completing the degree of Bachelor of Science (B.S.) that includes course work that satisfies the entrance requirements for the New York Chiropractic College with a cumulative G.P.A. of 3.0 or higher, will be offered admission to the program.

Within their first two years at Wagner College, students will submit their intent to NYCC Admissions, 2360 State Route 89, Seneca Falls, NY 13148 identifying themselves as articulation students and their desired date of entrance to NYCC. The letter of intent must be signed by the student's advisor, signaling realistic and accurate desired NYCC entrance date.

Students must apply for admission to NYCC one year in advance of their desired entrance date and complete all NYCC application requirements.

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 many 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 and experience the unique curricular opportunities available at Wagner College. Students will learn in the classroom and apply this knowledge to practical experiences in New York City. The program is available during the spring semesters only.

Students in the New York Semester program are required to take a gateway course, which introduces students to themes that find their expression in ways unique and specific to New York City. In addition, students must take two to three additional courses that relate to their desired experiences, plus practical experiences focusing on issues connected to the course work.

ACADEMIC PROGRAMS

To be considered for this program, visiting students should apply through the college's Admissions Office. Application deadline for the spring semester is October 15.

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.

EDUCATION 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 education abroad experience 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 travel component, these courses 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 approved 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:

Business

Master of Business Administration (accounting, management, marketing, finance, and health care administration).

Master of Science (Accounting, Management, Marketing, or Finance)

Education

Master of Science in Education (early childhood B-2 advanced certification, childhood 1-6 initial certification, and adolescent 7-12 initial certification)

Media Management (Business)

Master of Science — Wagner College's master's program in media management produces leaders and innovators in the media industry. This multi-billion-dollar global business includes film, television, music, video games, publishing, web, mobile, and more. By integrating theory and practice, the program provides graduates with a keen understanding of the dynamic linkage between the creative arts and the business of financing, producing, and distributing creative work. And, the MS in Media Management prepares students to manage media enterprises driven by ever-evolving technological developments and rapid globalization. The program's coursework will be offered at Wagner College's Manhattan location and at the main Staten Island campus.

Microbiology (Biology)

Master of Science

Nursing

Master of Science (Family Nurse Practitioner, or Educator)

Post-Master's Certificate for Family Nurse Practitioner

Doctor of Nursing Practice

Physician Assistant

Master of Science

For detailed information on the above programs, please see the department section.

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." Home to 192 students, Foundation 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.

GUILD HALL, completed in 1951, contains living accommodations for over 100 students. The building has a store and community kitchen.

HARBORVIEW HALL has living accommodations for over 600 students. Fourteen 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.

KAIROUS HOUSE, built in 1920 as the residence for the college president and his family, is now home to the offices of the college chaplain/director of the center for spirituality, the director of the marching band, Wagnerian (student newspaper), Nimbus (the student literary magazine), and Kallista (college yearbook). The college chapel and a multi-faith prayer room are located in the building.

LIFELONG LEARNING HOUSE, built around 1920 and located near the college's main entrance, houses the Department for Lifelong Learning. It was formerly the residence of the college chaplain.

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 singles, doubles, and some suite living and has a total occupancy of about 400.

PUBLIC SAFETY HOUSE, circa 1920, was originally a housing facility for senior faculty.

REYNOLDS HOUSE, formerly North Hall, built in 1905, has been remodeled to house the Institutional Advancement offices, Alumni Relations, and the Office of Communications & Marketing.

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

SPIRO SPORTS CENTER, is 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 which is used for varsity athletic.

STAGE ONE, located adjacent to the football stadium, is 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.

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, Vice President for Campus Life and Internationalization, the Dean for Integrated Learning, the Center for Academic and Career Engagement, the Center for Leadership and Community Engagement, the Director of Co-Curricular Programs, and the Student Government Association. It also houses the Human Resources Office.

BUILDINGS AND FACILITIES

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. Lights were added to the field in 2014, permitting the scheduling of night games. 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.

WAGNER COLLEGE GALLERY, located in the Wagner Union, the Wagner College Gallery is under the supervision of the Department of Visual Arts, which regularly schedules showings of art works by practicing visual artists as well as faculty members and students. The gallery also provides opportunities for certain students to gain proficiency in gallery management.

LEARNING CENTERS AND RESOURCES

A number of learning centers and resources support the educational programs of the college and are housed in various facilities on campus. These include:

ACADEMIC AND CULTURAL ENRICHMENT PROGRAM

The Academic and Cultural Enrichment Program (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.

THE CENTER FOR ACADEMIC AND CAREER ENGAGEMENT

The Center for Academic and Career Engagement (CACE) supports students from their transition to Wagner and throughout the college experience and journey through the Wagner Plan as they select a major, consider study abroad options, gain internship experience, and develop leadership skills around academics and community engagement. Students chart their path 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, Peer Tutoring and the Writing Center, services for students with disabilities, major exploration, personal and career assessments, career counseling, resume and cover letter preparation, interview preparation, evaluation of employment objectives, assistance in planning internship and job search strategies, and exploration of community-based internships and opportunities.

As a national leader in community-based activism and civic engagement, Wagner houses its community engagement programs in CACE as well, which links them to academics. These programs include the Bonner Leaders Program, the Port Richmond Partnership, and the Port Richmond Partnership Leadership Academy.

Disability Support Services. Wagner College, in compliance with federal guidelines, is committed to providing accommodations and services to students with disabilities in order to ensure a comprehensively accessible learning experience where individuals with disabilities have the same access to programs, opportunities and activities as all others. We engage in an interactive process with each student and review requests for accommodations on a case-by-case basis. In determining reasonable accommodations, we consider each student’s condition(s), history, experience and request. For information on guidelines and submitting accommodations, please refer to the CACE website or <https://wagner.edu/cace/disability-services/>

LEARNING CENTERS AND RESOURCES

CENTER FOR INTERCULTURAL ADVANCEMENT

The Center for Intercultural Advancement (CICA) supports and promotes Wagner College's mission by creating opportunities to build community among and between students of color, LGBTQ, and international students as well as all students interested in an education abroad experience. CICA provides international student services & programming, diversity & intercultural training, a platform for social justice dialogues, and a resource for study abroad advisement, whether through Expanding Your Horizons (EYH) programs, semester, or year-long opportunities. The center is committed to furthering the internationalization and diversification of the campus and supports the college's Diversity and Internationalization Action Council.

Center for Leadership and Community Engagement

Wagner College is a national leader in civic engagement, serving as a model for liberal arts education that connects teaching and learning with public work in and with our broader community. The Center for Leadership and Community Engagement (CLCE) is guided by the Wagner Plan for the Practical Liberal Arts and builds upon Wagner's long-standing tradition of academic excellence and dedication to civic engagement.

The CLCE's programs include Bonner Leaders; IMPACT Scholars Civic Network; Project Pericles; Student Voices, Student Choices; and the Food Recovery Network. The CLCE also supports engagement efforts for student organizations such as Wagner Cares and the Environmental Sustainability Team among others. Additionally, there are many opportunities to participate in national conversations about higher education and civic engagement through Wagner's inclusion in associations and consortia such as the Coalition of Urban and Metropolitan Universities, Imagining America, Project Pericles, The New American Colleges & Universities, Campus Compact New York & Pennsylvania, and the Association of American Colleges & Universities.

The Center for Leadership and Community 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. 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

Another important initiative is 30,000 Degrees: College Readiness for a Stronger Staten Island, a unique collaboration between St. John's University, the College of Staten Island and Wagner College that seeks to increase the number of baccalaureate degrees on the island. The initiative provides college mindedness, readiness and preparedness interventions within the island's K-12 school system.

INTEGRATED LEARNING

The Dean of 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. As an essential component of the Wagner Plan, the work of Integrated Learning is to develop internal and external connections with the local community and national organizations through scholarship, inquiry, and grantsmanship. Partnerships such as those with 30,000 Degrees, the Coalition of Urban and Metropolitan Universities, Imagining America, Project Pericles, New American Colleges and Universities, Campus Compact, and the Association of American Colleges and Universities are fostered. In addition, the Dean of Integrated Learning works closely with the Dean of Academic and Career Engagement (CACE) to address the critical relationships between the Wagner Plan and student advisement and success.

DIVERSITY AND INTERNATIONALIZATION ACTION COUNCIL

The Diversity and Internationalization Action Council (DIAC) is comprised of committed faculty, staff, administrators, and students who are committed to working with the larger Wagner College and NYC communities to foster awareness, inclusiveness, prepare students for life and careers within the rapidly changing global community and celebration of diversity. Wagner College defines diversity in the broadest of terms to include race, ethnicity, gender, sexual orientation, ability, social class, age, geographic location, language or any underrepresented group on our campus. We are YOUR voice! Help shape positive change in the Wagner College campus! Please see the DIAC website for up-to-date information at <http://wagner.edu/intercultural/action-councils/>

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 also available. The room offers SMART Board and podium-directed technology resources to facilitate virtual and technology-enhanced learning. The room is also used for education workshops and small class sessions.

DR. EVELYN LINDFORS SPIRO NURSING RESOURCE CENTER

The Dr. Evelyn Lindfors Spiro Nursing Resource Center and Simulation Lab 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 who is certified by INASCL in simulation. She along with graduate assistants and adjunct faculty are available to assist students and faculty. The computer laboratory and simulation 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 and videos) 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 laboratory and resource center is open

LEARNING CENTERS AND RESOURCES

with scheduled classes seven days a week and is available off schedule for additional resources.

GRASSO BOARD ROOM

The Grasso Board Room, made possible through a generous gift by Trustee Richard Grasso, features a SmartBoard and laptops. The Boardroom is now the home of the Accelerated MBA and the MS in Accounting along with selected Traditional MBA and other business department classes, clubs and events. The State of the Art facility allows our students to learn in a professional environment which is both intimate and purely functional.

HORRMANN LIBRARY

The Horrmann Library houses over 60,000 print book titles and has access to over 300,000 e-books and over 20,000 magazines, journals, and newspapers in print and electronic formats. Students can search the library's collections using the One Search discovery tool or our online catalog. Seventy computer workstations are available in the library. Forty are located on the Main Floor, and thirty more are located in the Horrmann Smart Lab, 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. Laptops can also be borrowed for use in the library. Four group study rooms are available on the main floor of the library. Each room is equipped with a computer and SmartBoard, to facilitate group projects and collaboration.

Assistive technologies such as Kurzweil are also available on designated workstations. Wireless Internet access is available. A media room for film screenings is located on the Lower Level of the library. Book scanners and color printers are available.

Horrmann Library is a member of the METRO and WALDO library consortia, which allow 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 offer information literacy instruction as well as group and individual research assistance. One-on-one research consultation with a librarian is always available, either by appointment or on a walk-in basis. Librarians can also be reached for assistance via text, chat, or email.

During the semester the library is open until 12 midnight Sunday -Thursday nights. The library is open 24 hours a day during finals. Hours 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 Horrmann Library houses over 60,000 print book titles and has access to over 300,000 e-books and over 20,000 magazines, journals, and newspapers in print and electronic formats. Students can search the library's collections using the OneSearch discovery tool. Seventy computer workstations are available in the library. Forty are located on the Main Floor, and thirty more are located in the Horrmann Smart Lab, 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. Laptops can also be borrowed for use in the library. Four group study rooms are available on the main floor of the library. Each room is equipped with a computer and SmartBoard, to facilitate group projects and collaboration.

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Librarians offer information literacy instruction as well as group and individual research assistance. One-on-one research consultation with a librarian is available, either by appointment or on a walk-in basis. Librarians can also be reached for assistance via text, chat, or email. To contact library staff, or for current library information and hours, please see the library website at <http://www.wagner.edu/library/>.

INFORMATION TECHNOLOGY

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 Websites, learning desktop publishing, working on statistics, studying foreign languages and music, and much more. There are 25 smart classrooms on campus that allow faculty and students to display their work or presentations using built-in multimedia equipment. Every residence hall room has network and cable TV ports available to students. 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.

DIVERSITY AND INTERNATIONALIZATION ACTION COUNCIL

In the spirit of furthering the mission and strategic plan of the college, the Diversity and Internationalization Action Council 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 DIAC meets on a regular basis to review the campus climate around internationalization, address concerns, raise awareness, and to further the blueprint.

[Please see the DIAC website for up-to-date information.](#)

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

LEARNING CENTERS AND RESOURCES

in elementary and secondary grades and for the general public. The planetarium has recently been renovated and upgraded to a computerized system. The Spitz Sci-Dome projector presents the sky in real time, and gives a more visual and detailed view of constellations, planets and the workings of the night sky. The projector is also capable of showing full dome movies, allowing the audience to feel as if they are a part of the presentation.

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.

SERVICES

BANK AND CASHIER

The Business Office cashier's window is located on the first floor of Cunard Hall and is open 9 a.m. to 4 p.m., Monday through Friday. Students may cash their own personal checks at the window, with a daily limit of \$50, as well as Wagner student paychecks. In addition, there are ATMs located in the Wagner Union and in the Harborview Hall lobby. For more extensive banking needs, a local bank offers free checking and ATM privileges to Wagner students and is within walking distance (Richmond County Savings Bank, a division of New York Community Bank, 1270 Clove Road, Staten Island, NY 10301, telephone: [718-569-3160](tel:718-569-3160)). There are also several other banks conveniently located off campus.

WAGNER COLLEGE BOOKSTORE

The Bookstore, located in the Union, conveniently offers a multitude of products and services, ranging from snacks and supplies to resident hall essentials and Wagner gear. Many affordable course material options are available, including digital, new and used textbooks, as well as rental options. When the college is in session in the spring and fall semesters, store hours are Monday through Friday, 9:00 a.m.–4 p.m. and Saturday, 11:30 a.m.–4 p.m. with select extended hours during rush times. Visit wagner.edu/bookstore to easily order books, technology, Wagner apparel, gift baskets and so much more.

FERRY SHUTTLE

The Office of Public Safety runs a free shuttle van service between the college and the Staten Island Ferry. Go to <http://wagner.edu/public-safety/services/ferry-shuttle/> for a schedule of service.

POSTAL CENTER

The Postal Center, located in Campus Hall, is open Monday through Friday from 9:30 a.m.–4:30 p.m. for purchasing stamps and mailing items. 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 Public Safety House, has primary responsibility for campus law enforcement, parking and traffic administration, safety, and fire safety. Office hours are 8:30 a.m.–4:30 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.

Wagner College's Public Safety Office prides itself on maintaining a safe and secure campus environment for its students, faculty, and staff. The members of the Department are committed to the highest standards of quality in promoting a safe and problem free educational environment. Students are encouraged to report crimes and public safety related incidents to the Public Safety Office at Wagner College in an accurate and timely manner. To report criminal activity and other emergencies, contact the Public Safety Main Booth at [718-390-3148](tel:718-390-3148), 24 hours a day.

The Office of Public Safety also provides the following services and information:

SERVICES

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.

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 website: <http://wagner.edu/public-safety/campus-security-report>. The U.S. Department of Education has a website for post-secondary campus crime statistics at <http://ope.ed.gov/security/index.asp>

CAMPUS COMMUNITY

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 Intercultural Advancement, Center for Spirituality, Department of Life Long Learning, Public Safety and the Center for Health and Wellness which consists of health and counseling services, and the Department for Lifelong Learning.

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; and special events; and oversee community standards and the student conduct process. The office is located in the Wagner Student Union, in the Center for Academic and Career Engagement Suite.

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, as well as organize orientation and convocation. This office is located in the Wagner Student Union, 2nd floor.

CENTER FOR HEALTH AND WELLNESS

The Center for Health and Wellness is composed of health and counseling services is located on the first floor of Campus Hall, room 127. 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 who may contact health services to assure continuation of care. Students harboring a communicable disease may not remain in the residence halls. Counseling services are staffed by a clinical psychologist and 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.

CAMPUS COMMUNITY

The office hours are: Monday-Thursday, 8:30 a.m.–10:00 p.m., Friday 8:30 a.m.–7:00 p.m., and Saturday-Sunday 12 p.m-4p.m. The phone number is 718-390-3158. After office hours students are advised to report immediately to the Resident Assistant or professional Residential Education staff member on duty who will direct them to medical assistance.

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.

CENTER FOR RELIGION AND SPIRITUALITY

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.

OFFICE OF 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.

The Director of Residential Education, Area Coordinators, and Administrative Assistant are full-time professional staff members who oversee the administrative, operational, and programmatic functions of the residence halls. Head Resident Assistants (HRAs), Resident Assistants (RAs) and Graduate Residential Coordinators (GRCs) are resource persons for students. HRAs, 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 Wagner students 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 SENATE (GSS)

The Graduate Student Senate'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 Students Club. 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.
- Catholic Students Club. This is a community of Roman Catholic students, faculty, and staff on campus whose purpose is to foster spiritual, intellectual, and social interests.
- InterVarsity Christian Fellowship. InterVarsity 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.
- Fellowship of Christian Athletes.
- Buddhism Club.

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. It was 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.
- *Lambda 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: *Kappa Sigma Alpha*.

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, History/Political Science Club, Italian Club, German Club, Marketing Club, Management Club, Microbiology Club, Physician Assistant Association, Pre-Dental Society, Pre-Law Society, Pre-Health Society, Pre-Vet Society, Physical Therapy Club, Society of Arts Administration Students, Student Nurses' Association, and the Theatre Advisory Board.

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. The Music Department sponsors concerts and musical events by students, faculty, and guest artists. Any qualified student may present a solo or group performance in any musical genre under departmental sponsorship. The following ensembles are open to all students by audition: the Wagner College Concert Band; the Jazz Ensemble; String Ensemble; Guitar Ensemble; Athletic Band, Wagner College Choir; Treble Concert Choir; MenHarmonic; Opera Workshop; Chamber Singers, and "Stretto", the vocal jazz ensemble.

THEATRE PRODUCTIONS

Wagner College Theatre presents four Main Stage productions as well as four Stage One productions each academic year that include musicals, dramas, dance, comedy and devised work through Originals@Wagner. This new works program brings professional writers into the rehearsal room with students to workshop and produce world premiers of musical theater pieces. Any Wagner student, regardless of major, can participate. Opportunities for involvement include: performing; backstage running crews; scenic or lighting design; costume, hair & makeup crews; sound engineering; stage management; house management; and theater administration. The Performing Arts Department frequently offers workshops by guest professionals to which the campus community is invited.

SPECIAL INTEREST GROUPS

Asian American Student Council. AASC is an organization at Wagner College that aims to bridge Asian cultures on campus and provide a network for students.

Black Student Union. BSU meets regularly to discuss and plan campus events on a variety of topics revolving around the African diaspora.

CAMPUS COMMUNITY

The Iris Alliance (LGBTQIA+). 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.

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.

Exceeding the Expectation. ETE's purpose is to promote awareness of all physical and mental disabilities. The group plans panel discussions, social activities, and meets regularly to discuss disability awareness and policy.

Generation Citizen. Generation Citizen believes every student has the right to learn how to participate effectively as citizens. We inspire civic participation through a proven Common Core-aligned action civics class that gives students the opportunity to experience real-world democracy.

Habitat for Humanity. Habitat for Humanity is a national organization that aims to transform lives and communities by building quality, affordable homes with families in need, and by uniting students around the cause of affordable housing.

Wagner College Film Society. 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 as well as running a student film festival.

International Connections Club. 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.

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. The purpose of SAAC is to discuss issues of concern of student-athletes in all sports, and to engage the student-athlete voice in the NCAA structure. The organization examines current and proposed Athletic Department policies and makes recommendations to the Athletic Department. The students involved also carry out many community service projects 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 and well-being of the theatre community.

Wagner College Broadcast Group (WCBG). The Wagner College radio station gives students opportunities to manage, operate, and maintain an electronic broadcast facility. There is a station manager responsible for the total operations who works 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.

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. A member of the Northeast Conference, varsity teams are now fielded in men's baseball, basketball, cross country, football, golf, lacrosse, tennis, indoor and outdoor track, and water polo. Women's varsity teams include basketball, cross country, fencing, field hockey, softball, soccer, swimming and diving, triathlon, water polo, golf, lacrosse, tennis, indoor and outdoor track. The Spiro Sports Center has a fully equipped fitness center which includes cardio equipment and weights, and a pool for recreational swimming.

WAGNER COLLEGE THEATRE

Wagner College Theatre regularly ranks among the top five college theater programs in the country, according to the Princeton Review. The Performing Arts 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 theater, including working on Broadway, in regional theaters, touring companies, and other arts-related organizations.

Admissions

The office of Admissions with the support of the campus community and in accordance with the mission, vision and goals of the institution- recruits, admits, and encourages enrollment of applicants who excel academically, accomplished in extracurricular endeavors, and are broadly diverse. The college believes this mix of students will foster the vibrant campus community that provides the best educational experience fostering opportunities for all students.

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 \$60 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). 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):

English	4 units
History	3 units
Mathematics	3 units
A foreign language	2 units
Science	2 units
	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).

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 Action Program

This non-binding program is designed to give well-qualified applicants an opportunity to obtain decisions on their applications by January 15. Applications must be submitted by December 1. A student may be considered for early action 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).

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.

ADMISSIONS

Honors Program Candidates

Each year during the spring incoming first-year students will receive an invitation to become part of the Honors Program based on their academic performance in high school. 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 transferring in courses from other accredited institutions should expect to receive 1 unit for every transferable 3-4 credit course. Wagner College operates on a Unit system: 1 "unit" signifies the satisfactory completion of work requiring attendance of approximately 3.34 hours in lectures or recitations weekly.

Up to 18 units (approximately 60 credits) may be awarded for credits earned from an accredited two-year institution and up to 27 units (approximately 90 credits) for credits earned from an accredited four-year institution. In the case where a student has attended both a two-year and four-year institution, only 18 of the max 27 units can be transferred from the two-year institution.

Courses taken on a pass/fail basis will not be accepted for transfer. Wagner College will accept comparable courses in which a grade of "C" or higher was earned. Please note that specific programs require a higher grade be achieved for transfer credit. (See Nursing Transfer Credit Policy below.)

All Wagner students must complete a minimum of 36 units to graduate. Transfer students should be aware that 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.

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 last 9 units of a student's coursework.

Students Entering Wagner as First Time Freshmen with College Credits:

First-Time Freshmen who have completed college coursework at an accredited degree granting college or university with a grade of "B" or greater while in high school, may transfer up to five college courses (units) to Wagner College. First Time Freshmen who have scored a "four" or higher on Advanced Placement (AP) Exams or "five" or higher on International Baccalaureate (IB) Exams are also eligible to receive transfer credit. The total maximum number of combined transfer courses (units) for First Time Freshmen may not exceed eight.

Nursing Transfer Credit Policy:

Pre-requisite courses eligible for nursing transfer must have a minimum of a "B-" grade or higher from a regionally accredited institution. All nursing transfer students Must complete at least 1 year of matriculation before beginning nursing courses.

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 Admissions Office and the Center for Academic and Career Engagement (CACE).** 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.

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, unless prior approval is granted by the Registrar. 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

ADMISSIONS

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. A minimum grade of 50 is required and 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**APPLICATION**

Application for should be made to the Office of Admissions via the on-line graduate application provided by the college. A non-refundable application fee must accompany each application.

MATRICULATION

Matriculated students are those students who have met all requirements for admission and have been admitted as candidates for a graduate degree. No student may be considered as having completed matriculation until all entrance requirements have been met and they have been offered admission to the college.

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 Admissions by the Registrar's Office of those institutions.
2. .Two letters of recommendation, preferably from former or present employers or professors.
3. Admission requirements vary for each graduate program. Please check with the Office of Admissions for any additional requirements.

INTERNATIONAL GRADUATE STUDENT ADMISSION

The application deadlines for International Students are June 1 for the fall semester and November 1 for the spring semester.

1. A degree which is equivalent to a four-year 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 Admissions. All courses and grades must be indicated and transcripts must be translated into English and should have a course-by-course evaluation by WES at www.wes.org or an equivalent accrediting agency.
3. Two currently dated letters of recommendations, preferably from former professors.
4. Report of results from the Test of English as a Foreign Language (TOEFL).
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 Admissions provides forms for use in documentary support. An I-20 form will be issued to admitted students who confirm their enrollment, submit a \$3,000 tuition deposit, and demonstrate proven financial support.

ADMISSIONS

It is also mandatory that all newly admitted international students submit a completed physical examination form to the Center for Health and Wellness 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 admitted to the Division of Graduate Studies to continue their enrollment after receiving the bachelor's degree. Such application is made through the Office of Admissions. 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 Office of Admissions 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 Registrar's Office an application 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 the Registrar's Office 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 on our website.

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. 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.

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.

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. Life experience includes all college-level learning before admission to—or during a significant hiatus from—college. This includes formal learning gained through successful completion of coursework sponsored by educational institutions or other agencies, as well as knowledge obtained through career experience, including volunteer work and professional training. While most things people do involve some sort of learning, not all learning is college-level learning; the most important thing to keep in mind about the life experience credit

COSTS AND FINANCIAL AID

process is that credit is not awarded for your experiences (no matter how sophisticated) but for your ability to demonstrate that these experiences constitute college-level learning.

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

Students can view their account information in Student Account Center (accessed via myWagner). 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 e-bill 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.

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 15 and ending April 15. 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.

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

Refunds of financial aid will be calculated 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 the Offices of Academic Advisement or Graduate Studies. Unearned aid must be returned in the following order:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Direct Plus Loans

- Federal Pell Grants
- Iraq and Afghanistan Service Grants
- FSEOG
- Other Title IV Programs
- Other state, private or institutional sources of aid

This order may be changed according to U.S. Department of Education regulations.

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 or by calling the federal processor. Incoming students should submit the FAFSA no later than January 15 for priority processing. Returning students should have their FAFSA submitted no later than February 1 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 4.5 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

All students receiving federal, state and institutional aid (including athletic aid) must meet specific standards for establishing and retaining aid eligibility.

Satisfactory progress for federal and state aid differs. The following policy is in relation to federal and institutional aid.

Undergraduate Students

Undergraduate students at Wagner College must maintain a minimum cumulative grade point average of 2.0 of a 4.0 scale based on units earned while at Wagner. Transfer units accepted by Wagner College are considered in the hours attempted and hours completed.

Maximum time frame

Per federal regulations, the maximum time frame a student may take to complete a degree is 150% of the length of the program. For a student who is enrolled continuously fulltime normal degree completion takes four academic years; maximum time frame is six academic years. An undergraduate student is expected to complete his/her degree with 36 units. The maximum time frame permitted for a student to complete his/her degree and receive federal aid would be 54 units (36 units x 1.5 = 54 units). Maximum units includes transfer units from other institutions as well as units completed, withdrawals, repeated or failed classes.

Minimum units earned

A student must complete a minimum of 67% of the attempted hours for the academic year in order to be considered as making progress. Translated into units, this would equate to a minimum of 5.5 units must be successfully completed per academic year. Hours attempted includes hours completed with satisfactory grades (A, B, C, D) as well as W(withdrawal), I(incomplete), P(pass), F(ail) and repeated courses. Maximum time frame and minimum units earned will be evaluated at the end of each academic year in the Spring semester. Review will take place by the Office of Financial Aid.

Consequences

Students who fail to meet the minimum SAP standards are ineligible for all financial aid with the exception of a private educational/alternative loan which does not require SAP as an eligibility requirement.

Appeal

A student may appeal his/her SAP status and ask to be reconsidered for financial aid. Acceptable conditions under which a student may appeal their SAP status are:

- Death of a relative including parent, legal guardian other than parent, sibling, grandparent, spouse or child
- Illness or injury of the student
- Serious illness or injury of family member which impaired the student's ability to perform academically or where the student is the primary caregiver
- Other situation which has directly impaired a student's ability to perform academically

An appeal must include:

- Why the student failed to make SAP and
- What has changed that will allow the student to make SAP at the end of the next evaluation

Requests for appeal must be received within two weeks of the date the SAP letter was issued. Appeals will be reviewed by a committee of campus personnel who will make a final determination. Decisions of the committee are final.

While an appeal is being reviewed, a student may enroll in and attend classes at his/her own expense.

Results of an appeal will be sent to the student in writing.

Approval of Appeal

If an appeal is approved and financial aid eligibility is reinstated, the student will be placed on Financial Aid Probation. The reinstatement of financial aid eligibility will be for a period no longer than one semester.

A student may be placed on an academic plan which will assist the student in regaining satisfactory progress.

At the end of a probationary period, a student must be making SAP or successfully following an academic plan in order for eligibility to be continued. Consecutive appeals are prohibited.

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 pursuing 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. For the 2020-2021 academic year, grants ranging from \$639 to \$6,345 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 \$1,500 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 \$5,165 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 a prior 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. *The federal Perkins Loan is no longer available and will only be available again through an Act of Congress.*

The Perkins Loan program is 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.

DIRECT SUBSIDIZED/UNSUBSIDIZED LOAN(S). The principal amount that may be borrowed by an undergraduate starts at \$3,500-\$5,500 beginning with the first year and increases 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

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 in order to receive the loan proceeds.

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 percentage of tuition remission for a maximum of nine credits per semester. Positions are available throughout the college. GAs are expected to divide their time between studies and working in a department (typically 20 hours per week). GAs 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

COSTS AND FINANCIAL AID

from the Office of Graduate Studies or from the Graduate Programs website. 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 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 Veterans' 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 888-442-4551.¹

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.

¹ GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (V.A.). More information about education benefits offered by the V.A. is available at the U.S. government website www.benefits.va.gov/gibill.

VA PENDING PAYMENT COMPLIANCE In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch.33) or Vocational Rehabilitation and Employment (CH.31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

ACADEMIC POLICIES AND PROCEDURES

DEGREES AND DEGREE REQUIREMENTS

The Board of Trustees of Wagner College confers the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Science, Master of Science in Education, and Doctor of Nursing Practice degrees based upon the recommendation of the faculty, who will be guided by the requirements described in this section.

UNDERGRADUATE REQUIREMENTS

The college requires a minimum of 36 units and a cumulative GPA of 2.00 or higher for a baccalaureate degree. A unit (or proportion thereof) represents satisfactory completion of course work required for 3.34 hours a week or, in the case of science courses with a lab, 4.4 hours a week over a 13 week semester. 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 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.

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. Individual graduate programs may have grade requirements specific to that program-- See the graduate program of interest for additional details.

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. In the credit hour system, each credit hour represents satisfactory completion of course work required for one fifty-minute class meeting per week over a 15 week semester.

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 \$32 (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. Under extenuating circumstances, the time limit may be extended by one year at the discretion of the Dean of Graduate Studies.

MEANING OF AN UNDERGRADUATE "UNIT"

The term "unit" signifies the satisfactory completion of work requiring attendance of at least 3.34 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. A credit is equal to 15 hours of instruction and requires two hours of study for preparation.

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:

- bachelor of arts
- bachelor of science
- master of arts
- master of business administration
- master of science
- master of science in education
- doctor of nursing practice

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 August of each year and will accommodate students falling short of desired academic progress of 9 units per year, according to the following:

- First Year.....fewer than 8 units
- Sophomore 8 to 16.5 units
- Junior..... 17 to 25.5 units
- Senior 26 or more units

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 (CACE) 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, C-, D+, D, 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** Designates satisfactory work normally characteristic of the majority of students in any course. An average of C is required for graduation.

ACADEMIC POLICIES AND PROCEDURES

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. <i>Plus (+) and minus (-) subdivisions are permitted in determining grades.</i>
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 Incomplete.
AU	Designates a course taken for audit under the college and its policy.
NC	Designates a course for which no credit is given.

The grades of D+, D, and D- are not used in graduate-level courses.

The numeric equivalents of the aforementioned grades are as follows:

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	Below 60

At the end of each semester, students may access their grades via MyWagner.

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 units/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 from the college's master's, doctorate or graduate certificate programs.

The values assigned to each grade are as follows:

A	4.000
A-	3.700
B+	3.300
B	3.000
B-	2.700

ACADEMIC POLICIES AND PROCEDURES

C+	2.300
C	2.000
C-	1.700
D+	1.300
D	1.000
D-	0.700
F	0.000

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 (CACE) 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 ultimately is 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.

In courses that 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. Individual graduate programs may have set repeat policies specific to that program---. See the graduate program of interest for additional details.

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 and early April. New First Year and transfer students are advised and register prior to and during fall orientation. Late admits 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 and 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/registration/>). 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, 700 and 800 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.

ACADEMIC POLICIES AND PROCEDURES

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 Grade Point Average (GPA) of 3.2. Students seeking to enroll in courses at other institutions, concurrently with Wagner, must obtain permission from the Registrar prior to enrolling in such courses. *The academic year limit on courses includes courses taken elsewhere during the academic year.*

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 last day of classes of the semester. 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 (CACE) 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, completing internship forms which are available on the CACE website: <http://wagner.edu/cace/career-development/internships/>. 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 the desired enrollment in the internship course. The Center for Academic and Career Engagement (CACE) 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

ACADEMIC POLICIES AND PROCEDURES

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 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 by the Graduate Program Director and the Dean of Graduate Studies. 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:

A = 4.0	B- = 2.7	D+ = 1.3
A- = 3.7	C+ = 2.3	D = 1.0
B+ = 3.3	C = 2.0	D- = 0.7
B = 3.0	C- = 1.7	F = 0.0

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 in undergraduate degree programs. For some academic programs a higher index is required. All graduate programs require a minimum GPA of 3.00 to graduate.

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 who are matriculated 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 (CACE) to determine Dean's List eligibility. Students with FERPA directory holds will not be posted publicly but will have the notation on the transcript for the semester.

DEPARTMENTAL HONORS

Each undergraduate academic program is authorized to offer its graduating majors a departmental honors program as a complement 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 a cumulative index 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 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 2.00 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 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 (CACE), 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, Expanding Your Horizons (EYH) courses, or Study Abroad programs. 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/wp-content/blogs.dir/33/files/2013/01/SAP2011.pdf>) for the policy on satisfactory academic progress and financial 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 (CACE). 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 following fall semester. Students on probation who do not achieve 2.0 semester and cumulative GPA 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.

ACADEMIC POLICIES AND PROCEDURES

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 order to graduate a student must have a cumulative index of 3.0 or higher. Each graduate program has specific requirements. See the graduate program of interest for details. .

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 1 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,

ACADEMIC POLICIES AND PROCEDURES

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 by the instructor and submitted to 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" remains on their transcript for the semester in which the "D" or "F" grade was received. By repeating a course, only the most recent grade received will be calculated in the student's cumulative index. Successfully completed courses can generally be accepted toward degree requirements once.

Repeats in the nursing program requires a grade of C+ or better in major nursing courses and prerequisites. Students will have the improved grade calculated in the grade points.

UNDERGRADUATE STUDENTS

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

The 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.

All course grades for which a student has registered will appear on the student's transcript including course 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.

ACADEMIC POLICIES AND PROCEDURES

An undergraduate student may retake up to seven courses in which grades 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 chair of the department will make the decision on an acceptable substitute in which the original course was offered.

FOR NEW YORK STATE RESIDENTS WHO ARE ELIGIBLE FOR THE TUITION ASSISTANCE PROGRAM (TAP): Repeated courses in which you have already received a passing grade cannot be included in meeting the TAP full-time study requirement unless:

- You repeat a course for additional credit (e.g., certain courses that may be taken more than once for credit).
- You need to meet a minimum grade requirement for that course.

GRADUATE STUDENTS

The repeat policy is set by each individual graduate program. See the graduate program of interest for specific details.

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 (CACE) for undergraduates or the Office of Graduate Studies for graduates.

Students who formally withdraw from Wagner College must apply for readmission through the Registrar’s 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 are to come from an accredited college or university. 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. Only those courses where the student has earned a grade of C or higher will be accepted for transfer. Courses where a grade of P has been earned will not be accepted for transfer. The maximum amount of transfer accepted as an incoming students is 27 units.

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 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

ACADEMIC POLICIES AND PROCEDURES

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. One Wagner unit converts to 7.5 ECTS.

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 (CACE) 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 Engagement 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 Registrar's and requesting a readmission form. 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 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 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. The minimum grade for acceptance is a grade of 50. Second language courses must have a passing grade of 65.

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.

AMERICAN COUNCIL ON EDUCATION (ACE)**COLLEGE CREDIT RECOMMENDATION SERVICE**

Wagner College considers ACE's evaluation of education and training obtained outside the classroom including courses, exams, apprenticeships, and other types of non-traditional forms of training. Information on the ACE Credit evaluation process can be obtained from their website: <http://www.acenet.edu/news-room/Pages/College-Credit-Recommendation-Service-CREDIT.aspx>.

NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE (NCCRS)

Wagner College considers the evaluation by the NCCRS, a program of the Board of Regents of the University of the State of New York, of education and training obtained from designated organizations. A list of these organizations can be found at the NCCRS website: <http://www.nationalccrs.org/course-credit-directory>

COLLEGE CREDIT FOR MILITARY SERVICE

Wagner College accepts the ACE evaluation of the Joint Service Transcript (JST) used by the Army, Marines, Navy and Coast Guard.

GRADUATE COURSE CREDIT

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 for graduation 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 dates 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 advisor 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 and official copy of their final transcript until all financial and other obligations to the college are fulfilled.

DATE OF DEGREE AND COMMENCEMENT

The college has established May 31, August 31, and December 31 for the conferral of degrees. Diplomas will be presented to the students graduating in May following the commencement exercises, and will be mailed 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 this policy.

BACCALAUREATE AND COMMENCEMENT

The Baccalaureate service is held the day before Commencement Day. Commencement ceremonies are traditionally held on the Sutter 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.

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 may at the discretion of the administration, be made available to the general public and individuals requesting the information: Student's name, local address, permanent address, phone on record, e-mail address, 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 and digital imaging (photo or film). For athletics, additional permission is given for their participation in officially recognized activities and sports, weight and height of members of athletic teams, and hometown. Students may refuse to have the directory information listed above, or some of the categories, released to third parties by submitting a written request to the Registrar's Office by the fourth week of any given semester.

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 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 is committed to providing accommodations and services to students with disabilities in order to ensure a comprehensively accessible learning experience where individuals with disabilities have the same access to programs, opportunities and activities as all others.

We strive to provide reasonable and appropriate accommodations guaranteed under the Americans with Disabilities Amendments Act of 2008. We engage in an interactive process with each student and review requests for accommodations on a case-by-case basis. In determining reasonable accommodations, we consider each student's condition(s), history, experience, and request.

Eligibility for Services

While students are a vital source of information, we also request information from other sources in order to establish a disability and the impact it has on living and/or learning in a postsecondary environment. The records kept in Disability Services at the Center for Academic and Career Engagement office are strictly confidential. Eligibility criteria for disability related support services at Wagner College includes:

The following guidelines are provided to assist students, physicians or other medical professionals, in identifying the type of information and documentation that will inform the process of determining reasonable and appropriate accommodations

General Information

Students are encouraged to submit any prior assessments and/or evaluative reports conducted by evaluators, physicians, medical professionals, etc., which may assist in determining appropriate accommodations. Documentation should be current and relevant to the requested accommodations.

While a Summary of Performance (SOP), Individualized Education Program (IEP) and/or 504 Plan provide helpful information, these documents alone may not provide sufficient information to determine appropriate accommodations in the postsecondary environment.

Reasonable accommodations are determined on a case by case basis, considering the nature of the condition(s) and resulting impact in the postsecondary environment. A student's program of study and the courses a student is enrolled will also inform the types of accommodations that are appropriate.

Prior receipt of accommodations (e.g., in high school or in another University setting) will inform the process of determining appropriate accommodations at Wagner College however, they do not guarantee receipt of the same accommodations.

While the law requires that priority consideration be given to the specific methods requested, it does not imply that a particular accommodation must be granted if it is deemed not reasonable or other suitable methods are available.

Professionals (e.g., physicians or other medical professionals) conducting assessment, rendering diagnoses of specific conditions and making recommendations for appropriate accommodations must be qualified to do so.

Guidelines

We engage in an interactive process with each student and review requests for accommodations on a case-by-case basis. While students are a vital source of information, in order to determine reasonable and appropriate accommodations, we may request information from other sources in order to establish a disability and the impact it has on living and/or learning in a postsecondary environment.

Documentation should include 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, the student may be asked to obtain additional information to support the request. 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 each student's opportunities at the postsecondary 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 and be provided by a qualified Medical professional.

To ensure that needs are met, students must register with Disability Services at 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 and are not retroactive. The Associate Dean will authorize the needed accommodations. The college will make determinations on an individual, case by case

basis regarding its provision of services to ensure that students are not subject to discrimination on the basis of disability. Please understand that this process is interactive, and we need a reasonable amount of time to evaluate the documentation, review the request, and make a determination. Based on eligibility, the following services are provided, but not limited to:

- advocacy
- testing accommodations: proctors, extended time in a separate, distraction-reduced room
- specialized advising and skills instruction
- priority registration and advising assistance
- provision of information to professors
- paid membership in Learning Ally, Bookshare
- assistive technology such as Kurzweil, CCTV, Smart Pen, JAWS
- referrals

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.

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.

UNDERGRADUATE PROGRAM

The basis of the practical liberal arts is the development of critical thinking, inquiry, and analysis. These foundational skills are developed across all courses and disciplines through the Wagner Plan, which encompasses the Key Skills and Knowledge curriculum, the Learning Communities program, and the completion of a major.

Students take courses across the arts, humanities, sciences and mathematics, and social sciences to develop understanding across knowledge areas. Simultaneously, students gain both intensive study and practice or exposure in the following skills: intercultural understanding, creativity, critical reading and analysis, information literacy, quantitative thinking, technological competency, oral communication, and written communication.

Across three learning communities of thematically-linked courses (First-Year Program, Intermediate Learning Community, and Senior Learning Community), students are challenged to see the links across disciplines and the role of disciplinary-based knowledge in everyday decision making. Each learning community consists of a common cohort of students who develop a sense of connection through shared learning.

In a chosen major, students develop disciplinary skills, focusing on depth of learning and practical applications.

Knowledge: Students take courses across the arts, humanities, sciences and mathematics, and social sciences. Courses in the arts explore creative expression in the visual and performing arts. The arts can help students to develop creative skills and an appreciation for the creative process. Courses in humanities develop sensitivity to the human condition through the study of Western and non-Western intellectual traditions. The humanities can help students to develop critical reading and analysis as well as written communication. Courses in science and mathematics enable students to gain a sound understanding of scientific inquiry, quantitative and analytical research methods, and technology. The sciences can help students to understand the intellectual collaboration and methods that characterize scientific progress. Courses in social science foster a clear understanding of the dynamics of societies and the ways sociocultural values and beliefs influence the behavior of individuals and groups. The social sciences can help students to develop intercultural understanding. Across all knowledge areas, students develop critical thinking, inquiry, and analysis.

The Arts—2 units chosen from the following disciplines: art, art history, dance, filmmaking, music, theatre.

Humanities—3 units chosen from the following disciplines: English, foreign languages, history, philosophy, religion, and MDS 106, MDS 107.

Social Sciences—3 units chosen from the following disciplines: anthropology, economics, political science, psychology, sociology, social work, and MDS 103, MDS 109.

Sciences & Mathematics—3 units chosen from the following disciplines: astronomy, biology, chemistry, mathematics, microbiology, and physics.

Skills: Wagner College focuses on critical thinking, inquiry, and analysis to prepare students holistically to be lifelong learners as they pursue professional, personal, and community goals. Students have many choices across disciplines to fulfill the key skill requirements. Students make decisions about how to fulfill the skills in consultation with their academic advisor.

Wagner College's selection of key skills is inspired by the Association of American Colleges and Universities' (AAC&U's) Liberal Education for America's Promise (LEAP) initiative. For each skill, students complete at least one course with an intensive focus as well as repeatedly focusing on each skill over multiple courses, which may include practice/exposure courses or further intensive courses. With the exception of the skills of technological competency and information literacy, students complete at least three courses designated for each skill. A given skill area can be fulfilled with one intensive course plus two practice/exposure courses. Alternatively, students may choose to complete more than one course that is intensive in a given skill. Each additional intensive course beyond the required one for the skill will substitute for a practice/exposure course. For technological competency and information literacy, students must complete an intensive course in each skill plus one additional course designated as practice/exposure or as intensive for either technological competency or information literacy. Repeated focus on each skill leads to greater mastery. Opportunities to engage in each skill across disciplines underscore how skills translate and prove valuable across contexts.

- Courses that develop intercultural understanding focus on differences among individuals and groups (vis à vis social positions, practices, and power relations) as seen in the intersection of major elements of identity.
- Courses that develop creativity focus on artistic creativity from conception to end product as well as understanding of creative processes across fields.
- Courses that develop critical reading involve a process of moving beyond a superficial understanding of a text to notice critical details and underlying positions.
- Courses that develop technological competency focus on active student involvement in the creation or use of technology.
- Courses that develop information literacy emphasize evaluation, selection, and appropriate use of sources of information.
- Courses that develop oral communication include instruction on the art and science of giving speeches and formal presentations.
- Courses that develop quantitative thinking train in the areas of mathematical thinking, problem solving through abstract arguments and proofs, and interpreting quantitative information.
- Courses that develop written communication focus on building skills of informal and formal writing, including research papers and multiple forms of written responses.

PROGRAMS OF STUDY

Index of courses by skill

The items below display the Key Skills fulfilled by courses. Intensive designation is indicated by double letters (XX) and text in all capitals. Practice or exposure designation is indicated with a single letter (X) and text in title case.

*For up-to-date listings, please go to registrar's webpage under Academic Information.
<https://wagner.edu/registrar/bulletin-catalog/>

Intercultural Understanding (UU/U)

Intensive (UU): Courses with an intensive designation focus on differences among individuals and groups (vis à vis social positions, practices and power relations) as seen in the intersection of major elements of identity such as ethnicity, gender expression, language, nationality, immigration, race, religious belief and practice, sex, sexuality, ability/disability, and socio-economic status.

Practice or exposure (U): Courses with a practice/exposure designation include discussion/application of intercultural understanding, but do not make it a central focus of the course.

Creativity (CC/C)

Intensive (CC): Courses with an intensive designation focus on artistic creativity from conception to end product. Students will be exposed to artistic traditions and analytic approaches, will develop skills through studying and practicing techniques and formal strategies, will be encouraged to develop personal responses to the traditions and genres in which they work, and will create art by synthesizing the ideas, concepts, and techniques in original expressions, such as writings, visual arts, musical compositions, and performances.

Practice or exposure (C): Courses with a practice/exposure designation develop creativity and/or focus on understanding creative processes in any field.

Critical Reading and Analysis (RR/R)

Intensive (RR): Courses with an intensive designation focus on sustained instruction in the critical reading of academic texts, literary works, historical documents and other kinds of material culture. Students learn to move beyond a superficial understanding of a text to notice critical details and underlying positions, question assumptions, consider a range of interpretive possibilities, draw out the implications of the observations, and put interpretations in conversation with relevant texts and contexts.

Practice or exposure (R): Courses with a practice/exposure designation deeply engage students with texts of varying levels of complexity.

Technological Competency (TT/T) & Information Literacy (LL/L)

Intensive (TT): Courses with an intensive designation focus during class or laboratory time on creation or instruction of technology with active student involvement (beyond word processing, presentation, and classroom management programs).

Practice or exposure (T): Courses with a practice/exposure designation use technology to support course content (beyond word processing, presentation, and classroom management programs).

Intensive (LL): Courses with an intensive designation dedicate a substantial portion of instruction during class or laboratory time to helping students develop a comprehensive information literacy skill set. Courses begin with how to effectively identify a need for information, and move through how to locate, evaluate, utilize, and responsibly share that information.

Practice or exposure (L): Courses with a practice/exposure designation require students to critically analyze information to support course content.

Oral Communication (OO/O):

Intensive (OO): Courses with an intensive designation focus on sustained oral communication instruction, including feedback and revision, and culminate in formal oral presentations. Students learn how to prepare a presentation with an audience in mind, including increasing knowledge of the audience or persuading.

Practice or exposure (O): Courses with a practice/exposure designation use public speaking and verbal interactions to support course content (beyond normal lecture or Q&A interactions).

Quantitative Thinking (QQ/Q):

Intensive (QQ): Courses with an intensive designation instruct students to proficiently construct logical arguments and rigorous mathematical proofs, and develop students' aptitude to produce examples and counter-examples, with a focus on differentiating between coherent mathematical arguments and fallacious ones.

Further, these courses teach students the difference between inductive and deductive reasoning, including mathematical induction, and how to formulate general hypotheses and conjectures by abstracting general principles from numerical examples and problems.

Finally, courses with an intensive designation train students how to analyze real-world problems quantitatively, formulate reasonable estimates, apply appropriate equations, and differentiate between valid and questionable conclusions.

Practice or exposure (Q): Courses with a practice/exposure designation help students interpret quantitative information (both numerical and pertaining to systems of logic) and develop arguments supported by quantitative information expressed in various formats, such as equations, graphs, charts, tables, propositional or symbolic logical arguments, etc.

Written Communication (WW/WC):

Intensive (WW): Courses with an intensive designation focus on building skills of writing as a major component of course content, and offer overt and sustained instruction in writing. Students complete multiple formal writing assignments of varying length that include at least one instructor-guided revision process, and that total a minimum of twenty pages.

Practice or exposure (WC): Courses with a practice/exposure designation use the skill of writing to support course content.

PROGRAMS OF STUDY

Learning Communities: The First-Year Program (FYP), Intermediate Learning Community (ILC), and Senior Learning Community (SLC) provide interdisciplinary learning. The learning community in the First-Year Program includes a field-based experience that is thematically linked to two introductory, discipline-specific courses and a reflective tutorial. The Intermediate Learning Community challenges students to expand their critical thinking by making connections across disciplinary perspectives in two thematically-linked courses or one course co-taught by professors from different disciplines. The Senior 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 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.

First-Year Program: In the first year, students complete nine courses. They typically enroll in four courses in the first semester, and five courses in the second. In the first semester at the college, each student is required to take 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 the college, new first-year students are required to go online to fill out the New Student Form and review the New Student Guide, which contains a list of all the first-year learning communities offered in the fall. All learning communities fulfill Key Skills & Knowledge requirements. The New Student Form asks students to list their preferences for learning communities, and is submitted electronically. Placement in a learning community is based upon both student preference and the limited number of seats available within each learning community.

Examples of First-Year Program Schedules and Learning Communities

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

Intermediate Learning Community: After completing the First-Year Program, and normally by the end of their sophomore year, students complete an Intermediate Learning Community (ILC). The ILC challenges students to expand their critical thinking by making connections across disciplinary perspectives in two thematically-linked courses or one course co-taught by professors from different disciplines. The ILC requirement may also be fulfilled by a semester or more of study abroad, a Washington Center

internship, or an internship in the New York State Legislature. Students may complete more than one ILC. In some cases students may complete part or whole of the ILC within their major.

Senior Learning Community: The Wagner Plan culminates in the Senior Learning Community. During the senior year, all students must successfully complete a learning community in their major. The Senior Learning Community is a summative experience that contains the following elements: a capstone major course and a reflective tutorial that includes an experiential learning component of at least 100 hours as well as a substantial and sophisticated project. Students are challenged to develop a more refined 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.

Experiential Learning: The First-Year Program and the Senior Learning Community include experiential learning. In the First-Year Program, experiential learning is broadly defined as field-based learning, which may include any combination of the following: service to the community, participatory learning, field trips, or community research. The Senior Learning Community employs experiential learning through the student's participation in a substantial internship or research experience as part of their major. The Senior Learning Community is designed to help students transition from college to professional life or graduate studies.

Reflective Tutorials (RFTs): In the First-Year Program, the Reflective Tutorial is one of three courses that comprise the learning community, and is representative of the interdisciplinary collaboration of the two faculty members. The faculty member who teaches a student's Reflective Tutorial also serves as the student's academic advisor. The Reflective Tutorial emphasizes critical thinking, reflection, and writing skills, and is where the experiential learning component is housed. Through these multi-faceted approaches students learn to scrutinize ideas and develop informed opinions, through guided learning. In the Senior Learning Community, a similar multi-faceted approach through a Reflective Tutorial is taken, but with a deeper dive into theory (capstone course) and experiential contexts (internship or research experience) relevant to the major.

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 must be 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 to 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.**

DIVISION OF GRADUATE STUDIES

Mission

The Division of Graduate Studies (DGS) 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 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. /M.B.A.)

(Housed in Business Administration Department)

AMERICAN STUDIES (B.A.)

(Housed in History Department)

ANTHROPOLOGY (B.A/B.S)

(Housed in Culture and Economics Department)

ARTS ADMINISTRATION (B.S.)

(Housed in Performing Arts Department)

ASTRONOMY (COURSES)

(Housed in Physics Department)

BEHAVIORAL ECONOMICS (B.A.)

(Housed in Culture and Economics Department)

BIOLOGICAL SCIENCES DEPARTMENT

The Department of Biological Sciences offers the following programs:

- Biology (B.S, minor)
- Biopsychology (B.S., with Psychology department)
- Health Sciences (B.S)
- Microbiology (B.S.)
- Environmental Studies (B.A., minor, with Culture and Economy department)
- Microbiology (B.S, M.S., minor, 5 year program)
- Microbiology (M.S)

BIOLOGY (B.S.)

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, and
- a basic knowledge of statistical analysis.

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.

The Senior Learning Community includes 1. a capstone course (either BI 493: Cell Molecular Biology or BI 493: Ecological and Evolutionary Theory), in which students learn advanced topics in the subfield of biology they are most interested in, 2. the experiential component (BI 400E) where students complete a semester-long internship in

biology or a semester-long research project in a faculty member's lab (on or off campus) and 3. The reflective tutorial (RFT) (BI 400) in which students work to hone their skills in interpreting and presenting scientific information and use these skills to prepare their senior thesis. All students present their senior thesis to a committee of two faculty members who assist the RFT instructor in grading the student's work.

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, 2 units of Physics, and one unit of Math: CH 111, 112, 211, 212; PY 131, 132 or PY 141, 142; MA 121

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.

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. Students who have completed a previous course in statistics cannot count BI 221 toward 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. (M) (Q) (T) 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. (M) 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 spring semesters.*

BI 125 Genes to Genomics. (M) (L) (WC) 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. *Offered as needed.*

BI 130 Exploring Biology. (M) 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 fall and spring.**

BI 135 Evolution. (M) 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. (M) 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. (M) *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. (M) (L) (WC) *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. *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. (M) (Q) *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 217 Forms and Functions of Life. (M) (Q) (T) (WC) *One unit.* Three hours of lecture and three 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. (M) (R) (WC) *One unit.* Three hours of lecture and three 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. (M) (Q) *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. *Offered fall and spring semesters.*

BI 304 Animal Behavior. (M) (R) *One unit.* Three hours of lecture, one hour of recitation, and two hours of laboratory weekly. This course examines the principles of

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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.**

BI 306 Neuroanatomy and Neurophysiology. (M) (O) *One unit.* Three hours of lecture, three hours of laboratory/recitation weekly. A study of the nervous system with special emphasis on the 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. (M) (O) (Q) (WC) *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 323 Basic Medical Histology. (M) (O) *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.**

BI 326 Environmental Issues. (M) (R) *One unit.* Three hours of lecture and discussion weekly. Lectures focus on principles of conservation biology and environmental science. A large portion of the course involves discussion of current environmental issues, such as global warming, resource use, and biodiversity. *Prerequisite: Biology 110 or 215. Offered as needed.*

BI 333 Animal Physiology. (M) (Q) (T) *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 397G, P, or N Internship in Biology. (M) *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 SLC Experiential Component in Biology. (M) *Zero units.* This zero unit course is the experiential component of the senior learning community and is linked to Senior Thesis in Biology (Biology 400). 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. *Prerequisite: BI 221 or PS 116 and permission of Departmental Senior Learning Community Coordinator required. Offered fall and spring semester and summer sessions.**

BI 400 Senior Thesis. (M) (L) (O) (WW) *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 412 Developmental Biology. (M) (WC) *One unit.* Three hours of lecture and three hours of laboratory weekly. This course examines the principles and mechanisms that govern the development of multicellular organisms. Differentiation and pattern formation, morphogenesis and organogenesis in plants and animals are explored in this

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course. Other topics of interest include formation of symmetry, sex determination, metamorphosis, and problems associated with development. *Prerequisites: The following four foundation Biology courses: 213, 215, 217, and 219. Students not majoring in Biology should have BI 219 and permission of the instructor. All students are required to have completed CH 112. Offered spring semester of odd-numbered years.**

BI 413 Marine Ecology. (M) One unit. Three hours of lecture weekly. After a general description of physical and chemical parameters in marine waters, the course focuses on benthic and pelagic life in different marine environments such as the sunlit ocean surface, deep-sea communities, upwelling areas, coral reefs, submerged vegetation communities, and estuaries. The main emphasis is on those biological factors that allow selected species to survive in different marine ecosystems. *Prerequisites include the following four foundation biology courses: 213, 215, 217, and 219. Students not majoring in biology should have Biology 215 and permission of the instructor. Offered as needed.*

BI 490 Biology Research for Elementary School Teachers. (M) 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 fall and spring.*

BI 492 Ecological and Evolutionary Theory. (M) (Q) (R) (T) 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 or permission of the instructor required. Prerequisites: BI 213, 215, 311; MA 121 strongly recommended. Offered spring semester.**

BI 493 Undergraduate Research in Biology I. (M) 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. (M) 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. *Students taking this course for credit may not use the research experience to meet Biology 400E requirements for the senior learning*

community. *Permission of the instructor is required. Prerequisite: BI 493. Offered fall and spring semesters.**

BI 496 Molecular Cell Biology. (M) (R) (WC) 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. *Senior status or permission of the instructor required. Prerequisites: BI 213, 219; CH 111, 112. Offered spring semester.**

BI 497G, P, or N Internship in Biology. (M) 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 593 Independent Study. (M) 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 121 Human Reproductive Biology

BI 122L Human Biology Laboratory

BI 291 Special Topics in Biology

BI 312 Comparative Vertebrate Anatomy

BI 316 Invertebrate Zoology

BI 319 General Botany

BI 324 Endocrinology

BI 335 Natural History of the Mid-Atlantic States

BI 591 Special Topics in Biology

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.

Students may select either the SLC in the Psychology or Biological Sciences Departments based on their interest in consultation with their academic advisor. Please review the bulletin descriptions for biology and psychology for their respective senior learning communities?

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 from Experimental Psychology and two from Biology)

Experimental Psychology: select 2 courses.

Biology: BI 219, 304, 311, 312, 323, 324, 333, 412, 496 (if not used as a Capstone).

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.

For course descriptions consult the Biological Sciences, Chemistry, and Psychology sections of this Bulletin.

HEALTH SCIENCE (B.S.)

Mission and Student Learning Goals for a Major in Health Science (B.S.)

The Health Sciences major offers students a flexible and interdisciplinary approach to learning about the health sciences and the healthcare system. Students are exposed to courses in biology, chemistry, physics, psychology, nursing and elective courses. Elective courses will allow students to explore aspects of health care they find of greatest interest. The major will serve as a path into post graduate careers in physical therapy, occupational therapy, genetic counseling, speech therapy, and other health-related careers.

In addition to this, students will take a one-year clinical experience as part of their senior learning community that will prepare them for their desired career after graduation.

By graduation, health science majors should possess or have demonstrated:

- a basic knowledge of fundamental concepts in anatomy & physiology, microbiology, physics, social awareness and healthcare systems.
- a general knowledge of ethics in healthcare.
- a clear conceptual understanding of research in the healthcare field.
- a basic knowledge of statistical analysis.

The Senior Learning Community includes 1. a capstone course (HS 490 Advanced Topics in Health Science), prepares the health science majors to understand the healthcare industry from a local, national and global perspective 2. the experiential component (HS 400E, HS 401E taken in sequential order). The experiential component is a year-long internship within a field of the health sciences where students shadow practitioners in a patient care setting, and 3. the reflective tutorial (HS 491) is a course in which students work to hone their skills in interpreting and presenting scientific information and use these skills to prepare their senior thesis.

REQUIREMENTS FOR A MAJOR IN HEALTH SCIENCE (B.S.)

A minimum of 17 units with the following distribution:

Core Science/Social Science – 8 units as follows:

BI 209, BI 210, CH 111, CH 112, MI 200, PS 101, PY131, PY 132.

Statistical Methods – select 1 unit from the following: BI 221 or PS 116.

Health Classes – 2 units as follows: HS 201, NR 224.

Science Electives – 2 units from the following: BI 213, BI 219, BI 323, MI 216, MI 314, MI 503.

Social Science Electives – 2 units from the following: AN 240, AN 241, AN 252, PH 202, PS 212, PS 252, SO 103, SO 208, SO 306, SO 320, SW 292.

Senior Learning Community – 2 units: HS 400E & HS 401E (zero units), HE 400 (RFT), and HS 490 (Capstone).

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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.

COURSE DESCRIPTIONS

HS 201 Introduction to Healthcare Systems. *One unit.* 3 hours of lecture weekly. This course will examine the determinants of health and introduce the policies and politics of contemporary healthcare in both the US and international settings. Society's demand for access to acceptable healing methods and the influence of physicians, hospitals, insurers, and pharmaceutical companies in this process will be examined. Contemporary healthcare initiatives will be reviewed. The course will provide students with an understanding of the US healthcare industry through a critical and analytical lens. *Offered fall semester.*

HS 400E Experiential Placement I. *Zero Units.* These zero unit courses are the experiential components of the senior learning community and is linked to the Senior Thesis in Health Sciences (HS 400). It includes at least 100 hours of research/clinical practice which is determined by the senior thesis instructor/advisor. This experiential component serves as the basis for the thesis/research paper or poster completed in HS 400. *Offered fall semester.*

HS 401E Experiential Placement II. *Zero Units.* These zero unit courses are the experiential components of the senior learning community and is linked to the Senior Thesis in Health Sciences (HS 400). It includes at least 100 hours of research/clinical practice which is determined by the senior thesis instructor/advisor. This experiential component serves as the basis for the thesis/research paper or poster completed in HS 400. *Offered spring semester.*

HS 400 Senior RFT. *One unit. (LL) (WW)* 3 hours of lecture weekly. This course is designed to provide students with a working knowledge of the evidenced based research process and its importance in a specific area of practice within the healthcare arena. Students will incorporate their knowledge of experimental and non-experimental research designs, methods and statistical concepts and apply them to the continued search for evidence and to critically appraise it. This summation course for the major allows the student to apply the research findings to specific clinical settings as they develop the skills of diagnosis, prognosis and the effectiveness of treatment as it relates to a specific area of practice. Small group work in the form of discussions and presentations is also included to support student independence in the analysis of data and completion of an original research paper. *Offered spring semester.*

HS 490 Advanced Topics in Health Science. *One unit. (O)* 3 hours of lecture weekly. This course prepares the health science major to understand the healthcare industry from a local, national and global perspective and the recognition of developing trends over the next five years. Greater understanding of the impact of health care forecasting as it relates to varied providers in primary, secondary and tertiary settings will be the main goal. The process of continual change to improve quality and efficiency will be examined at length across the healthcare arena. *Offered spring semester.*

MICROBIOLOGY (B.S.)

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:

- basic knowledge of fundamental concepts in cell and molecular biology, microbial genetics, and microbial physiology.
- basic knowledge of applied, food, and industrial microbiology.
- clear conceptual knowledge of immunology and serology.
- general knowledge of clinical microbiology.
- basic knowledge of statistical analysis.

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 Senior Learning Community includes 1. a capstone course (MI 491 Recent Advances in Microbiology), a seminar-style journal club much like those taken in advanced graduate study in science where students present published literature and lead a discussion about the presented data, 2. the experiential component (MI 400E) in which the student completes either a semester-long internship in biology or a semester-long research project in the lab of a faculty member (on or off campus) and 3. the reflective tutorial (RFT, MI 400) which is a course where students hone their skills in interpreting and presenting scientific information and use these skills to prepare their senior thesis. All students present their senior thesis to a committee of two faculty members who assist the RFT instructor in grading the student's work.

REQUIREMENTS FOR A MAJOR IN MICROBIOLOGY (B.S.)

A minimum of 18 units with the following distribution:

Core requirements – 7 units of Microbiology and 1 unit of Biology as follows:

Microbiology 200, 212, 314, 512, 521, 522, 525.

Biology 221.

Elective requirements – 2 units chosen from the following courses:

MI 216, 291, 493, 503, 513, 517, 523, 524, 591; CH 517.

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Senior Learning Community – 2 units

MI 400E (zero units), 400, 491.

Cognate courses — 4 units of Chemistry, 2 units of Physics, 1 unit of Mathematics

CH 111, 112, 211, 212.

PY 131, 132 or PY 141, 142.

MA 121.

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 121 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.

Students who have completed a previous course in statistics cannot count BI 221 toward 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.

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.

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 GPA 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 – 7 units of Microbiology and 1 unit of Biology as follows:

MI 200, 212, 314, 512, 521, 522, and 525; Biology 221.

Elective requirements – 2 units chosen from the following courses: MI 216, 291, 493, 503, 513, 517, 523, 524, 591; CH 517.

Cognate courses – 4 units of Chemistry, 2 units of Physics, 1 unit of Mathematics

CH 111, 112, 211, 212; PY 131, 132 or 141, 142; MA 121.

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.

Master's work begins in the spring semester of the senior year for 5-year program. Students in the thesis track must register for MI 797 (2 credits) in the spring or summer prior to starting the 5th year. This is taken in addition to the requirements of the B.S. degree and counts toward the 30 credits required for the M.S. This course will culminate with a master's thesis proposal and assembled committee. Students in the non-thesis program must register for a graduate course in the summer prior to the 5th year. 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.

Requirements for Year 5

Students must successfully complete 28 credits over 2 semesters which including MI 797 (see above), gives a total of 30 credits required for the master's degree.

Any microbiology courses 500-level or higher that were not taken as part of the B.S. degree may apply towards the M.S. degree.

At least 18 credits must be in courses at the 600-level or higher.

Students in the thesis track will take research courses MI 798 in the fall and MI 799 in the spring toward their master's thesis. Students in the non-thesis track will complete an additional 6 credits of coursework.

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.

All students in the five year program must take MI 700 Comprehensive Exam.

COURSE DESCRIPTIONS

MI 109 Plagues, Outbreaks, and Biological Warfare. (M) 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. (M) 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 212 Molecular Microbiology. (M) One unit. Three hours of lecture and three hours of laboratory weeks. This course will focus on introductory microbiology topics including biological chemistry, microbial metabolism, immunology, microbial genetics and eukaryotic cell structure, function and cell division. Topics in biological evolution will also be covered. *No prerequisites. Offered fall and spring semesters.*

MI 216 General Pathology. (M) 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. *Prerequisite: MI 200. Prerequisite or co-requisite: CH 112. Offered spring semester.**

MI 314 Clinical Microbiology. (M) 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. (M) 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 SLC Experiential Component in Microbiology. (M) 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. *Prerequisite: MI 221 and permission of Departmental Senior Learning Community Coordinator required. Offered fall, spring, and summer.**

MI 400 Senior Thesis. (M) (L) (O) (WW) 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 analyses 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 with 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.*

MI 491 Capstone Course: Recent Advances in Microbiology. (LL) (M) (O) (R) (WC) 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, 212, 314, 512, 521, 522, 525 and BI 221. Offered spring semester.*

MI 493 Undergraduate Research I. (M) 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: Three units of Microbiology and BI 221; permission of the department chair. Offered fall and spring semesters.**

MI 494 Undergraduate Research II. (M) 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 497 G, P, or N Internship in Microbiology. (M) 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

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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. (M) 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 and BI 221. Offered spring semester of even-numbered years.*

MI 512 Applied, Food, and Industrial Microbiology. (M) 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; CH 112. Offered spring semesters.**

MI 513 Pathogenic Fungi. (M) 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. (M) (T) 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. *Prerequisites: MI 212 or BI 213; CH 111, 112. Not open to students completing MI 615. Offered as required.**

MI 521 Immunology and Serology. (M) 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, 212. Offered fall semester of even-numbered years.**

MI 522 Microbial Genetics. (M) (T) One unit. Three hours of lecture and three 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, 212; *Biology 221; Chemistry 211, 212. Offered spring semester of odd-numbered years.**

MI 523 Microbial Ecology. (M) (Q) (TT) One unit. 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: MI 200 and one additional unit of Microbiology; CH 112. Offered as required.**

MI 524 Molecular Biotechnology. (M) (L) (O) (T) 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. *Prerequisite: MI 522 or BI 311. Offered as required.**

MI 525 Microbial Physiology. (M) 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, 212. Offered fall semesters.**

MI 593 Independent Study. (M) 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 291 Special Topics in Microbiology

MI 591 Special Topics in Microbiology

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.

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 confocal microscope, research gas chromatograph, scanning and transmission electron microscopes, thermocyclers, electrophoresis equipment, low-speed, superspeed, and microcentrifuges, and similar complex instrumentation help comprise a modern training and research facility.

MISSION AND STUDENT LEARNING GOALS

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.

- *Thesis program* in which the student engages in research and completes a thesis on the study as a part of the program.
- *Non-thesis program* requiring additional coursework.

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.

THESIS TRACK**Credit Requirements**

A minimum of 34 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 (*zero credits*). This course culminates with a research progress report that must be presented in writing to and approved by the thesis committee and program coordinator. The candidate then registers for MI 799 (*four 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.

NON-THESIS TRACK**Credit Requirements**

A minimum of 34 graduate credits acceptable to the department is required.

Comprehensive Examination

A final comprehensive examination is required of **all** 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.

COURSE DESCRIPTIONS

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

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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 semesters. **

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: MI 212 or BI 213; CH 111, 112. Not open to students completing 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, 212; 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 three 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. 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: MI 200 and one additional unit of Microbiology; CH 112. 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. *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, 212. Offered fall 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 MI 517. 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

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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.* Five hours of combined lecture and 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. Two hours and forty minutes of lecture weekly. *Prerequisites: Microbiology 611 or equivalent. Offered spring semester of even-numbered years.*

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 700 Comprehensive Exam. *Zero credits.* All students (two and five year) in the Microbiology Graduate Program will take the comprehensive exam.

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 Research and Proposal. *Two credits.* Research work on an experimental problem in a specialty of microbiology in which the student prepares and presents a formal thesis proposal. Students must defend the proposal to all committee members. *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.**

MI 798 Thesis Research. *Zero credits.* Research work on an experimental problem in a specialty of microbiology in which the student carries out experimentation proposed in

MI 797. *Prerequisite: MI 797 or MI 597 and permission of the director of the microbiology graduate program. Offered fall and spring semesters.**

MI 799 Masters Thesis. *Four credits.* Preparation and defense of the student's completed master's thesis. Formal oral defense is required. Grade is based on student's written thesis and defense presentation. *Prerequisite: MI 798 and 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

MI 591 Special Topics in Microbiology

MI 691 Special Topics in Microbiology

NICOLAIS SCHOOL OF BUSINESS

Wagner College, through its Nicolais School of Business, is nationally accredited by the Association of Collegiate Business Schools and Programs and is a member of the Association to Advance Collegiate Schools of Business International to offer the following business degrees:

- Business Administration (B.S., with concentrations in accounting, finance, management, and marketing)
- Accounting (minor)
- Finance (minor)
- Marketing (minor)
- Management (minor)
- Accounting (M.S./M.B.A.)
- Business Administration (M.S. /M.B.A.)
- Media Management (M.S.)

BUSINESS ADMINISTRATION (B.S.)

Business administration undergraduate majors may choose one of four concentrations: accounting, finance, marketing, or management. The MBA program is offered with three distinct educational approaches. The MBA encompasses three majors which include finance, management, and marketing. A common core curriculum for all concentrations and a capstone 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.

Senior Learning Community

The ultimate goal of the Senior Learning Community is for all Business seniors to merge the breadth of a liberal education with the depth of specialized knowledge into a real-world applied practice by completing two units:

- BU 400 Reflective Tutorial in Business including a 100-hour field-based experiential component as well as a 20-page thesis and a presentation. A senior thesis project involves applied and/or research-based learning, in a topic mutually agreed by the student and the faculty member teaching the RFT.
- BU 401 Business Policy and Strategy is the culminating team and individual challenge that draws from knowledge acquired over four years at Wagner College. The simulation, intended to replicate an actual business experience, is global in scope, running an international electronic sensor manufacturing and supply chain corporation.

REQUIREMENTS FOR A MAJOR IN BUSINESS ADMINISTRATION (B.S.)

A minimum of 18 units with the following distribution:

Core requirements – 7 units distributed as follows:

BU 201; AC 101, 102; FI 201; MK 201; MG 201; MG 201L; CS260 (TC)

Cognate units – 3 units distributed as follows:

EC 101; 102; MA 108

Senior Learning Community—2 units

BU 400; BU 401.

Students majoring in Business Administration must take MA119 or a higher level course to satisfy the college’s general education mathematics requirement.

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, 401; 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.

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:

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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 and Media Management 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 150 SURVEY of Accounting. *One unit.* This course will provide a working knowledge of financial statements, the accounting process and budgeting for non-business majors seeking to understand how accounting is used in running business operations, as well as to know how accounting and accounting reports are used by investors and other business stakeholders in their decision-making process.

The course is for Non-Business majors

This course will not meet the Nicolais School of Business requirements for Business majors or minor in Accounting, Finance, Marketing or Management.

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.*

BU 211 International Business. (U) (WC) *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 286 Follow the Money: The Ethics, Morals, Greed, Fraud and Power of Big Business and Money. *One unit.* This course will follow the flow of money, from an insider's perspective, beginning in 1970 continuing to the present. Investigation of major economic and financial dislocations that occurred both domestically and globally will culminate with the Great Recession of 2007-2008. Topics include the dot-com bubble, Enron, Fannie Mae, Long Term Capital, Mexican bailout, Asian contagion, Sub-Prime mortgage meltdown and the Madoff scandal. *Offered spring semester.*

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. (LL) (WW) *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 RFT sessions, with particular emphasis on the challenges of the transition from student to civic-minded professional. Spring Junior standing; Fall and Summer Senior standing. Offered fall, spring and summer. *Spring Junior standing; Fall and Summer Senior standing. Offered fall, spring and summer.*

BU 400L Senior Reflective Tutorial Lab. (LL) (WW) *Zero unit.* The lab will focus on issues pertaining to all aspects of professional development with particular emphasis on the challenges of the transition from student to civic minded professional. Students will be exposed to career planning, job search guidance, shared alumni experience, networking events, etiquette dinner, Library and writing lab instruction and personal financial planning. Lab will count 25% toward BU 400 final course grade. Should a student fail to complete the lab, they will fail BU 400. Corequisite: BU 400. Offered fall and spring semesters. Co-requisite: BU 400. *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. Offered fall and spring semesters.*

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

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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.*

COMPUTER BUSINESS COURSE

CS 260 Excel for Business Professional. (TT) *One unit.* Students will learn how to use Microsoft Excel and Access as well as other components of the Office Suite to create worksheets and charts. Various ways of formatting and how to effectively use formulas and functions in a variety of business scenarios will be stressed. Exploration of what-if analysis and work with multiple worksheets and workbooks will enhance their overall business acumen. Financial functions, database tables and amortization schedules will be included in the course work. Other tools which will be incorporated are trend lines, pivot tables, pivot chart reports and slicers. Formula auditing, data validation and complex problem solving will be included in a semester project. Lastly, mastery of macros and visual basic applications (VBA) will round out the Excel immersion. Co-requisite: AC 101. Offered fall and spring semesters. *Students may substitute a MOS certificate as evidence of satisfactory completion of CS 260. This must be done before students take AC 101 with the co requisite of CS 260.*

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. Concurrent requisite: CS260. *Offered fall and spring semesters.*

AC 102 Financial Accounting II. (Q) *(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. (Q) (T) *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. (Q) (T) 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. (W) 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 and either AC 201 or AC 211. Offered fall semester.*

FINANCE

FI 201 Principles of Finance (Business Core). (T) (WC) 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). (WC) 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. (L) 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. (U) 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

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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. (Q) (T) 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, and 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, MA 108. Co-requisite: MG 201L. Offered fall and spring semesters.*

MG 201L Management Lab. (T) 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. (U) 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. (C) (U) (WC) 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 322 Supply Chain Management. (Q) (WC) One unit. To provide students with the perspective of management 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 supplying to industries (including manufacturers), the government and non-profit organizations. Supply chain management of international distribution will also be discussed. This class will also explore the unique challenges of distribution for the retailer. *Prerequisite:* MG201; MA108 Statistics for Business. *Offered Spring annually.*

MG 333 Workforce Diversity in Organizations. (U) 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. (T) 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. (U) (WC) 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. (C) 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. (O) One unit. Consumer behavior is at the core of understanding contemporary marketing, for both Business-to-Consumer and Business-to-Business organizations. This course represents a study of theories related to consumer behavior, including understanding consumer desires/needs/attitudes/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. (C) 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, MA 108. 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 and spring semester.*

MK 420 Strategic Marketing. (R) *One unit.* Designed as a seminar style class, students apply knowledge gained throughout the program to contemporary issues in marketing. The application of theory-based knowledge to practical issues enables students to more deeply understand the most important topics of the Marketing discipline as well as how the function interacts with others within an organization, both for-profit and non-profit. Case studies and practical application are both used on a regular basis throughout the course. *Prerequisites: MK 301, MK 311. Senior status recommended. Offered each spring semester.*

ACCOUNTING (M.S. /M.B.A.)

FIVE-YEAR PROGRAM IN ACCOUNTING

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 614, and plus one finance elective.

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The Business Administration department offers a MBA in Accounting for students who have completed an MS in Accounting at Wagner. The additional completion of 18 credits will result in awarding of an MBA in Accounting. See additional information below the course descriptions.

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 based on 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.

PROGRAMS OF STUDY

The requirements for the Master of Science in accounting program consist of the following 30 credits:

AC 608	CPA Theory and Practice
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 614	Statistical Analysis of Global Economic and Business Data
FI Elective	

MBA PROGRAMS IN ACCOUNTING

MS/MBA in Accounting. Announcing a new extension of our very successful MS in Accounting. The Business Administration Department will be offering a MBA in Accounting for students who have completed an MS in Accounting at Wagner. The additional completion of 18 credits will result in awarding of an MBA in Accounting to the candidate. Please contact Dr. Horan at phoran@wagner.edu.

Required courses for the MBA in Accounting are:

BU 627	Employment Law & Global Business Ethics
BU 617	Economics for Managers
BU 625	Communicating Leadership
BU 652	Strategic Management
BU 629	Competitive Business Analytics
BU 669	Strategic Leadership

MBA in Accounting. MBA in Accounting is for students who do not have an undergraduate degree in business, liberal arts majors and those from other professional programs who wish to meet the requirements to sit for the CPA exam in NYS. It has a total of 51 credits and the program has prerequisites of 21 undergraduate credits in accounting, statistics, business law, computer science, economics, finance, and math.

Tier 1

BU 614	Statistical Analysis of Global Economic and Business Data (Fall, Spring)
BU 617	Economics for Managers (Fall, Spring)
AC 619	Financial and Managerial Accounting (Fall, Spring)
FI 620-	Managerial Finance (Spring)

BUSINESS ADMINISTRATION

BU 625- Communicating Leadership

Tier 2

AC 608 CPA Theory and Practice (Fall)
AC609- CPA Theory and Practice II (Spring)
AC 610- Advanced Auditing (Spring)
AC 614 Governmental and Not for Profit Accounting (Fall)
AC 615 Advanced Federal Taxation (Spring)
AC 616 Individual Taxes (Fall)
AC 617 Introduction to Auditing (Fall)
AC 611 Advanced Accounting (Fall)
AC 613 International Accounting (Spring)
AC797 Accounting Research (Summer, Fall)

Tier 3

BU 629- Competitive Business Analytics (Fall, Spring)
BU 670- Strategic Management and Leadership (Fall, Spring)

COURSE DESCRIPTIONS

AC 608 CPA Theory and Practice I. *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 and 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 post-employment benefits, owner's 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 spring 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 fall 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 Taxes. *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 616 Individual Federal Taxation. *Three Credits.* This course is designed to provide a basic working knowledge and a comprehensive understanding of the Internal Revenue Code with regard to individual income taxes. *Offered fall semester.*

AC 617 Introduction to Auditing. *Three Credits.* This course is integrated with risk assessment and audit decision making. Coverage includes globally recognized auditing concepts to include practical implementation in the organization. Statistical sampling is applied to the evaluation of audit evidence. Other topics include fraud, audit standards, and information technology. *Offered fall semester.*

BU 614 Statistical Analysis of Global Economic and Business Data. *Three credits.* This course focuses on the practical application of statistical methods designed to address business and economic issues. Students will learn techniques for forecasting the aggregate economy and general industry trends, such as consumer demand. Topics include: presentation of data, defining variables, descriptive statistics, probability distributions, hypothesis testing, analysis of variance, and correlation –regression analysis. Special attention is directed to the usage of multiple regressions to build models helpful in understanding various business and economic issues. By the end of the course the student should be able to discriminate, synthesize and present data (reports and graphs) as well as apply appropriate statistical and forecasting techniques to solve real-world dilemmas in all areas of business. A statistical software package is used as a tool in analyzing data and making business –related decisions. *Offered fall/spring semesters.*

AC 797 Accounting Research. *Three Credits.* This is a capstone course that will include 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 spring semester.*

FI Elective — *three credits required.* See the [MBA page](#) for course descriptions of electives.

BUSINESS ADMINISTRATION

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.*

AC 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 pre-requisite to FI 620.* *Offered fall/spring semesters.*

BU 625 Communicating Ethical Leadership in the Global Theater. *Three credits.* Designed to prepare business leaders for the management challenges inherent in the global economy, while in a team setting. Business Ethics topics include: migration, privatization of natural resources including water, alternative energy, global warming, free trade agreements etc. Within the fabric of the course the following will also be examined: race, sex, ethnicity, disability, religious and age discrimination and harassment, drug testing, background checks, workplace violence, minimum wage, collective bargaining. In total the entire spectrum of management leadership in a dynamic setting is investigated. The course mandates a high level of oral presentation skills, written skills, and graphic skills readily transferrable to the professional stage. The course will culminate with the 2-day LEAP program described below and includes a certificate of completion. *Offered fall and spring semesters.*

The Leadership Excellence in Action Program (LEAP) is a comprehensive leadership and team building program for business leaders. It covers personal leadership, team leadership, and organizational leadership. Students learn how to build effective relationships, communicate effectively, solve problems and lead projects. The culmination exercise is a full day on Leadership Development where they solve leadership problems outdoors in a time constrained environment. The Leadership Development exercise is the practical application phase of LEAP. Includes a mandatory 2 day workshop as part of the course hours. *Offered fall semester.*

BU 625 Lab. *Zero credits.* Must be taken concurrently with **BU 625.** **Includes an ALL-DAY workshop.** *Offered fall and spring semesters*

BU 629 Competitive Business Analytics. *Three credits.* The purpose of this course is to provide students with the most up-to-date analytic skills used in our contemporary hyper-connected, worldwide workplace. Students will learn how to use business analytics to analyze data, to use those analyses to aid in making real world decisions and to use this program as a presentation tool. The content and skills offered in this course will give students a proficiency far superior to that of most users, thus making them more attractive in the global job market. A team term oriented project will address a current case study, modeling the problem and proposed solutions within a 5-10 page executive summary with supporting data and power point presentation. *Offered fall and spring semesters.*

BU 670 Strategic Management and Leadership. *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. 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, Productions, 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.*

BUSINESS ADMINISTRATION (M.S./M.B.A)

ACCREDITATION

The Wagner College M.B.A. programs are nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Prerequisites

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 MBA program.

Computer Proficiency

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 a graduate level, non-credit, computer workshops BU 602 and BU 603 (word processing and spreadsheet). The cost of each workshop is one credit equivalent. Offered fall semester.

Mathematics Proficiency

Proficiency in mathematics 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 non-credit BU 604 Math Workshop. 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. The cost of the workshop is one credit equivalent. Offered fall semester.

Statistics Proficiency

Proficiency in statistics can be demonstrated by grade (C or better) in a statistics college course within the last four years*.

Accounting Proficiency

Proficiency in accounting can be demonstrated by grade (C or better) in an accounting college course within the last four years*. * These courses must be taken before the associated graduate 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/summer 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/summer 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/summer 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) is optional and at the discretion of the applicant. 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 (optional), letters of recommendation, and personal statement.
5. Transfer of Credit: The approval of the Director of M.B.A. 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 M.B.A. accredited institutions must meet the same admissions criteria. Students wishing to take courses at another M.B.A. accredited college for transfer to their graduate record at Wagner College should obtain written approval from the Director of M.B.A. 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 M.B.A. programs.
6. Personal Interview: An interview with the Director of the graduate business programs may be requested by the Director if it is deemed to be a determinant for admission.

DEGREE REQUIREMENTS

The degree of Master of Science in Business Administration will be granted upon completion of 30 credits of approved graduate courses in business administration, with the exception of Media Management where total credits will be 33 due to the 18 credits in Tier 2 as opposed to 15 credits in the other majors. M.S. candidates must declare upon Admission into the M.S. and may not transfer into the M.B.A. until completing the M.S.

In order to complete an M.B.A., MS students must take the following 9 credits.

BU 625
 BU 625 L
 BU 652
 BU 669

MASTER OF SCIENCE DEGREE

Program of Study

Core Curriculum (15 credits)*

BU 614	Statistical Analysis of Global Economic and Business Data
BU 617	Economics for Managers
AC 619	Financial and Managerial Accounting * Pre-requisite for FI 620
BU 627	Employment Law and Global Business Ethics
BU 629	Competitive Business Analytics

AREAS OF MAJOR---M.S.

Major Module

All students will be allowed to enroll in an internship (BU 668) at any time during matriculation as part of their tier courses, with the approval of both the Director and Chair. Internships must be integral to the student's major with a minimum of 200 hours involvement and an accompanying 7-10 page reflective essay.

Students may have an internship with their present employer only if the assignment is totally distinct and different from the usual employment responsibilities. A letter from the host describing the duties is mandatory. Internship forms are available online.

FINANCE MAJOR (15 CREDITS)

AC 619 Pre-requisite for FI 620

FI 620 Managerial Finance is a pre-requisite for all finance courses.

FI 605	Investments/Portfolio Management
FI 606	Financial/Investment Risk Modeling
FI 607	International Corporate Finance
FI 620	Managerial Finance
FI 641	Financial Statement Analysis
BU 668	MBA Internship

MARKETING MAJOR (15 CREDITS)

MK 646 Marketing Management is a pre-requisite for all marketing courses.*

MK 603	International Marketing
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MK 604	Advertising/ Sales and Promotional Management
MK 641	Applied Marketing Research
MK 643	Consumer Behavior
MK 646	Marketing Management*
BU 668	MBA Internship

MANAGEMENT MAJOR (15 CREDITS)

MG 602	International Management
MG 618	Total Quality Management
MG 621	Management Decision Making and Negotiation
MG 622	Human Resources and Organizational Behavior
MG 651	Management Theory and Evaluation
BU 668	MBA Internship

**MASTER OF SCIENCE ADVANCEMENT TO
MASTER OF BUSINESS ADMINISTRATION**

Students may choose, upon completion of the M.S. degree to advance to the M.B.A. completion and within the total 6 year allotment for the total M.B.A. program can attain that degree with the additional 15 credits of work which includes. **STUDENT MUST NOTIFY ADMISSIONS OF THEIR INTENT AND BE APPROVED. MS students may not matriculate in the MBA until completing the MS degree. MBA students are not allowed to transfer into the MS program.**

DEGREE OF MASTER OF BUSINESS ADMINISTRATION (GLOBAL 33)

The degree of Master of Business Administration will be granted upon completion of 33 credits of approved graduate courses in business administration. M.B.A. candidates must declare upon admission into the M.B.A. program and may not transfer into the M.S. program.

ALL PRE-REQUISITES MUST BE COMPLETED BEFORE TAKING ANY FOLLOW ON COURSES

Dramatically redesigned MBA to reflect dynamic economic/business globalization and integration. Program will consist of “33” credits that may be completed in 12-18 months.

A second major may be pursued either consecutively or concurrently with completion of the nine credits (three courses) of the second major. Completion of the first major must be within 6 years and the second would need to be completed within 5 years of the matriculation of the first major.

PROGRAM OF STUDY

Core Curriculum (24 credits)*

AC 619	Financial and Managerial Accounting
BU 614	Statistical Analysis of Global Economic and Business Data
BU 617	Economics for Managers
BU 625	Communicating Ethical Leadership in the Global Theater
BU 625L	Communicating Leadership Lab (co-requisite BU 625)
BU 629	Competitive Business Analytics
BU 670	Strategic Management and Leadership

BUSINESS ADMINISTRATION

FI 620	Managerial Finance
MK 646	Marketing Management

Major Concentrations

Management (9 credits)

MG 618	Total Quality Management in the Global Theater
MG 621	Management Decision-making and Negotiation
MG 622	Human Resources and Global Behavior

Marketing (9 credits)

MK 606	Global Marketing
MK 641	Applied Marketing Research
MK 643	Consumer Behavior

Finance (9 credits)

Track 1 CFO

FI 606	Financial/Investment Risk Modeling
FI 607	International Corporate Finance
FI 641	Financial Statement Analysis

Track 2 Investment

FI 605	Investment/Portfolio Management
FI 606	Financial/Investment Risk Modeling
FI 607	International Corporate Finance

CORE CURRICULUM (24 CREDITS)

COURSES MAY BE ROTATED IN FALL/SPRING/SUMMER

BU 614 Statistical Analysis of Global Economic and Financial Data. *Three Credits.* This course focuses on the practical application of statistical methods designed to address business and economic issues. Students will learn techniques for forecasting the aggregate economy and general industry trends, such as consumer demand. Topics include: presentation of data, defining variables, descriptive statistics, probability distributions, hypothesis testing, analysis of variance, and correlation-regression analysis. Special attention is directed at the use of multiple regressions to build models helpful in understanding various business and economic issues.

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.*

AC 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 pre-requisite to FI 620.*** Offered fall/spring semesters.

BU 625 Communicating Ethical Leadership in the Global Theater. *Three credits.* Designed to prepare business leaders for the management challenges inherent in the global economy, while in a team setting. Business Ethics topics include: migration, privatization of natural resources including water, alternative energy, global warming, free trade agreements etc. Within the fabric of the course the following will also be examined: race, sex, ethnicity, disability, religious and age discrimination and harassment, drug testing, background checks, workplace violence, minimum wage, collective bargaining. In total the entire spectrum of management leadership in a dynamic setting is investigated. The course mandates a high level of oral presentation skills, written skills, and graphic skills readily transferrable to the professional stage. The course will culminate with the 2-day LEAP program described below and includes a certificate of completion. Offered fall and spring semesters.

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BU 625 Lab. *Zero credits.* Must be taken concurrently with **BU 625.** **Includes an ALL-DAY workshop.** Offered fall and spring semesters

BU 629 Competitive Business Analytics. *Three credits.* The purpose of this course is to provide students with the most up-to-date analytic skills used in our contemporary hyper-connected, worldwide workplace. Students will learn how to use business analytics to analyze data, to use those analyses to aid in making real world decisions and to use this program as a presentation tool. The content and skills offered in this course will give students a proficiency far superior to that of most users, thus making them more attractive in the global job market. A team term oriented project will address a current case study, modeling the problem and proposed solutions within a 5-10 page executive summary with supporting data and power point presentation. Offered fall and spring semesters.

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BUSINESS ADMINISTRATION

sum exercise which acts as a challenging culmination of knowledge gained throughout the MBA program. *Offered fall and spring semesters.*

FI 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: AC 619 Financial and Managerial Accounting. *Offered fall and spring 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 specific marketing techniques (product positioning, segmentation, product line strategy) is examined. *Offered spring semester.*

MAJOR CONCENTRATIONS

FINANCE

AC 619 Financial and Managerial Accounting and FI 620 Managerial Finance are pre-requisites for all finance courses.

Track 1 – CFO

FI 606 Financial/Investment Risk Modeling. *Three Credits.* Financial risk modeling from an economic and financial perspective bridges the gap between theory and practice by constructing a financial model from scratch and providing a nuts-and-bolts guide to solving common financial models using Excel. All financial models will be discussed in terms of how the models can be used and interpreted to address the economy. This course takes a variety of investment topics in the construction of Portfolio Models (i.e., efficient portfolio management and short sales, Variance-Covariance matrices, estimating betas and security market line, value at risk, option-pricing models, bond and term structure of interest rates) and an introduction to Visual Basic for Applications (VBA) functions and applications. *Offered spring semester.*

FI 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.*

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, and return on investment, statistical projections, and forecasts. *Offered Summer session.*

Track 2 – Investment

FI 605 Investments/Portfolio Management. *Three credits.* This course offers a foundation for exploring the development and techniques of modern investments and portfolio theory. This course provides students with a strong perception surrounding the key concepts in investments and portfolio theory so they are able to apply such principles outside of class to real-life situations much like that of the portfolio manager. By the end of the course the student should be able to understand the importance of risk and return, valuation of corporate securities and derivative instruments, diversification, efficient markets, portfolio performance evaluation measurements and investment strategies. *Offered fall and spring semesters.*

FI 606 Financial/Investment Risk Modeling. *Three Credits.* Financial risk modeling from an economic and financial perspective bridges the gap between theory and practice by constructing a financial model from scratch and providing a nuts-and-bolts guide to solving common financial models using Excel. All financial models will be discussed in terms of how the models can be used and interpreted to address the economy. This course takes a variety of investment topics in the construction of Portfolio Models (i.e., efficient portfolio management and short sales, Variance-Covariance matrices, estimating betas and security market line, value at risk, option-pricing models, bond and term structure of interest rates) and an introduction to Visual Basic for Applications (VBA) functions and applications. *Offered spring semester.*

FI 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

MK 646 Marketing Management is a pre-requisite for all Marketing courses.

MK 606 Global Marketing. *Three credits.* This course addresses the task of identifying and evaluating global 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 global markets. In depth discovery into the role of promotion, especially advertising, within the organization's marketing paradigm will broach topics such as the advertising agency and the client, the design and development of the promotional mix: including media development, sales promotion, public relations, sales force and Internet and social media within a firm's creative strategy. It examines multinational issues and the problems faced when selecting the product, price, promotional approach, and the appropriate channels of distribution worldwide. Prerequisite: MK 646, Marketing Management. *Offered spring semester.*

MK 641 Applied Marketing Research. *Three credits.* A study of marketing research techniques, their application to marketing problems, and analysis of current marketing research projects, as well as study of marketing research as a tool of management are considered. Prerequisite: BU 614 Statistical Analysis of Global Economic and Financial Data. *Offered spring semester.*

BUSINESS ADMINISTRATION

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 spring semester.*

MANAGEMENT

MG 618 Total Quality Management In The Global Theater. *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 621 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 fall semester.*

MG 622 Human Resources and Organizational Behavior. *Three credits.* Applications of behavioral science and human resource concepts to organizational administration, including individual and group behavior in organizations. Specific topics include: perception, individual differences, motivation, leadership, power, conflict, and organizational culture, recruitment, selection, training and development, and compensation. *Offered fall and spring semesters.*

GENERAL

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.*

MEDIA MANAGEMENT (M.S.)

Wagner College's master's program in media management produces leaders and innovators in the media industry. This multi-billion-dollar global business includes film, television, music, video games, publishing, web, mobile, and more. By integrating theory and practice, the program provides graduates with a keen understanding of the dynamic linkage between the creative arts and the business of financing, producing, and distributing creative work. And, the M.S. in media management prepares students to manage media enterprises driven by ever-evolving technological developments and rapid globalization. The master's degree is a 12-month program, offering students a variety of courses and internship opportunities.

REQUIREMENTS FOR MASTER OF SCIENCE IN MEDIA MANAGMENT (M.S.)

A minimum of 30 credits with the following distribution:

Core requirements—6 credits MM 650 and MM 651.

Media Business—6 credits MM 633 and MM XXX [MEDIA ECONOMICS], or preapproved graduate courses). One approved internship may replace one Media Business course.

Electives—18 credits. Six additional courses in Media Management

MM 620 Applied Economics of Entertainment *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. An overview of the financial, cost and managerial accounting functions specific to media industries, including budgeting, management reporting, valuation and amortization of intellectual property rights, cost control and preparation of financial statements

MM 633 Media Law, Contract Negotiation & 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.

MM 642 The Film, Video, and Television Industry *Three credits*

A comprehensive survey of the film, rising video sector as well as the shifting television industries: industry structure; managing creative talent; optioning, acquiring, developing and producing content; financing production; distribution, licensing and exploitation of content; international production and distribution. 3

MM 643 The Digital Landscape of Media Publishing *Three credits*

This course will explore an industry that is more varied, progressive and pervasive than ever. In addition to studying such journalism fundamentals as ethics, newsgathering, sports writing and the publishing industry itself, our class will examine in depth the evolution and convergence of visual, audio and print media as it engages the 21st Century

"omnitech" revolution built on the capacity and speed of 5G broadband networks and beyond.

MM644 The Business of Music *Three credits*

An overview of the music industry; recording and publishing, distribution, artist management, label development, concert management, new media and technology platforms and formats; rights management, legal issues specific to the industry.

MM 647 The Business of Video Games & Apps *Three credits*

An overview of the video game and computer app industry; this course will introduce students to computer app and game ideation and planning, the development, production and marketing process.

MM 648 Digital Transformation *Three credits*

Digital Transformation focuses on how media makers can reach digitally savvy audiences, build deep customer relationships, and influence the digital path to purchase. Case studies will illustrate best practices from across b2b and b2c industries. Students will understand the frameworks and planning tools to learn how to plan, implement, and measure the impact of digital strategies.

MM 591 Special Topics *Three credits*

Media is a rapidly changing landscape. This topical course will examine and learn from the competitive strategy and operational aspects of media industries with case studies and in-depth explorations based on current events within the media industry. The course prepares students for leadership and management positions as well as entrepreneurial activities in media. Specific attention is given to the creation and maintenance of competitive advantage, media segmentation, and the management of innovation. Principles are applied to practice through the use of real world case studies happening in real-time.

MM 650 Media Venture I: Planning, Producing and Marketing a Media Venture *Three credits*

This course would run through two semesters of the MBA program. 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). In the first semester, it is expected that the student would plan the venture, develop a business plan, and establish a marketing plan. It is expected that the same faculty member will be the Instructor of this course for both semesters so that each student would have one faculty member to oversee the overall project.

MM 651 Media Venture II: Planning, Producing and Marketing a Media Venture *Three credits*

This course would run through two semesters of the MBA program. 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). In the second semester, the student would produce the product/create a beta test of some product or service of the company and design the marketing for the product/company. It is expected that the same faculty member will be the Instructor of this course for both semesters so that each student would have one faculty member to oversee the overall project.

MM 653 Content Creation and Media Design *Three credits*

This course offers practical application to the field of content creation and media design, preparing students to use various forms of media for storytelling purposes. Students will learn the impetus and strategy behind the growing prevalence of creating content to build media properties. This is a hands-on course using Adobe Creative Suite. The course combines the traditional design approach with best digital media practices for application in media creation, marketing, and portfolio building. Students will leave this course with portfolio pieces and project management to plan them.

MM 654 Advanced Content Creation and Media Design *Three credits*

This course offers practical application to the field of content creation and media design, preparing students to use various forms of media for storytelling purposes. This is a hands-on course using Adobe Creative Suite and other relevant software and cloud computing programs. Using advanced design methods, the course combines the traditional design approach with best digital media practices. Students will leave this course with an advanced understanding of how to create content, how to collaborate with others and but also develop the knowledge of giving constructive criticism and coming up with concepts

MM 668 Media Management Internship *Three credits* An approved internship provides students with professional field experience and oversight in chosen career areas. You will have the opportunity to explore diverse media opportunities throughout the New York metropolitan area, learning through supervised participation in related media coursework and career development.



CRIMINAL JUSTICE (COURSES)

(Housed in the Sociology Department)

CULTURAL COMPETENCY FOR ALLIED HEALTH (MINOR)

(Housed in the Culture and Economics Department)

CULTURE AND ECONOMY DEPARTMENT

The Department of Culture and Economy is home to Anthropology, Economics and Environmental Studies. Because we offer a variety of programs, students can choose traditional disciplinary majors or innovative, interdisciplinary majors that train students with the critical tools and techniques of these disciplines. The goal of all of our programs of study is to help students develop practical skills and encourage them to think broadly about issues of global concern. The Department offers the following Programs:

- Anthropology (B.A., B.S., minor)
- Anthropology (B.A. with a concentration in Medical Anthropology)
- Cultural Competency for Allied Health (minor, hosted by department)
- Dual Degree in Sociology-Anthropology and Childhood Education (B.A., hosted by Education department)
- Behavioral Economics (B.A.)
- Economics (B.A., minor)
- Mathematical Economics (B.A.)
- Environmental Studies (B.A., minor, hosted by department)

ANTHROPOLOGY (B.A. /B.S)

In today's complex world, a major in Anthropology is particularly relevant. Anthropology is global in its perspective, comparatively studying humankind, in all places and throughout time. Individuals with anthropology degrees are sought after in many professional contexts, including healthcare, non-profit organizations, businesses, and governmental agencies. Anthropology is an excellent degree for pre-law and pre-med students or Anthropology majors may choose to pursue a career in anthropological research in socio-cultural anthropology, archaeology, biological anthropology, and medical anthropology. Students of anthropology develop an understanding of the concept of culture and how it unites human social, political, biological, and historical experiences. Majors in Anthropology further develop this holistic understanding of the human condition in applied research particularly emphasizing issues of human diversity, ethnocentrism, and inequality.

The Senior Learning Community includes 1. a capstone seminar course (AN 491: Anthropological Theory), 2. A reflective tutorial (AN400), in which students complete their summative project – a research grant proposal; 3. An experiential component (AN400E) in which the student engages in a hands-on, practical experience, including but not limited to an internship, volunteering, and lab research.

REQUIREMENTS FOR A MAJOR IN ANTHROPOLOGY (B.A.)

A minimum of 12 units with the following distribution:

Core requirements:

AN201, 202, 393 (0 units)

Area courses—at least 2 units chosen from:

AN 234, 235, 236, 238

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Methods course—at least 1 unit chosen from:

AN 306, BI 221, PS 116, SO 233

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 WITH A CONCENTRATION IN MEDICAL ANTHROPOLOGY (B.A.)

The Senior Learning Community includes 1. a capstone seminar course (AN 491: Anthropological Theory), 2. A reflective tutorial (AN400), in which students complete their summative project – a research grant proposal; 3. An experiential component (AN400E) in which the student engages in a hands-on, practical experience, including but not limited to an internship, volunteering, and lab research.

A minimum of 14 units with the following distribution:

Core requirements:

Core Courses – must complete both modules (5 units total):

Anthropology module (courses required of all majors - complete all)

AN 201, 202, 393 (0 units)

Human Biology module (choose 1 cluster)

Cluster A: BI 209 and BI 210

OR

Cluster B: BI 213 and BI 219

Methods (1 unit total – choose 1):

AN 306, BI 221 or PS 116

Intercultural /Area Courses (3 units total):

Choose one regional “area” course from the following:

AN 234, 235, 236, or 238

2 sequential units of Modern Languages chosen from Arabic, French or Spanish

Health-Specific Courses (3 units total):

AN 252 (required) and 2 courses from the following:

AN 240, 241, 342, 397G, 493, MI 200, NR 224

Senior Learning Community (2 units + 0 unit required experiential course):

AN 400E (0 units), 400, and either AN 491 or MD S491

REQUIREMENTS FOR A MAJOR IN ANTHROPOLOGY (B.S.)

The Senior Learning Community includes 1. a capstone seminar course (AN 491: Anthropological Theory), 2. A reflective tutorial (AN400), in which students complete their summative project – a research grant proposal; 3. An experiential component (AN400E) in which the student engages in a hands-on, practical experience, including but not limited to an internship, volunteering, and lab research.

A minimum of 14 units with the following distribution:

Core requirements:

AN 201, 202, 393 (0 units)

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 (2 units)

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 MINOR IN ANTHROPOLOGY

Any 6 units in Anthropology. We highly recommend taking AN 201, 202 and 212.

REQUIREMENTS FOR A MINOR IN CULTURAL COMPETENCY FOR ALLIED HEALTH

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 214, SO 301, or SO 320

2 sequential units of Modern Languages chosen from Arabic, French or Spanish

Elective-1 Unit

Choose 1 additional unit from the following: AN 101, AN 201, MDS 109, PH 202, or SO 306

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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 Social Studies component, a total of 11 units is required including:

Exploring Human Communities (4 units)

Chose 1 from: AN 201 or SO 103

Chose additional 3 from: AN 106, AN 206, AN 251, SO 215, SO 301, SO 302, SO 306, SO 320

Exploring World Cultures (3 units)

Chose 3 from: AH 219, AH 220, AH 223, AN 324, AN 235, AN 240, EN310/FR 310, EN 332, GOV 318, HI 120, HI 242, HI 236, HI 330

Exploring American History (2 units)

Chose 2 from: HI 216, HI 229, HI 236, HI 248, HI 249, HI 250, HI 232

Electives (2 units)

Choose and additional 2 units from offerings above

ANTHROPOLOGY COURSE DESCRIPTIONS

AN 101 Introduction to Anthropology (S) (UU). *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 (S) (UU) (R). *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 as required.*

AN 201 Comparative Cultures (S) (UU). *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 (S) (C) (U). *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 (S) (UU) (R). *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 as required.*

AN 212 Archaeology (S) (UU) (WC). *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 The Inca and their Ancestors (S) (UU) (WC). *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 (S) (RR) (UU) (WC). *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 as required.*

AN 236 Cultures of the Caribbean (S) (UU). *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

providing insight into how cultural resources can contribute to preparedness and improve recovery. Students will particularly examine how the cultures of institutions influence pre-and post-disaster policies, and will use course materials to produce policy analyses and recommendations for preparedness programs. *Offered fall semester.*

AN 291 Special Topics in Anthropology (S). *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 Introduction to Digital and Spatial Technology (S) (TT) (UU) (L). *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 (S) (UU). *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 342 The Dead Speak: Bioarchaeology and the Archaeology of Death (S) (O) (Q) (UU). *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 Anthropology (S). *One unit.* This is an intensive exposure designed to provide the student with practical experience in any subfield of anthropological field methods. Students will participate in field research under the direct supervision of a faculty member. Offered summer session as required. *Offered as required.*

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AN 393 Professionalization in Anthropology (S). *Zero Units.* This course is designed to help students in anthropology develop professional skills in order to prepare them for graduate school and employment, research and volunteer opportunities post-graduation. The course is open to anthropology majors only, or by permission of the instructor. Junior status recommended. *Offered as required.*

AN 397G Internship in Anthropology (S). *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 (S) (L) (UU) (WW). *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 required.*

AN 400 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 (S) (RR) (UU). *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. *Prerequisites: AN 201 & AN 202. Offered as required.*

AN 493 Undergraduate Research in Anthropology (S). *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. *Prerequisite: permission of the instructor and sophomore standing. Offered as required.*

AN 593 Independent Study in Anthropology (S). *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 as required.*

BEHAVIORAL ECONOMICS (B.A.)

Behavioral economics majors examine social, emotional, and cognitive influences on economic decisions and behavior. The interdisciplinary approach of behavioral economics allows better understanding of why economic decisions are often irrational, inconsistent, and against the decision maker's self-interest. Quantitative skills, research methodology, and critical reading are emphasized as students complete multiple empirical projects across the major. The behavioral economics major provides a rigorous and practical liberal arts background to prepare students for graduate study focusing on experimental economics, behavioral economics, social psychology, or cognitive psychology and for careers in public policy or business. Students majoring in behavioral economics may not also major or minor in economics or psychology.

The Senior Learning Community includes 1. a capstone seminar course (EC 420: Economic Methodology and the History of Economic Thought), that exposes students to the evolution of economic thought and the methodology of economics, and 2. the senior reflective tutorial (EC 400) where students complete a substantive independent research project that includes significant empirical analysis along with oral presentations and a final senior thesis.

REQUIREMENTS FOR A MAJOR IN BEHAVIORAL ECONOMICS (B.A.)

15 units including the following required and elective courses:

Economics requirements:

EC 102, EC 302, EC 332, EC 415, Economics electives: select 2 additional courses with guidance of advisor

Mathematics requirement:

MA 121 or higher Mathematics course

Psychology requirements:

PS 101, PS 116, PS 308, Experimental Psychology elective: select 1 Experimental Psychology course in addition to PS 308 Psychology electives: select 2 additional courses with guidance of advisor

Senior Learning Community:

EC 400, EC 420

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.

The Senior Learning Community includes 1. a capstone seminar course (EC 420: Economic Methodology and the History of Economic Thought), that exposes students to the evolution of economic thought and the methodology of economics, and 2. the senior reflective tutorial (EC 400) where students complete a substantive independent research project that includes significant empirical analysis along with oral presentations and a final senior thesis.

REQUIREMENTS FOR A MAJOR IN ECONOMICS (B.A.)

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 291, 297, 301 or 302 (if not used as a foundation course), 304, 305, 306, 307, 312, 313, 397, 411, 412, 414, 593.

Senior Learning Community—2 units

EC 400, 420.

Cognate—1 unit

MA 121, MA 124 or any higher level Calculus course

REQUIREMENTS FOR A DOUBLE MAJOR IN ECONOMICS

Double majors may choose to complete the senior learning community in either Economics or their other major. However, if they choose their other major they are required to take the capstone course EC 420.

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.

MATHEMATICAL ECONOMICS (B.S.)

The Mathematical Economics major is an interdisciplinary major offered jointly by the programs in economics and mathematics. This major provides students with the requisite grounding in mathematics that allows students to appreciate and go deeper in pursuing modern economic analysis. Students who are interested in pursuing graduate study in Economics (at the M.A. /M.S. level and, particularly, at the Ph.D. level) as well as considering a path towards law can benefit considerably from the training in abstract formulations of problem situations. The rigorous training in mathematics and quantitative analysis makes it attractive to current generation of business recruiters (FANG) where such skills are indispensable. For students who have no immediate plans for graduate study, the major provides valuable transferable skills (both general and specific) that allow the students to differentiate themselves from other labor force participants.

The Senior Learning Community includes 1. a capstone seminar course (EC 420: Economic Methodology and the History of Economic Thought), that exposes students to the evolution of economic thought and the methodology of economics, and 2. the senior reflective tutorial (EC 400) where students complete a substantive independent research project that includes significant empirical analysis along with oral presentations and a final senior thesis.

REQUIREMENTS FOR A MAJOR IN MATHEMATICAL ECONOMICS (B.S.)

A minimum of 12 units with the following distribution:

Foundation courses—5 units

EC 101, 102, 301, 302, 415

Mathematics courses —6 units

MA 108, 121, 122, 230, 232, 316

Electives, choose at least 1 from each discipline—3 units

EC 304, EC 332, EC 412, MA 223, MA 233, MA 373

Senior Learning Community—2 units

EC 420 and EC 400 or MA 400

ECONOMICS COURSE DESCRIPTIONS

EC 101 Macroeconomics (S). *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 (S) (Q) (L). *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

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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 (S). *One unit.* Faculty may offer, from time to time, more specialized topics of interest.

EC 301 Intermediate Macroeconomics (S). *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 (S) (Q). *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 102. Offered spring semesters of odd numbered years.*

EC 304 International Finance (S). *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 (S). *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 (S). *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. (S). *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 312 Economics of Genocide (S). *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 (S). *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 332 Game Theory (S) (Q) (C). *One unit.* Game theory is a logical toolbox for analyzing situations where decision-makers influence each other. Chess, bridge, and poker can exemplify, and the relation to such games explains the subject’s name. This course teaches basic tools of non-cooperative game theory. Students will be exposed to an intuitive understanding of strategic conflicts and the basic analytical and quantitative techniques. This will allow them to think clearly about strategic interactions and evaluate their impacts in economic and social spheres.

EC 400 Senior Reflective Tutorial (S). *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 Ph.D. 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

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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 USA (S). *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 (S). *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 (S). *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 (S) (LL) (TT) (Q). *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 (S). *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 497 Internship in Economic (S). *One unit.*

EC 593 Independent Study (S). *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.*

ENVIRONMENTAL STUDIES (B.A.)

Environmental issues are arguably among the most pressing facing humanity. This degree program provides students with a multidisciplinary understanding of the interaction between humans and the environment, with the goal of identifying approaches that are more sustainable for both. A particular emphasis will be placed on understanding how human activities are connected to environmental and human health issues including: global climate change, risk in worldwide food and healthcare systems, reduction in biodiversity and human cultural diversity, and environmental justice.

The Senior Learning Community may be completed in either Anthropology or Biology. Each includes 1. a capstone seminar course (AN 491: Anthropological Theory or BI 492: Ecological and Evolutionary Theory, or BI 496: Molecular Cell Biology), 2. A reflective tutorial focused on writing (AN400 or BI400); 3. an experiential component (AN400E or BI400) in which the student engages in a hands-on, practical experience.

REQUIREMENTS FOR A MAJOR IN ENVIRONMENTAL STUDIES (B.A.)

Students choose to complete their Senior Learning Community in either Anthropology (AN491, AN400, AN400E) or in Biological Science (BI492 or 496, BI400, BI400E)

A minimum of 15 units with the following distribution:

1 unit of statistics, 3 units of anthropology, 3 units of social science or humanities electives
3 units of biology, 1 unit of chemistry, 2 units of natural science electives
2 units of senior learning community

Statistics

choose one from the following:

BI 221, MA 108, MA 109, PS 116, SO 234

Social Science and Humanities

AN 106 or AN 206 and AN 306

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Choose one from the following:*

AN 234, AN 235, AN 238, AN 240, AN 325

Choose three additional electives from the following:

GOV 103, GOV 211, GOV 312, EC 305, EC 306, EC 412, HI 273, PS 244, PS 305, SO 103, SO 302, SW 292

Natural Sciences

BI 110, BI 213, BI 215, CH 111

Choose two additional elective from the following:*

BI 125, BI 326, BI 335, BI 413, BI 492, CH 112, CH 540, MI 200, MI 212, MI 512, MI 523

*Electives will be chosen under the guidance of the academic advisor so as to support the student's post-graduate goals.

REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES

A minimum of 6 units with the following distribution:

BI 110

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. (Note: HI 237 does not meet this requirement.)

At least two courses must include a laboratory component. (Note: PS 305 meets this requirement although it does not contain a separate laboratory component.)

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.

Physical Sciences: CH 101, 111, 112, 214, 511, 512, 540.

Social Sciences: AN 106, 206, 234, 235, 238, 240, 306, 325; EC 305, 306, 412; PS 305; SO 103, 302.

Additional elective course: HI 237

ECONOMICS

(Housed in the Culture and Economy Department)

EDUCATION DEPARTMENT

The Education Department develops and nurtures professional educators through engaging coursework that incorporates the use of evidence-based practices to support pedagogical decision-making, ongoing critical reflection, and opportunities for intercultural collaborations with a variety of stakeholders. Our graduates are culturally responsive and action-oriented educators, 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 program, after successful completion of examinations and program requirements, 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 may also select to minor in educational studies.

The Education Department offers the following Programs:

- Dual Major in Childhood Education/Students with Disabilities (1-6) (B.A./B.S.)
- Dual Degrees:
 - Art and Childhood Education (B.A.)
 - English and Childhood Education (B.A.)
 - French and Childhood Education (B.A.)
 - History and Childhood Education (B.A.)
 - Mathematics and Childhood Education (B.S.)
 - Music and Childhood Education (B.A.)
 - Natural Sciences and Childhood Education (B.S.)
 - Philosophy and Childhood Education (B.A.)
 - Sociology-Anthropology and Childhood Education (B.A.)
 - Spanish and Childhood Education (B.A.)
 - Theatre-Speech and Childhood Education (B.A.)
- Educational Studies (minor)
- Education (MS Ed.)

CHILDHOOD EDUCATION/STUDENTS WITH DISABILITIES (1-6) DUAL MAJOR (B.A/B.S.)

Degree:

B.A. or B.S. in a liberal arts or science discipline and Childhood Education and Students with Disabilities (grades 1–6). Initial certification route.

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 and Mathematics, which receive 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.

Art	Mathematics	Psychology
English	Natural Sciences	Sociology/Anthropology
French	Music	Spanish
History	Philosophy	Theatre/Speech

The education component of the dual major is the same for each of these 12 programs, as detailed below.

Major declaration requirements:

Undergraduate candidates are dual majors and must have and maintain a 3.0 overall GPA, a 3.0 major GPA, and a minimum of a B in all education courses.

In addition to dual major requirements, all candidates must complete the following:

Liberal Arts requirements:

- 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, with a grade of B or better. Students, in consultation with an advisor, may substitute a more advanced course for this requirement.
- Math 121 or approved quantitative math course, with a grade of C or better.
- Foreign language: Candidates must take at least one foreign language course with a minimum grade of C for State certification.
- In preparation for student teaching, candidates must complete all required field hours, courses, workshops and required examinations.

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 maintain a 3.0 GPA overall, a 3.0 in-major GPA, and a minimum grade of B in all Education courses; 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.

Teacher candidates are asked to demonstrate basic academic proficiency by taking the *Praxis Core Academic Skills for Educators* tests (in Reading, Writing and Mathematics), before or soon after their third education course (foundation section of their program portal and before entering the methods portal). If a candidate does not achieve a passing score, advisors will review the information with the candidate and discuss necessary action plans for growth before a candidate is able to continue in the program.

Before student teaching, teacher candidates must have (1) successfully completed all State- and Program-required workshops and examinations and (2) taken all State-required exams applicable to the certification fields.

Certification: Students must hold at minimum a 3.0 overall GPA, A 3.0 in-major GPA and a B or better in all education courses, meet all additional course requirements as outlined in the Bulletin and program plan, receive at least a 3.0 in both student teaching

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classes, and pass all State-required exams to qualify for College recommendation for certification. College recommendation does not automatically certify a candidate, as it is reserved for the State to do. 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 a placement site.*

Three Portals:

Foundations of Education Portal

ED 326 is a prerequisite for all coursework.

ED 312 and ED 322 must be taken concurrently.

ED 326: Teaching and Learning for the Inclusive Setting — 1 unit

ED 326L Professional Field Experience Lab — 0 units

ED 312: Learning Environments for Students with Exceptionalities — 1 unit

ED 322: Instructional Technology in a Networked World (TC) — 1 unit

Methods Portal

All foundations courses must be completed with grades of B or better 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), including progression requirements outlined above. Blocks may be taken in any order, though it is recommended that students take Block 2 first. Workshops must be complete the semester before student teaching.

Block 1

ED 406: Inclusive Methods I: Social Studies, PE, & Health — 1 unit

ED 411: Inclusive Methods III: Students with Exceptionalities — 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

Clinical Experience Portal

Classes are taken concurrently in the senior year, fall or spring semester. Students must have successfully completed all Education coursework with grades of B or better and have completed student teaching entry processes, including progression requirements outlined above.

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) Education

The intent of the Minor in Educational Studies is to introduce students to the study and practice of education.

Program Requirements

Candidates for the Minor in Educational Studies must hold and maintain a 3.0 GPA overall, 3.0 in-major GPA and at least a B 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.

Education minors participate in all professional field experiences in their coursework. Professional field experiences across the undergraduate and articulated graduate program ensure appropriate clinically-rich experiences for students who enter the accelerated master's program.

Foundations in Education

Prerequisite to all other coursework for both Childhood and Secondary minors:

ED 326: Teaching and Learning for the Inclusive Setting — 1 unit

ED 326L: Professional Field Experience Lab — 0 credits

Taken concurrently:

ED 312: Learning Environments for Students with Exceptionalities — 1 unit

ED 322: Instructional Technology in a Networked World — 1 unit

Methods (1 unit):

EN 280: Writing Intensive Tutoring — 1 unit Offered Spring Only

Minor Concentration

Taken concurrently:

ED 425: Language Acquisition and Literary Development — 1 unit

ED 426: Language and Literacy for Diverse Children — 1 unit

UNDERGRADUATE COURSE DESCRIPTIONS

ED 312 Learning Environments for Students with Exceptionalities. (U), (WC). *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; must be taken concurrently with ED322. Offered fall.*

ED 322 Instructional Technology in a Networked World (TT). *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

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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: ED326; must be taken concurrently with ED312. Offered fall.*

ED 326 Teaching & Learning for the Inclusive Setting. (U) *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.*

ED 326L Professional Field Experience Lab. *Zero unit.* This lab experience will provide you with time to engage in specific, instructor-created professional field experiences directly related to ED 326. *Co-requisite: ED 326. Offered fall and spring semesters.*

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. Offered as needed.*

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: ED326, ED 312, ED322 and status as an Education dual major in good standing. Co-requisites: ED 414 and ED 411. Offered fall and spring.*

ED 411 Inclusive Methods III: Students with Exceptionalities. (R) *One unit.* This course examines instructional techniques that focus on effective practices for students with disabilities. Candidates practice developing and implementing NYS Common Core-aligned differentiated instruction for students with exceptionalities across both inclusive and self-contained special education environments. Students also learn how assistive and adaptive technology facilitate learning for students with disabilities in various environments. Includes 20 hours of professional field experiences. *Prerequisites: ED326, ED322 and ED312 and status as an Education dual major in good standing. Co-requisites: ED 404 and ED 414. Offered fall and spring.*

ED 414 Inclusive Methods II: Science, Math, Technology, and Arts. (C) 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: ED326, ED312 and ED322 and status as an Education dual major in good standing. Co-requisites: ED 406 and ED 411. Offered fall and spring.*

ED 414L Inclusive Methods II: Science, Math, Technology, and Arts Lab Zero unit

Students will have the opportunity to engage in the planning and delivery of STEM related elementary school lessons and activities.

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 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: ED326, ED312 and ED322 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. (U) 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: ED326, ED312 and ED322 and status as an Education minor or dual major in good standing. Co-requisite: ED 425. Offered fall and spring.*

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ED 426L Language and Literacy for Diverse Children Lab *Zero unit*

This lab will provide teacher candidates with the opportunity to engage in an in-depth exploration related to literacy assessments to support English language learners and students with various literacy needs. Teacher candidates will focus on administering and analyzing formative and informal literacy assessments utilized in schools. Teacher candidates will have direct supervised experiences when administering these assessments, when analyzing their validity and reliability, and when creating individualized literacy plans for English as a second language learners and students with various needs. Co-requisite ED 425 and ED 426.

ED 550B Student Teaching: Inclusive/Childhood Grades 1-3. (O) *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; status as a senior; status as an Education major in good standing, including a B average overall, B average in-major, and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for the certificate sought except edTPA.. Co-requisites: ED 560B, ED 580. Offered fall and spring.*

ED 560B Student Teaching: Inclusive/Childhood Grades 4-6. (O) *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; status as a senior; status as an Education major in good standing, including a B average overall, B average in-major and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for the certificate sought except edTPA. Co-requisites: ED 550B, ED 580. Offered fall and spring.*

ED 580 School, Diversity & Society: Elementary Schools (LL) (WW) *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 required Education courses, examinations, and all required workshops, and status as an Education major in good standing, including a B average overall and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for Childhood/Special Education 1-6 except edTPA. *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 after consultation with the Chair of the Department.

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; 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.

Here is the curriculum program sheet

<https://wagner.edu/education/files/2021/02/CEDU-Curriculum-Summary-rev-3.2020.pdf>

EDUCATION (M.S. ED.)

The Education Department develops and nurtures professional educators through engaging coursework that incorporates the use of evidence-based practices to support pedagogical decision-making, ongoing critical reflection, and opportunities for intercultural collaborations with a variety of stakeholders. Our graduates are culturally responsive and action-oriented educators, 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 Childhood (1-6) Education are able to complete the master's program in 3 or 4 semesters, counting summer.

Wagner College offers three graduate programs (Master of Science in Education, M.S. Ed.) 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)

Early Childhood Education is an advanced masters' programs requiring candidates to hold a valid NYS license in Childhood or Early Childhood education, prior to matriculation into the program.

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 must also have a minimum grade of B in a finite math course of higher and at least a C in a calculus course or higher.
- 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. Students applying for the Early Childhood and Special Education program must demonstrate completion of all Wagner College Childhood or Early Childhood certification requirements (with the exception of passing the edTPA) prior to admission. All requirements for admission must be met, including the edTPA, by the end of the candidate's third education class.

Progression through Programs: Teacher education (M.S.Ed.) 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 taken all required state exams with the exception of edTPA, and taken the State-required content area exams applicable to the certification field, which is completed during student teaching.

Certification: Students must hold at minimum a 3.0 overall GPA and grades of B or better in all education courses, meet all additional course requirements as outlined in the Bulletin, and receive at least Bs 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 field placements in educational settings, distributed throughout Introduction, Core, and Methods courses. Field placements include a specific amount of required guided professional field experiences

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directly connected to course content to ensure candidates have appropriate field experiences across a range of settings and specific 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.

Updated Curriculum- Program Sheet

<https://wagner.edu/education/files/2020/07/GCE-Curriculum-Summary-2019-1.pdf>

MASTER OF SCIENCE IN EDUCATION – ADOLESCENT EDUCATION/STUDENTS WITH DISABILITIES (7–12)

The Adolescent program leads to dual New York State (NYS) 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	

This program is designed to prepare students to teach in their content areas in a one-year master's degree program. Each cohort begins in the Summer A session (around June) and concludes in May of the following calendar year. With an intense course and clinical practice workload, students in this program are not eligible for graduate assistantships at Wagner College. However, this program does intend to provide students with:

- A full year's worth of teaching experience in a high-quality instructional setting
- Sufficient time to take and pass State-required exams
- Professional development opportunities offered only to NYC public schools faculty
- The possibility of substitute teaching opportunities throughout the year (ten days per academic year)

Program Requirements

The program requires 39 graduate credits. Individuals who hold initial licensure in 7-12 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 specific field placement experiences in a middle school setting during the Summer B session of the program and field placement experiences as part of a clinical internship during the Fall semester of the program. This field placement work is directly connected to course content to ensure candidates have appropriate field experience.

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 a grade of “B” in a finite math course and at least a grade of “C” in calculus.
- 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 entry into the clinical internship component of the program.
- An interview with department faculty to determine the candidate’s readiness for program entry following a review of each applicant’s application.

Information regarding updated curriculum- courses:

<https://wagner.edu/education/acadlife/grad/secondary/>

Updated Curriculum and program sheet:

<https://wagner.edu/education/files/2020/12/GAE-Curriculum-Summary-6-2020.pdf>

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. Candidates complete an action research project-thesis as part of the program requirements.

In preparation for the clinical practicum, candidates complete field placements in relevant educational settings. Field placements include specific amount of required guided professional field experiences directly connected to course content to ensure candidates have appropriate field experiences across a range of settings and specific professional experiences candidates may select from a menu of approved field placements. For current field placement options and requirements, see the Departmental website.

UPDATED INFORMATION- CURRICULUM AND PROGRAM SHEET

[HTTPS://WAGNER.EDU/EDUCATION/FILES/2020/04/GECE-CURRICULUM-SUMMARY-4.2020.PDF](https://wagner.edu/education/files/2020/04/GECE-CURRICULUM-SUMMARY-4.2020.PDF)

GRADUATE COURSE DESCRIPTIONS

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; status as an Education major in good standing, including a B average overall and a B minimum in all courses. In addition, all teacher candidates must take applicable state certification exams for the certificate sought 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
Offered Summer A.

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; status as an Education major in good standing, including a B average overall and a B minimum in all education courses. In addition, all teacher candidates must take applicable 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 Summer A.*

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. In addition, all teacher candidates must take applicable state certification exams for the certificate sought except edTPA. Co-requisites: ED 560A, ED 604. Offered 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, examinations, and all required workshops, and status as an Education major in good standing, including a B average overall and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for Childhood/Special Education 1-6 except edTPA. Co-requisites: ED 550A, ED 560A. Offered fall and spring.*

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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 for Childhood (1-6) students. *Offered Summer B 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 for Childhood (1-6). *Offered Summer A 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 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 and examinations; status as an Education major in good standing, including a B average overall and a B minimum in all education courses. In addition, all teacher candidates must take applicable state certification exams for Adolescent/Special Education 7-12 except edTPA. Co-requisites: ED 560A, 570A. Offered spring and fall.

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 for all programs except GAE. *Often offered summer, 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 explored, including gender, diversity, inclusion, parenting and home life, mental health and individual differences. Includes 10 hours of professional field experiences for all programs except GAE. *Offered fall and 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 Summer B.*

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

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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 20 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 20 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 fall.*

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 fall.*

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 spring.*

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 spring.*

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 Summer A.*

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 exceptionalities, receive appropriate services. Includes 25 hours of professional field experiences. *Offered spring.*

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 spring.*

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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 647 Educational Assessment and Testing. *Three credits.* This course examines instructional techniques that focus on effective practices for students with disabilities. Candidates practice developing and implementing NYS Common Core-aligned differentiated instruction for students with exceptionalities across both inclusive and self-contained special education environments. Students also learn how assistive and adaptive technology facilitate learning for students with disabilities in various environments. Includes 25 hours of professional field experiences for all programs except GAE. *Generally offered fall.*

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 for all programs except GAE. *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 for all programs except GAE. *Offered summer and 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-based 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. Offered fall.*

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-based 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. Offered fall.*

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.

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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. Offered fall.*

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. Offered fall.*

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. Offered fall.*

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. Offered fall.*

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 699 Action Research Project. *Three credits.* This course supports students in their research and writing of an action research capstone project, as planned in ED 624 and approved by the candidate's 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 perspectives, demonstrating practical judgments informed by theory and research. Includes 30 hours of professional field experiences. *Prerequisites: ED 624. Offered spring and Summer A.*

ED 699L Action Research Project. Lab *One unit*

This 1 credit seminar is paired with ED699 and allows faculty and students to reflect on and analyze the action research projects that they have constructed together. *Prerequisite: 30 credits including ED624.*

ENGLISH DEPARTMENT

The English Department offers the following programs:

- English (BA, minor)
- Dual Degree in English and Childhood Education (B.A., housed in Education Department)
- Journalism (minor)
- Writing (minor)
- Comparative Literature (minor)

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.

The Senior Learning Community includes a reflective tutorial (EN 400) and a capstone seminar course in literature (EN 425). The two courses will be in dialogue with each other, and students are required to write a research paper integrating content from both courses. EN400 will advance students' understanding of literary theory and address students' career goals. The course also includes an experiential learning component. EN 425 will permit an intensive study of its 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.

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 109 or 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 202, 205, 232, 255, 304, 327.

Post-1800 British literature course from the following: EN 206, 210, 224, 225, 314.

American literature course from the following: EN 216, 226, 227, 228, 332, 342, 348.

Elective courses

3 units from among EN 203, 213, 215, 229, 230, 280, 291, 310, 316, 323, 326, 331, 347, 351, 356, 357, 593. FM 201, 322.

A student can count either EN 230 or FM 201 toward the two allowed film/writing courses among English electives, but cannot count both.

Please note: Additional core courses beyond the required three may be counted as electives.

A maximum of two courses from either of the following two categories may be counted as electives:

1. Courses devoted primarily to film (designated “F”): EN 230, 331, 356, 357 and EN 291 or 593 when they focus primarily on film).
2. Courses devoted primarily to writing rather than literature: EN 215, EN 280, EN 316, JR 011, JR 261, JR 321, JR 363, JR 366, JR 368, JR 372, JR 373, JR 376, 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 109 or 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 “UU”). As with the regular English major, additional core courses beyond the required three may be counted as electives.

A maximum of two courses from either of the following two categories may be counted as electives:

1. Courses devoted primarily to film (see listing above in the English major)

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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 two foundation courses (EN 109 or 111 and either 211 or 212), one core British or American course, and two 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 (either one-unit JR 397, taken twice, or two-unit JR 497, taken once), and two electives.

Requirements for a Minor in Writing

A minimum of 6 units, consisting of the following: one course in creative writing (EN 215, EN 316, TH 290, FM 322), one full-unit course in journalism or SP 235, two writing-intensive courses in literature at the 200-level or above, one elective from the three groups above, and one unit of internship or an additional elective.

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.

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 writings skills to assist selected students in meeting the requirements of the first-year program RFT. *Offered fall semesters.*

EN 101 College English. (H) *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 109 World Literature FYP. (H) (R) (UU) (WC). *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 specific themes. *Students who take EN109 cannot take EN111. Offered fall semesters.*

EN 111 World Literature. (H) (R) (UU) (WW). *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 majors should take it by the end of sophomore year. Students who take EN 109 cannot take EN 111. Offered fall and spring semesters.*

EN 202 Chaucer. (H) (O) (RR) (WW) *One unit.* Geoffrey Chaucer is one of the most humorous writers 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, tales that take the form of confession, romance, and bawdy tale, to name just a few. *Offered as required*

EN 203 The Spiritual Quest in Literature. (H) (C) (RR) (U) *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. Offered fall semester.*

EN 205 Crime and Violence in 18th British Century Literature. (H) (L) (RR) (WW) *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 required.*

EN 206 Revolution, Imagination and the Supernatural in Early Nineteenth-Century British Literature. (H) (L) (RR) (WW) *One Unit:* The impact and aftermath of the revolutions in France and America, opposition to slavery and the slave-trade, and a burgeoning human and women's rights sensibility all characterize the years from 1789 to 1830 in Britain. The works of writers as diverse as Mary Wollstonecraft, William Wordsworth, Lord Byron, Olaudah Equiano, Mary Shelley and Jane Austen will be part of our study. The expansion of these ideas about individual rights and the exploration of the power of imagination and supernatural intersect with the social and political concerns of these speakers. *Offered as required.*

EN 210 Modern English and Irish Literature. (H) (RR) (U) (WW) One unit. In the first decades of the twentieth century, Britain experienced great changes in class and gender relations, hastened by the devastation of World War I. The British Empire began its long decline, and nineteenth-century norms eroded. Visual artists, composers, and writers alike experimented with new aesthetic forms to capture the uncertainties and freedoms of the new age. We will read writers such as Conrad, Woolf, and Forster, as well as Yeats and Joyce, who register the concerns of Ireland --Britain's first colony to declare independence in modern times. *Offered as required.*

EN 211 British Literature Survey. (H) (O) (RR) (WW) 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. (H) (LL) (RR) (WC) 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. (H) (RR) (U) (WW) 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. Offered as required.*

EN 215 Introduction to Creative Writing. (H) (CC) (R) (WC) One unit. This course is an introduction to the art of creative writing, with a focus on fiction. Students will be given considerable practice in writing short stories. Readings in the works of published writers, including novels, will help students become better writers. *Offered fall semester.*

EN 216 African-American Literature. (H) (RR) (UU) (WC) One unit. English 216 studies African-American literature from the late eighteenth century to the present. We will draw on a broad range of genres including autobiography, travel narrative, poetry, oral tradition, short story, essay, and novel. As we seek to understand these texts within their historical contexts through lectures and secondary readings, we will also pay particular attention to the stakes of literacy for African- American writers. Toward this end, we will consider such questions as how do African-American writers work within and against the expectations and assumptions of their audiences? What are the benefits

and risks of the idea of the writer as spokesperson for African-Americans collectively? Why do certain texts and authors receive attention at particular moments in time? *Offered as required.*

EN 224 Orphans, Poverty and Scandal in 19th Century British Literature. (H) (L) (RR) (WW) 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. *Offered as required.*

EN 225 Ghosts, Vampires and Civilization in English Gothic Fiction. (H) (L) (RR) (WW) 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 226 American Cultures and Literatures. (H) (RR) (UU) (WC) One unit. What is American culture and what is the role of literature in society? In this course, students will analyze how different forms of American literary and popular culture express the diversity of American culture. The course may address how literature and popular culture respond to various issues in American culture such as political identity, political movements, the environment, technology, etc. *Offered as required.*

EN 227 American Literature from its Origins to 1865. (H) (RR) (U) (WW) One unit. A survey of major works, literary movements, and historical contexts for American literature beginning with the encounter between Native Americans and Europeans and ending with the literary period called the "American Renaissance" and the Civil War. *Offered as required.*

EN 228 American Literature from 1865 to the Present. (H) (R) (UU) (WW) One unit. A survey of major works, literary movements, and historical contexts for American literature beginning with the reconstruction of American society and culture after the end of slavery and continuing to the present day. *Offered as required.*

EN 229 Introduction to Comparative Literature. (H) 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.*

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EN 230 Introduction to Film. (H) (L) (RR) (WW) 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.*

EN 232 Medieval Literature. (H) (O) (RR) (WW) 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 Knight*, Langland's *Piers Plowman*, and Chaucer's *Troilus and Criseyde*, as well as love lyrics and biblical drama. *Offered as required.*

EN 255 Sex and Gender in Medieval French Literature. (H) (RR) (U) (WW) 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 as required.*

EN 280 Writing Intensive Tutoring. (H) (LL) (T) (WW) 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. (H) 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. *Offered as required.*

EN 304 Early Modern Literature. (H) (RR) (WC) 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 as required.*

EN 310 Literature in Turn-of-the-Century Paris, Vienna, Berlin, and Barcelona. (H) (C) (RR) (U) 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. *Offered as required.*

EN 314 Decolonizing the Mind. (H) (RR) (UU) (WC) One unit. In this course we will examine how literature from across the world has responded to the effects of colonialism and global capitalism. Primarily this will include a selection of classic and new works from the mid-twentieth century to the present day by writers from Africa, Asia, the Middle East, and/or the Caribbean, though it may also reflect historically on writers from within the British, French, Spanish, and U.S. empires during earlier moments of colonial encounter and anti-colonial struggle. We will place these literary works in conversation with philosophical and political debates in the academic field of post-colonial theory about the histories of empire, neocolonialism, nation, feminism, race, ethnicity, language, and/or globalization. *Offered as required.*

EN 316 Advanced Creative Writing. (H) (CC) (R) (WC) One unit. A course for students who have demonstrated previous ability in creative writing. They will develop their skills in genres such as longer fiction, playwriting, and memoir-writing, with an eye to publishing their work. Attention will be given to the challenges of and opportunities for publication in a digital age. *Offered spring semester.*

EN 323 Aliens, Cyborgs, and Time Travel in Literature and Film. (H) (O) (RR) (WC) 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. *Offered as required.*

EN 327 Advanced Drama: Renaissance and Modern. (H) (R) (WW) 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 as required.*

EN 330 Shakespeare Survey. (H) (RR) (WW) 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. Offered fall semester.*

EN 331 Topics in World Cultures and Cinemas. (H) (R) (UU) (WW) One unit. This course will engage with world cinema by watching and analyzing the movies and

television of different cultures. It may address issues of ethnicity, race, gender, nationality, international relations, and/or the question of globalization. It will comparatively analyze the movies for two or more countries, or focus on transnational political movements in cinema cultures such as “third cinema” and “pan-Africanism.”
Offered as required.

EN 332 Pirates, Puritans, and the Revolutionary Atlantic World. (H) (RR) (UU) (WC) One unit. Reading literature from colonial America, Europe, the Caribbean, and Africa from a comparative trans-Atlantic perspective, students will study a multiplicity of voices and literary figures such as pirates, puritan ministers, economists, adventurers, statesmen, journalists, and slaves. For the world we live in today, the eighteenth century was a foundational moment when three of the most significant documents for American culture and economics were written: the Declaration of Independence, the U.S. Constitution, and Adam Smith’s *Wealth of Nations*. Students will critically examine the unique literary culture of that time. This course is intended to be of general interest not only to English majors and future high school teachers, but also to majors in Economics, History, Political Science, and Business. *Offered as required.*

EN 342 The Contested South. (H) (R) (UU) (WW) One unit. In this course we will consider the South as a contested space, a region that writers variously define, criticize, and defend. We will examine how these conversations develop and shift in response to changing perceptions of the region’s racial, cultural, agricultural, and economic dynamics. For many of our writers, the South represents an endangered or dangerous space. To some, the authentic South is vanishing, while to others the South is everywhere American racism exists. We also will investigate how understandings of the region work within and against conceptions of the nation and the global South. Additionally, we will consider how the South functions as a contested space in scholarship, where critics debate what southern literature is, whether it ever really existed, and what categories should govern our readings of it. *Offered as required.*

EN 347 The Study of Fairy Tales. (H) (O) (RR) (WC) 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. *Offered as required.*

EN 348 Southern Women Writers. (H) (R) (UU) (WW) One unit. This course is designed to introduce you to a selection of influential Southern Women Writers working in a variety of genres and across a broad historical period. As we explore these writers in the context of the South, we will also investigate the cultural complexities of “Southern Women Writers” as a category in order to assess the benefits and risks of this designation. Toward this end, we will consider such questions as what counts as the South? what are the historical stakes of literacy and literary production for women in the South?; and what are our assumptions about women’s writing, and are they valid? Additionally, we will examine how the writers on our syllabus write within and against

conceptions of womanhood and region, particularly as they intersect with issues of sexuality, race, class, and ability. *Offered as required.*

EN 351 French Women Writers in Translation. (H) (RR) (U) (WW) 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. Offered as required.*

EN 356 French Cinema: Retrogrades, Rebels, and Realists. (H) (R) (UU) (WW) 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 of even-numbered years.*

EN 357 Italian Cinema. (H) (R) (UU) (WW) 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. Offered as required.*

EN 397 Internship. (H) 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 required.*

EN 400 Senior Reflective Tutorial. (H) One unit. This reflective tutorial (RFT) is taken in conjunction with EN425 (senior seminar) as part of the senior learning community (SLC). The two courses will be in dialogue with each other, and students are required to write a research paper integrating content from both courses. EN400 will advance students' understanding of literary theory and address students' career goals. The course also includes an experiential learning component which can be satisfied either by completing an internship at some time senior year or by fulfilling the requirements for departmental honors. Students should communicate with their adviser during their junior year about how they intend to satisfy the experiential learning component for the English major. Prerequisites: senior standing in the English major and a successful performance (C- or higher) in EN212. *Offered spring semester.*

EN 425 Senior Seminar. (H) 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

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author, genre, or the relationship between the study of literature and another discipline. *Prerequisite: Senior standing in the English major and successful (C- or higher) performance in EN 212. Offered spring semester.*

EN 497 Internship. (H) *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 required.*

EN 593 Independent Study. (H) *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. *Offered fall and spring semesters.*

Journalism Courses

JR 011 Writing for the Wagnerian. One-half unit. An immersive experience in producing the student-run newspaper. Students can concentrate in reporting, editing or photography or contribute to all three areas during the semester. The weekly Wagnerian staff meeting where ideas are brainstormed and assignments are made takes the place of a formal class, while workshops teach Associated Press Style and other journalism skills. May be repeated. *Offered fall and spring semesters.*

JR 261 Reporting in the New Age of Journalism. (LL) (R) (WW) *One unit.* As the journalism industry undergoes a digital transformation, journalists need broader skills to sort and report a relentless flow of information. His course explores the shifting journalistic landscape and best practices for journalists to navigate through the changes. Students will build a foundation of skills necessary to be a successful journalist in any medium. These include defining news, conducting an interview, writing a lead, reporting stories in real-time and following Associated Press style. *Offered fall and spring semester.*

JR 321 Dying to Tell the Story. (L) (UU) (WW) *One unit.* Every day journalists risk their lives to tell a story to the world. Many of them are killed in the line of duty: the Freedom Forum Journalism Memorial in Washington, D.C., lists 1,913 names from around the world. Many others are permanently injured physically and psychologically by what they witness and record. Some even take their own lives. This course surveys work by the valiant reporters, past and present, who put themselves in harm's way to shed light on unrest, tragedy, and injustice. *Offered as required.*

JR 363 Editing for Today's News Room. 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. *Offered as required.*

JR 366 Magazine Writing Editing and Publishing. (C) (R) (WW) 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. *Offered as required.*

JR 368 Writing to Persuade. (R) (WW) 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*. *Offered as required.*

JR 372 Journalism and Public Relations. (C) (O) (WW) 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." *Offered as required.*

JR 373 Ethics in Journalism: The National Enquirer to the New York Times. (L) (RR) (WW) One unit. Newspaper editors make tough calls every day, based on a professional code of ethics that differs from newspaper to newspaper. What's unpublishable 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. *Offered as required.*

JR 376 History of Journalism. 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. *Offered as required.*

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.

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Prerequisites: JR261, 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.*

ENVIRONMENTAL STUDIES (B.A., MINOR)

(Housed in the Culture and Economy Department)

FAMILY STUDIES (COURSES)

(Housed in the Sociology Department)

FILM AND MEDIA STUDIES (B.A.)

(Housed in the Department of Visual Arts)

FINANCE (COURSES, MINOR)

(Housed in the Business Administration Department)

FRENCH STUDIES (B.A., MINOR)

(Housed in the Modern Languages Department)

GOVERNMENT AND POLITICS DEPARTMENT

The Government and Politics Department offers the following programs:

- Government and Politics (B.A., minor)
- Wagner in Washington, D.C.
- International Affairs (B.A.)
- Public Policy and Administration (B.A.)
- Gender Studies (minor, hosted by the department)
- Sports Administration

GOVERNMENT AND POLITICS (B.A.)

The study of government and politics is valuable and exciting. 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 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

The Senior Learning Community includes: (1) a capstone seminar (GOV 490: Senior Seminar); and (2) a reflective tutorial with an internship requirement (GOV 400: Senior Reflective Tutorial). Broadly speaking, the thematic focus of the Senior Seminar is the study of the concept of “justice,” writ large. Complementarily, the thematic focus of the Senior Reflective Tutorial is the study of the theory and practice of citizenship. In addition, as a fulfillment of the requirements of the Senior Reflective Tutorial, students also complete an internship with an organization of their choosing from within the fields of politics, law, public administration, and non-profit management. This internship experience and the intensive training in two dominant themes in the study of politics – justice & citizenship – collectively prepare students for careers in various fields, including but not limited to: public service, activism, policy advocacy, journalism, teaching, non-profit management, public administration, law, and many others. The study of citizenship also dovetails with Wagner College's overall mission and is one of the central pillars of Wagner's institutional goals. See “Mission” in this bulletin.

Requirements for a Major in Government and Politics (B.A.)

A minimum of 10 units with the following distribution:

Foundation Courses – 4 units
GOV 103, 104, 211, 251

Electives – 6 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. (S), (WW) (RR) *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 thinking and intelligent opinions about politics broadly conceived. Offered as needed.

GOV 103 American Government and Politics. (S), (O) (WC) (R) *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. (S), (R) *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 spring semester.

GOV 112 Political Ideologies. (S) (RR) *One unit.* This course has several goals. First, to provide a comparative and critical understanding of the concept of ideology, and to introduce and analyze some of the most important contemporary political ideologies. We give particular attention to liberalism, conservatism, fascism, socialism, communism and

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Islamism. Second, the course aims to familiarize students with the origins and key concepts of contemporary political debates. Finally, by the end of the course students should identify which ideology (or ideologies) they find most convincing, as well as the most important criticisms of these ideologies. We will accomplish these goals by reading, thinking, talking and writing in depth about writings by, among others, Thomas More, Robert Owen, John Stuart Mill, Karl Marx, Adam Smith, Murray Rothbard, Peter Singer, T.H. Green, Mikhail Bakunin, Emma Goldman, Sayyid Qutb and Ayatollah Ruhollah Khomeini. Offered as required

American

GOV 205 Urban Politics. (S), (O) 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. (S), 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. (S), (O) (WC) 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. (S), 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. (S), 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. (S), (RR) (UU) 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. (S), 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 316 Constitutional Law. (S), (RR) (U) 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 232 Comparative European Politics. (S), *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. (S), (U) *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/HI 234. Offered as required.

GOV 235 Riots, Rebellions and Revolutions (S), (WW) (U) *One unit.* The course analyzes several types of political violence, on the micro and macro levels. We examine riots, which are relatively apolitical, and distinguish them from revolts, which are an expression of political grievance. In this context we analyze several famous slave revolts. Pogroms--a type of state-sponsored riot--involve persecution of religious or racial minorities, and we compare European and American examples. In the US, racial pogroms were an important cause of the rise of militant African-American groups such as the Black Panthers, the revolutionary trajectory of which we discuss in some detail. Finally, we analyze socialist revolutions in theory and practice, paying especial attention to the Cuban revolution. We aim to understand some of the most important causes of these events, and analyze the ideologies and other factors that inspired the participants. Offered as required.

GOV 236 Politics in Literature and Film. (S), (RR) (WW) *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.

GOV 240 Volunteer Service and Politics Abroad. (S), (WW) (UU) *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.

GOV241 History and Politics of Israel. (S), (RR) (U) (WC) *One unit.* This course explores the historical and political development of the State of Israel. Though established only in 1948, Israel is the product of a long and complex history. It is a unique political entity within the larger Middle Eastern region. Why is this small country so widely covered in the media? Why is its story at once so compelling and so

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controversial? The evolution of Israel within the context of diverse historical narratives and modern political history will be the primary subjects of inquiry. There will be a special emphasis placed on investigation of the structure of Israeli society from its founding through its radical transformation since the nineteen nineties due to globalization. Analytical writing of short review essays, a major course research paper, and critical reading of two major scholarly works in the field are the central components of this course. One text covers history of Israel and the other its politics. Class discussions a vital part of our work over the semester. Offered as needed.

GOV 242 African History and Politics. (S), *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. (S), (U) *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. (S), (WW) (RR) *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.-(S), *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 religion-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. (S), (U) *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. (S), (RR) (WW) 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 even-numbered years.

GOV 350 International Political Economy. (S), (U) 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-(S), One unit. The institutions, processes, and politics which shape United States foreign policy formulation and implementation. Offered spring semester of odd-numbered years.

GOV 356 U.S.-China Relations. (S), (U) 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 214 Modern Political Thought (S), (RR) One unit. The major political theories of Western civilization will be studied. Theorists from Machiavelli to Marx will be examined in detail. Offered as required.

GOV 260 Darwin, Marx and Freud. -(S), 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

GOV268 African American Political Thought. (S), (RR) (UU) One unit. African Americans are central to American democracy, both as fierce critics of the present and as visionaries who imagine alternative futures. This course introduces students to the critical and constructive dimensions of African American political thought by foregrounding claims that black Americans have made upon the polity. Themes include the relationship between slavery and democracy, the role of historical memory in political life, the connections between "race" and "nation," and the tensions between claims for black autonomy and claims for integration, as well as the meaning of such core political

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concepts as citizenship, freedom, equality, progress, and justice. The course also highlights the complex ways in which the concept of race has been constructed and deployed and its interrelationship with other elements of identity such as gender, sexuality, class, and religion.

GOV 272 Feminist Political Thought. (S), *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 317 Civil Liberties and Human Rights. (S), (RR) (UU) *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 373 Contemporary Political Theory. -(S), *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.

GOV 375 Feminist Film. Old: - (S), New: (S) (RR) (UU) (WC) *One unit.* This course brings together the study of feminist theory with the interpretation of film from a gendered analysis. We will read several classic and contemporary works in feminist theory which will give us some critical tools for analyzing many different kinds of films. We will discuss whether or not the films can be regarded as feminist and what is at stake in making such judgments. Offered as required.

General

GOV 291 Special Topics. -(S), *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. - (S) *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) (S) *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. (S), *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. (S), *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- (S), *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. (S), (WW) *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 spring semester.

GOV 490 Senior Seminar. (S), (RR) *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 spring semester.

GOV 499 Thesis. (S) *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. (S) *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.

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GOV 200 (S) - The Future of the City

GOV 217 (S): - Parties, Elections and the Mass Media

GOV 218 - (S) Topics in the History and Politics of Gender

GOV 247 - (S) History and Politics of Latin America

GOV 273 (S) Ancient Political Thought

GOV 290 (S) Political Science Workshop

GOV 295 (S) Presidential Convention

GOV 298 (S) Pursuit of the Presidency

GOV 314 - (S) Politics of Urban Policy Development

GOV 318: - (S) Cities and Globalization

GOV 340 (S) Comparative Politics Seminar

GOV 354 (S) Middle Eastern Politics and History

GOV 372 - (S) History of Marxism

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Wagner in Washington, D.C. Program

Academic Seminar

GOV 292 Inauguration: Transition in Presidential Power. (S) *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 2017.

GOV 294 Congress and the Presidency (S) *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 2018.

Experiential Education

GOV 395 Washington Internship (35 hours). (S), *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. (S), *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.

INTERNATIONAL AFFAIRS (B.A.)

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.

The Senior Learning Community includes: (1) a capstone seminar (GOV 490: Senior Seminar); and (2) a reflective tutorial with an internship requirement (GOV 400: Senior Reflective Tutorial). Broadly speaking, the thematic focus of the Senior Seminar is the study of the concept of “justice,” writ large. Complementarily, the thematic focus of the Senior Reflective Tutorial is the study of the theory and practice of citizenship. In addition, as a fulfillment of the requirements of the Senior Reflective Tutorial, students also complete an internship with an organization of their choosing from within the fields of politics, law, public administration, and non-profit management. This internship experience and the intensive training in two dominant themes in the study of politics – justice & citizenship – collectively prepare students for careers in various fields, including but not limited to: public service, activism, policy advocacy, journalism, teaching, non-profit management, public administration, law, and many others. The study of citizenship also dovetails with Wagner College’s overall mission and is one of the central pillars of Wagner’s institutional goals. See “Mission” in this bulletin.

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 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

4 units chosen from: AN 201; HI 238, 245, 269, 283, 330; GOV 232, 234, 242, 246, 247, 249, 253, 355, 356. . 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.

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Two additional units must be chosen from the international politics track above.

The Senior Learning Community—2 units

Students will take the Senior Learning Community (GOV400 and GOV490). If International Affairs is a student's second major, GOV400 may be replaced by one unit from the elective requirements.

For course descriptions see the appropriate section under Departments in this Bulletin.

PUBLIC POLICY & ADMINISTRATION (B.A.)

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, public service at all levels of governmental agencies, as well as opportunities at not-for-profit and for-profit organizations.

The Senior Learning Community includes: (1) a capstone seminar (GOV 490: Senior Seminar); and (2) a reflective tutorial with an internship requirement (GOV 400: Senior Reflective Tutorial). Broadly speaking, the thematic focus of the Senior Seminar is the study of the concept of "justice," writ large. Complementarily, the thematic focus of the Senior Reflective Tutorial is the study of the theory and practice of citizenship. In addition, as a fulfillment of the requirements of the Senior Reflective Tutorial, students also complete an internship with an organization of their choosing from within the fields of politics, law, public administration, and non-profit management. This internship experience and the intensive training in two dominant themes in the study of politics – justice & citizenship – collectively prepare students for careers in various fields, including but not limited to: public service, activism, policy advocacy, journalism, teaching, non-profit management, public administration, law, and many others. The study of citizenship also dovetails with Wagner College's overall mission and is one of the central pillars of Wagner's institutional goals. See "*Mission*" in this bulletin.

REQUIREMENTS FOR A MAJOR IN PUBLIC POLICY AND ADMINISTRATION (B.A.)

A minimum of 12 units with the following distribution:

Core requirements—6 units with the following distribution:

GOV 103, GOV211, GOV312, GOV316; FI 201; EC101; MG201.

4 additional units chosen from ONE of the following options:

Public Affairs: HI315, HI316; GOV212, GOV213, GOV215, GOV314; SO103, SO215, SO306 and SW292.

OR

Urban Policy: GOV205, GOV314; SO103, SO215, SO302, SO306, SO331; SO320; SW105, SW211 and SW292.

OR

Economic Policy: EC301, EC302, EC306, ED313, EC412, EC414.

Senior Learning Community – 2 units

GOV 400 and 490

For course descriptions, see the appropriate department sections in this bulletin.

SPORTS ADMINISTRATION (B.A)

The B.A. in Sports Administration incorporates curriculum in the arts and sciences with courses in the field of sports administration and urban studies, providing students with the tools to pursue careers and graduate study in sports administration and public policy. Some potential careers for these graduates would be: YMCA jobs, jobs with Parks & Recreation, athletic administration at colleges and universities.

Courses in the major would include curriculum in public policy, management, accounting, marketing, finance, and law, as well as courses that examine the social and cultural aspects of sports. Experiential learning would also be emphasized through practical assignments integrated into the courses and two required internship components. The Senior Learning Community would be the same as that offered for students in Government & Politics, Public Policy & Administration, and International Affairs and will be modeled on the Arts Administration major's SLC.

REQUIREMENTS FOR SPORTS ADMINISTRATION:

A minimum of 15 units with the following distribution:

10 units for Foundation courses & SLC:

GOV 103	American Government and Policies
GOV 211	Public Administration
GOV 205	Urban Policy
SA 101	Introduction to Sports Administration
*SA 102	Financial Decision-making for Non-Profits
SA 397	Internship in Sports Administration
GOV 400 & 490	Senior Seminar & Senior RFT & Internship

Five Electives—from the following List

AR 203	Graphic Design
FM 211	Video Editing
FM 222	Introduction to Documentary Filmmaking
PS 291	Psychology of Sport
SA 204	Philanthropy
*SA 205	Global Perspectives in Sport
*SA206	America through Baseball
SA207	Communications in Sport
*SA301	Sports Venues and Events
SA306	Sports Marketing Management
SO 215	Race & Ethnic Relations
SW 292	Introduction to Social Policy

*in APC review

SA 101 Introduction to Sports Administration *One unit*

This course is an analysis of effective administration and management strategies and the body of knowledge associated with pursuing a career in sports administration. The course introduces the student to career opportunities in sports administration and to sports principles as they apply to leadership style, communication, motivation, and entrepreneurship.

SA 204 Philanthropy *One unit*

This course is designed for those who want to become familiar with the fundamentals of philanthropy and fundraising. Topics will include: an overview of philanthropy and its importance in today's world; characteristics of nonprofit organizations and their differing fundraising needs and systems; motivations for giving; ethical concerns; prospect research; types of funding sources; planning; capital campaigns; annual giving; communications; grant proposal writing; solicitation techniques; the increasing impact of global philanthropy; and Internet fundraising.

SA 207 Communication in Sports. *One unit*

This course teaches effective communication strategies and techniques within an organizational and professional context for sports industries. The course uses the professions of public relations and journalism as its foundation. Special attention is given to the ways in which digital media and communication technologies are used by professional communicators in these fields with an emphasis on writing and layout for web distribution. Learning Objectives include the following: students will understand and apply theories of organizational communication, public relations, and journalism; they will be able to identify and execute communication techniques for sports organizations and media outlets; they will develop strategic and journalistic writing styles, identify best practices and techniques, and incorporate these best practices into their own creative work; they will be proficient in the technical and creative design skills needed for basic web distribution. Assessment methods will include: sports team news coverage; sports team public relations campaign; sports team media guide for web publication

SA 291 Special Topics: Sports Administration *One unit*

SA 306 Sports Marketing Management *One unit*

This course is designed to develop a thorough understanding of sports marketing principles and their application to collegiate athletics and professional sports. Students will learn about multi-media partners and see how marketing affects other areas of an athletic enterprise. Students will understand marketing from the perspective of managing a marketing program. Pre-requisite: SA 101.

SA 397 Special Topics: Sports Administration *Two units*

Paid or voluntary experience in sports industry setting. Work sites chosen by students after receiving approval of a faculty supervisor. Students are expected to complete 120 hours during the semester. Pre-requisite: SA101 and 5 additional units in Sports Administration.

GENDER STUDIES (MINOR)

The interdisciplinary minor in gender studies encourages students to think about the formation of gender identity 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. Currently, the program director is a faculty member in the Government and Politics Department.

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, Government, Psychology, Sociology)

Additional Gender Studies courses - 3 Units

COURSE DESCRIPTIONS

AH 324H Gender in the Visual Arts (A) (C) (RR) (UU) *One unit.* This course explores the relationship between gender and the visual arts, concentrating on representation of women throughout history, as well as the work of women artists. Issues of gender are examined in relation to subject matter, stylistic preference, media, reception and criticism. Issues and topics to be explored include: sexual identity in artistic production; gender, race and art; queer theory in relation to the visual arts, post-colonialism and gender, themes of motherhood, prostitution and the female body; constructions of masculinity; the gaze and the gendering of vision. We begin in the Middle Ages and continue up through the work of contemporary artists in all media including painting, sculpture, installation, photography, architecture and cinema. We will learn about these issues through seminar discussion, readings, films and first-hand viewing of works of art. Pre-requisite: any art history or gender studies course.

AN 251 Sex, Gender, and Culture (S) (UU) *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.*

EC 414 Economics of Discrimination (S) *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

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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 (H) (L) (RR) (WW) *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. *Offered as required.*

EN 224 Orphans, Poverty and Scandal in 19th-century British Literature (L) (RR) (WW) *One unit.* The plight of orphans such as Dicken'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. (One Unit)

EN 225 Ghosts, Vampires and Civilization in English Gothic Fiction (H) (L) (RR) (WW) *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*.

EN 347 The Study of Fairy Tales (H) (O) (WC) (RR) *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. *Offered as required.*

EN 348 Southern Women Writers (H) (R) (UU) (WW) *One unit.* This course is designed to introduce you to a selection of influential Southern Women Writers working in a variety of genres and across a broad historical period. As we explore these writers in the context of the South, we will also investigate the cultural complexities of "Southern

Women Writers” as a category in order to assess the benefits and risks of this designation. Toward this end, we will consider such questions as what counts as the South? what are the historical stakes of literacy and literary production for women in the South?; and what are our assumptions about women’s writing, and are they valid? Additionally, we will examine how the writers on our syllabus write within and against conceptions of womanhood and region, particularly as they intersect with issues of sexuality, race, class, and ability. *Offered spring semester of even-numbered years.*

EN/FR 351 French Women Writers in Translation (H) (RR) (U) (WW) 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. *Offered as required.*

EN/FR 355 Sex and Gender in Medieval French Literature (H) (RR) 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. *Offered as required.*

GOV 272 Feminist Political Thought (S) 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 226 Topics in the History and Politics of Gender (H) (R) (L) (WC) 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.

HI 257 Gender, Power and Identity in Europe before 1800 (H) (RR) (WW) 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.

HI 286 On the Screen: Gender, Class, and Culture in Film (H) (R) (UU) (WW) 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

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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.

NR 212 Human Sexuality (U) 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.

PH 204 Philosophy of Feminism (H) (RR) (UU) (WC) 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 (S) (O) (UU) (WC) 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 243/SO243 Violence and Aggression (S) (UU) In this one-unit Intermediate Learning Community, students explore violence and aggression as emotional, economic, historical and sociocultural phenomena. The 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. Offered as required during spring semesters.

RE 220 Forbidden Knowledge: The Power of Myth in Genesis (H) 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 (H) 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 301 Marriage and Family (L) (S) (UU) (WC) One unit. This course explores marriage and the family as emotional, economic, historical and sociocultural institutions. The class gives an in-depth look at some important issues that affect marriages and families today; these issues include politics, culture, gender, sexuality, the economy, racism, social policy, and immigration. This course focuses also on the interactions between marriage, family, and society. In addition, it not only looks at the social influences on marriage and the family, but also how marriage and the family affect the social world. In this course, we will make use of a variety of texts (theoretical, historical, ethnographic) in exploring marriage and the family - with a focus on the U.S. - through the twentieth and twenty-first centuries. We will look at dominant notions of what marriage and families “should” be and social realities of what families actually have been. Attention will be paid to the contradictions between romanticized concepts of marriage and family and our lived experiences of marriage, relationships, and family. In this process we will uncover how wider social forces such as the state, the media, the workforce, race, class, and the gender system, influence our cultural notions about marriage and the family and our lived realities. Offered spring semester.

SO 320 Sociology of Gender (RR) (S) (UU) (WC) One Unit. The primary objective of this course is to develop a critical and sociologically grounded approach to the study of gender. Questions that will be considered in this class include: What is the difference between sex and gender? What does it mean to study gender from a sociological perspective? Are there different ways of understanding this concept? What does “doing gender” mean? What is feminism? How do social class, race, ethnicity, nationality, and age affect the meaning of gender and/or being gendered? Have concepts of femininity and masculinity changed over time? How are gender norms and gender ideals communicated through the media, religion, and the state? In addition we will consider the role of individual agency by looking at different social movements (e.g. women’s liberation, gay rights). Offered fall semester.

SP 323 Contemporary Hispanic Women Writers (H) (RR) (UU) (WC) 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 Gaité, 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.*

SW 105 Intro to Social Work (R) (S) (U) (O)

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

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and contemporary issues in welfare structure and service delivery are discussed. Career opportunities in the social welfare field will be considered.

SW 211 Social Work Practice with Families (S) (UU) (WC) (O)

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 contemporary psychotherapeutic approaches used in current social work practice in a variety of settings; e.g., community mental health, schools, probation, hospitals, nursing homes.

SW 292 Introduction to Social Policy (L) (S) (WW) (UU)

One unit. Examines problems and concepts of the policy process in the U.S., exploring the political, economic, and institutional frameworks which structure public welfare choices. This course covers problem and needs analysis, policy analysis, program development, and program evaluation.

HISTORY (B.A.)

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. Students of history develop an elasticity of mind, as they argue about evidence of what actually happened and make sense of complex events. History majors enhance their intellectual skills that provide excellent preparation for careers in law and law enforcement, government, journalism, business and finance, education, politics and public policy, international affairs, and social activism. 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, the Gender Studies Minor, the Film Studies Minor, the Civic Engagement Minor and the Environmental Studies Minor.

The Senior Learning Community in History includes a capstone seminar course, HI 490 *Making History and History Makers* in which students will research and write their senior thesis. The second part of the learning community is the reflective tutorial, HI 490 *Going Global*. The RFT includes a semester-long intensive internship in areas associated with the historical profession. 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.

The History Department offers the following programs:

- History (B.A., minor)
- Dual Degree in History and Childhood Education (B.A., housed in the Education Department)
- City Studies (minor)
- American Studies
- African-American Studies (minor)

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 Year if possible or in spring of Junior Year

Core Courses-3 Units (one in each of the subfields listed below)

1. American History: 221, 236, 321 or 323
2. European History: 257, 286, 334 or 362
3. Non-Western History: 242, 264, 330

HISTORY

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 write his or her thesis in the Senior Seminar (HI 490) 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: Any three of the following: HI 225, 229, 246, 286, 322, 325 or 362.

Global Justice and Human Rights: Any three of the following: HI 201, 227, 235, 236, 237, 321, 330, 334 or 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 or 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 (may be waived in consultation with the Department Chair)

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 responsible citizens. The History Department has created partnerships with the International Rescue Committee, 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.

AMERICAN STUDIES (B.A.)

American Studies at Wagner is an interdisciplinary program that studies the history, culture, and society of the diverse peoples primarily, but not exclusively, within the United States. The American Studies major enables students to pursue a liberal arts education by focusing on American society and culture in the past and present. Instead of specializing in one of the traditional disciplines, the major combines several disciplines in the sequence of courses to fulfill its requirements.

Students majoring in American Studies receive a solid grounding in American History and culture to better understand its evolution; in the study of American political institutions and American political culture to help them analyze the role of power, institutions, and policies that shape American society; and in the study of literature to experience American society from varied perspectives with particular attention to race, class, gender, and ethnicity.

Students majoring in American Studies benefit from a range of disciplinary approaches. A grounding in American history and culture helps them better understand its evolution. The study of American political institutions and political culture helps them analyze the role of power, institutions, and policies that shape American society. The study of literature invites them to experience American society from varied perspectives with particular attention to race, class, gender, and ethnicity.

Completing a degree in American Studies prepares students to enter a range of graduate and professional programs, including law school, doctoral programs, and others. The skills acquired in the program are also useful for work in non-profit organizations, activist groups, media, government, and cultural and artistic fields, to name a few.

HISTORY

American Studies students are strongly encouraged to take courses in languages other than English.

REQUIREMENTS FOR A MAJOR IN AMERICAN STUDIES (B.A.)

A minimum of 11 units in the following distribution:

Foundation Courses (5 Units out of the following 6)

History — HI297, HI236

English Literature — EN226, EN216

Government and Politics — GOV103, GOV316

Electives (4 Units)

Majors must take 4 units spread out across at least 2 disciplines. Three of these units must be at 200-level or above from the list of courses that appears below.

Senior Learning Community (2 Units)

Majors will consult with their advisor to determine which SLC is appropriate for their concentration. Students will normally complete their SLC requirement in History, though some exceptions may be permitted in consultation with the chair of the History department.

History Senior Seminar: HI490

History Senior Reflective Tutorial: HI400

Areas of Concentrations

Students must choose an area of concentration by the beginning of their junior year:

- African American Studies
- Government and Politics
- History
- Literature

*Requirements for African American Studies Concentration

In addition to the Foundation Course requirements students must complete a total of 4 electives within the field of African American History, Literature, Government and Politics, and or Sociology. Three of these courses must be at the 200-level or above from at least two disciplines.

AMERICAN STUDIES COURSES

Anthropology

AN235 North American Archaeology: The Prehistory of Native Americans

AN238 Pre-Inca Cultures of the Ancient Andes

Art and Film Studies

AR 200 Making and Seeing Art in NY

AH 215 American Art History

FM 291 Hollywood and the US Film (provisional course until assigned a permanent course number)

FM 291 Television Theory (provisional course until assigned a permanent course number)

English

EN-216 African-American Literature
 EN-226 American Cultures and Literatures
 EN-227 American Literature from Its Origins to 1865
 EN-228 American Literature from 1865 to the Present
 EN-332 Pirates, Puritans, and the Revolutionary Atlantic World
 EN-342 The Contested South
 EN-348 Southern Women Writers

Government and Politics

GOV 103 American Government and Politics
 GOV 205 Urban Politics
 GOV 211 Public Administration
 GOV 212 Congress and National Policy Making: the Legislative Process
 GOV 213 The Presidency
 GOV 215 Law and Justice in America
 GOV 217 Parties, Elections and the Mass Media
 GOV 235 Riots, Rebellions and Revolutions
 GOV 249 US Military Interventions in Latin America
 GOV 253 The Politics of Terrorism
 GOV 268 African American Political Thought
 GOV 272 Feminist Political Thought
 GOV 291 American Dream as Ideology
 GOV 316 Constitutional Law
 GOV 317 Civil Liberties and Human Rights
 GOV 355 United States Foreign Policy
 GOV 356 U.S.-China Relations

History

HI 103 American History Survey Before the Civil War
 HI 216 Slaves, Masters, Po' Whites and People of Color
 HI 221 The U.S. and World War II
 HI 225 History of New York City
 HI 226 Topics in the History and Politics of Gender
 HI 229 Museums, Myths, and Memories
 HI 231 The 1960s in America
 HI 236 History of The Civil Rights Movement
 HI 248 African American History I, 1619-1865
 HI 249 African American History II, 1865-1968
 HI 250 History of Science and Medicine in America
 HI 273 The Environmental History of New York City
 HI 275 Bringing the Past to the Public
 HI 297 Historian As Detective
 HI 315 American Social History I
 HI 321 History of New World Slavery
 HI 324 History of Beer, Brewing, and Drinking in America

HISTORY

HI 323 Riots and Rebellion in Early America

HI 345 Global History of Food

Modern Languages, Literatures and Cultures

FR 242 Francophone Culture and Civilization

FR 352 Cities in the Francophone World

SP 213 Hispanic Literature in English Translation

SP 231 Artistic Adventures: Spanish Composition and Conversation

SP 232 People and Politics in the Hispanic World

SP 310 Voces Hispanas: An Introduction to Literature in Spanish

SP 314 Topics in Hispanic Cinema

SP 347 Love, Madness, and Death in Latin American Literature

Philosophy

PH203 Ethics and Society

Sociology

SO103 American Society and Its Social Problems

SO215 Race and Ethnic Relations

SO218 Popular Music and Social Change in the 1960s

SO300 Law and Society

SO305 Criminology

SO306 Crossing Borders: Immigration and American Identities

SO315 Social Stratification

Theater

TH 218 History of American Film

TH 235 Musical Theatre History - Background and Analysis I

TH 250 The Movie Musical

REQUIREMENTS FOR A MINOR IN AMERICAN STUDIES (5 Units)

HI297 or HI236 and four units from at least 3 disciplines out of the list above.

AFRICAN AMERICAN STUDIES (MINOR)

The African American Studies minor is an interdisciplinary course of study that critically engages students in the historical, literary, sociological and political aspects of African American culture, life and history in the United States. Students who minor in African American Studies learn how African Americans helped shape American history and culture and continue to transform it today.

REQUIREMENTS FOR A MINOR IN AFRICAN AMERICAN STUDIES

Five (5) units with the following distribution are required for the minor- with no more than a total of 2 courses in any one discipline.

Foundation Courses (3):

One unit each in HI, GOV and EN

History: HI236, 248, or 249

Government: GOV215, 268, or 317

English: EN216, 332, or 342

Electives (2):

Two additional units

Course Offerings for African American Studies Minor:

History

HI 216 Masters, Slaves, Po' Whites and People of Color. (H) (LL) (RR) (T)

HI 236 History of the Civil Rights Movement. (H) (LL) (UU) (WC)

HI 248 African American History I, 1619-1865. (H) (L) (WC) (UU)

HI 249 African American History II, 1865-1968. (H) (L) (WC) (UU)

HI 321 History of New World Slavery. (H) (LL) (UU) (T)

English

EN 216 African American Literature. (H) (RR) (UU) (WC)

EN 226 American Cultures and Literatures. (H) (RR) (UU) (WC)

EN 332 Pirates, Puritans, and the Revolutionary Atlantic World. (H) (RR) (UU) (WC)

EN 342 The Contested South. (H) (R) (UU) (WW)

EN 348 Southern Women Writers. (H) (R) (UU) (WW)

Government and Politics

GOV 103 American Government and Politics. (S), (O) (WC) (R)

GOV 215 Law and Justice in America.(S), (RR) (UU)

GOV 235 Riots, Rebellions and Revolutions (S), (WW) (U)

GOV268 African American Political Thought. (S), (RR) (UU)

GOV 317 Civil Liberties and Human Rights. (S), (RR) (UU)

Music

MU209 Jazz and Blues (A), (C), (UU)

Sociology

SO 103 American Society and Its Social Problems. (S) (Q) (R) (UU)

SO 215 Race, Ethnicity, and Society. (S) (R) (UU) (WC)

SO 218: Popular Music and Social Change in the 1960s (S) (UU)

CITY STUDIES (MINOR)

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.

HISTORY

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 205 or HI 225

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, 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.

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.

COURSE DESCRIPTIONS

AMERICAN

HI 103 American History Survey to the Civil War. (H) (L) (R) (WC) One unit. An introduction to the social, cultural, political, and economic history of the nation from the conquest and colonization of North America to the reunification of the United States at the end of the Civil War. Topics include: How did Europeans, Indians, and Africans give meaning to their experiences in the “New World” created by European colonization? How were the cultures of each group transformed by their interaction? How and why did the institution of slavery begin? How was the egalitarianism of the American Revolution reconciled with the reality of American slavery? What did “democracy” mean to the Revolutionary generation and which philosophical ideas most influenced the structure of government in the new nation? How did the rise of capitalism transform gender roles in American society? What has been the relationship between democracy and capitalism? How did the political controversy over slavery cause the American Civil War? *Offered as required.*

HI 104 American History Survey Since the Civil War. (H) (R) (L) (U) 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.

HI 214 The Civil War and Reconstruction. (H) (L) (R) (T) 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?

HI 216 Masters, Slaves, Po’ Whites and People of Color. (H) (LL) (RR) (T) One unit. The development of a slave society in the antebellum south and the emergence of a segregated, “Jim Crow” society in the twentieth century..

HI 221 The US and World War II. (H) (O) (RR) (WC) *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.

HI 225 History of New York City. (H) (WC) (LL) (R) *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?

HI 226 Topics in the History and Politics of Gender. (H) (L) (R) (WC) *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.

HI 229 Museums, Myths, and Memories. (H) (RR) (U) (WC) *One unit.* How do Americans remember and memorialize the past? How do museums decide what to display and how to tell complicated, even painful stories about our national history? The purpose of this course is to examine the ways in which historical events are recorded, interpreted, and distributed to public audiences in the United States. We will consider a variety of ways in which historical narratives are created and transmitted: museums, memorials, holidays, historical sites, consumer goods, tourism, films, textbooks, and more. We will visit several key sites in New York City, including the African Burial Ground, the 9/11 Museum and Memorials, the New York City Archaeological Collection, and Historic Richmond Town in Staten Island.

HI 231 The 1960s in America. (H) (RR) (U) (WC). *One unit.* This course examines one of the twentieth century's most tumultuous decades. From the War in Vietnam to the battle for civil rights, from atomic power to Flower Power, the story of the 1960s is full of fault lines – the moment the post-World War 2 consensus of the 1950s seemingly fell to pieces. Looking at the “Sixties” broadly – from the late 1950s until the end of the Vietnam War in 1975 – this course will cover the Cold War, the space race, the Civil Rights Movements, women's liberation, gay rights, counterculture, the anti-war movement, environmentalism, and more.

HI 236 History of the Civil Rights Movement. (H) (LL) (UU) (WC) *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.

HI 240 Museum and Gallery Studies. (A) (C) (H) (O) (WC) One unit. This course introduces students to contemporary thought and practice in the making, exhibiting and marketing of visual art. The display of art throughout history and its relation to and impact on society will be investigated. 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 design and install an exhibit in the Wagner College Gallery. This course is ideal for any student interested in visual culture, the arts, history, or marketing. *Cross-listed as AH 221 and AR 221.*

HI 248 African American History I, 1619-1865. (H) (L) (WC) (UU) 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.

HI 249 African American History II, 1865-1968. (H) (L) (WC) (UU) 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.

HI 250 History of Science and Medicine in America. (H) (L) (RR) (WC) One Unit. Americans usually think of the development of science and medicine as a story of steady, continuous progress from the primitive, often superstitious past to the advanced, ever-

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improving present. In reality, the evolution of scientific and medical knowledge has looked less like a straight line and more like a twisting tree with fragmenting limbs and numerous dead branches. This course will examine the ways in which various groups of Americans have argued about truth, competed for legitimacy, and undergone paradigmatic reversals in the complicated and often confused path towards the place we stand today. Topics to be covered include germ theory, climate change, the internet, the weaponization of technology, alternate medicines, and more.

HI 273 The Environmental History of New York City. (H) (RR) (L) (WC) One Unit. Living in New York today, outside of a few parks, it can be difficult to find the things we usually associate with “nature:” forests, mountains, wildlife, wetlands and marshes, and the like. Indeed, if anything, this city seems to be defined by a lack of the “environment.” But New York is, and always has been, shaped by the distinctive set of natural, geographical, and biological features that surround us. This course examines these environmental forces: New York was born as a water city. How will our future be affected by the threats of climate change and rising seas? Where have New Yorkers found the food, drinking water, and clean air we need, and how have we gotten rid of the garbage we don’t want? What about the city’s non-human residents – from the horses and pigs of the nineteenth century, to the pigeons, rats, and bedbugs of today? This course will demonstrate that “city” and “environment” are not antithetical terms, but rather that New York’s past and future are inseparably tied to the place in which we live.

HI 275 Bringing the Past to the Public. (H) (RR) (U) (WC) One unit. How do Americans remember and memorialize the past? How do museums decide what to display and how to tell complicated, even painful stories about our national history? The purpose of this course is to examine the ways in which historical events are recorded, interpreted, and distributed to public audiences in the United States. We will consider a variety of ways in which historical narratives are created and transmitted: museums, memorials, holidays, historical sites, consumer goods, tourism, films, textbooks, and more. We will visit several key sites in New York City, including the African Burial Ground, the Museum of the City of New York, and the New York City Archaeological Collection.

HI 321 History of New World Slavery. (H) (LL) (UU) (T) 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.

HI 322 History of Minorities in the Media. (H) (R) (WC) (UU) 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).

HI 323 Riots and Rebellion in Early American History. (H) (RR) (WW) (U). One unit. This course seeks to locate the origins of American politics, culture, and society in the tumultuous and often unruly period stretching from the arrival of first European colonists in the early 1600s through the American Revolution and into the nineteenth century. Special attention will be paid to the complicated and contested interactions between Europeans representing various empires, the indigenous populations of the Americas, and the millions of enslaved Africans carried across the Atlantic to work in the New World. Topics to be covered include European Empires' battles to control the Atlantic World, slavery and slave rebellions, early American gender roles, the American independence movement, the Constitution, and more.

HI 324 History of Beer, Brewing, and Drinking in America. (H) (RR) (WW) (U) One unit. This course examines the production and consumption of alcohol as a lens to understand major trends in American history from before European settlement to the present. From the first European colonists who drank beer instead of unreliable drinking water, to generations of immigrants who introduced new styles, to the modern resurgence local, microbrew movements in places like Brooklyn, NY and Portland, OR, beer has often been seen as central to American culture. Topics to be covered include but are not limited to: alcohol as a driver of colonial economies, the effects of immigration on drinking culture, anti-immigrant stereotypes, 19th century temperance movements, prohibition, the brewing industry as emblematic of the general rise and fall of manufacturing in America, changing understandings of alcoholism as a public health issue, and the rise of international brewing conglomerates as a mirror of broader processes of globalization.

HI 325 Immigrant NYC, 1800-Present. (H) (LL) (U) (WW) One unit. Listen to the voices of the "huddled masses yearning to breathe 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.

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EUROPEAN

HI 111 Global Encounters to 1600. (H) (RR) (U) (WC) *One unit.* This course will examine Europeans and their neighbors from the end of Roman domination of the Mediterranean Sea, through the rise of Christianity and Islam, to the development of Western European monarchies and related global economic relationships. How did people and institutions exercise political, spiritual, economic and cultural power in the past—and what caused those power relationships to change over time? 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, see films, and visit the Metropolitan Museum of Art.

HI 227 The Exercise of Leadership. (H) *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.

HI 252: Ancient Mediterranean Cities. (H) (O) (WW) *One unit.* Traces the development of urban civilizations in the ancient Mediterranean basin, and focuses on life in Greek and Roman cities. How do modern historians use archeology, textual evidence and art to recover the conditions of ancient urban life? We will study social class, gender, urban politics, democracy, imperialism and warfare, slavery and cultural identity, theater and spectacle, food and gastropolitics, and evolving civic ideals in the city of Rome and its provinces.

HI 253 The World of the Crusades. (H) (RR) (WW) (O) *One unit.* Western Europe between 1000 and 1350, a time of intense creativity, expansive growth, and significant interactions with non-Christian, non-European neighbors. We will focus on the material conditions of daily life, the rise of commerce, and changing power relationships between rich and poor, women and men, young and old, clergy and laymen. We will immerse ourselves in the world of the Crusades by playing a complex role-playing game that invites students to “react to the past.” The course will end with an in-depth look at ways that famine and plague disrupted this medieval world during the fourteenth century.

HI 257 Gender, Power and Identity in Europe before 1800. (H) (RR) (WW) *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.

HI 258 Reformation and Revolution in Early Modern Europe. Old: (I), New: (H) (WW) (O) One unit. Beginning with the transformational impact of Martin Luther's ideas on the early modern world, we will study the repeated cycles of bubonic plague, the uses of the printing press, the intersection of oral and print culture, the religious wars between Protestants and Catholics, witchcraft, and the rites of violence. Students will do in-depth research on early modern European witch trials. We will also explore how contemporary websites dedicated to Wicca and paganism use the history of early modern witchcraft to lend legitimacy to modern practices.

HI 260 Darwin, Marx and Freud. (H) 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.*

HI 269 Modern France and the World. (H), (LL) 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.

HI 286 On the Screen: Gender, Class, and Culture in Film. (H) (R) (UU), (WW) 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.

HI 334 Nazi Germany and the Holocaust. (H) (R) (WW) (UU) One unit. This course will challenge students to think about their own responsibilities in the face of prejudice, anti-Semitism, racism and genocide. We will study the political, economic and cultural factors that account for the rise of Nazism and its tragic impact on men and women in Germany and throughout Europe in ghettos and death camps. We will consider the role of perpetrators, bystanders, victims and resistance in Nazi Germany, Fascist Italy, Vichy

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France and other nations through eyewitness accounts, documents, films and scholarly sources. Among the questions we will address: how did anti-Semitism and discrimination escalate to extermination of the Jews, the mentally and physically handicapped, “gypsies” (Sinti and Roma peoples), homosexuals and others? What was the role of the church and big business? Could the United States have done more during the Holocaust and other genocides, as in Armenia, Kosovo and Rwanda? The course includes a trip to the National Holocaust Museum in Washington D.C.

HI 345 Global History of Food. (H) (U) (LL) (WW) 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.

HI 362 Renaissance Italy 1300–1600. (H) (O) (L) (WW) 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.

NON-WESTERN AND GLOBAL PERSPECTIVES

HI 120 Global History. (H) (R) (UU) (WC) 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-western 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.

HI 234 History and Politics of East Asia. (H) (L) (RR) (U) 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/GOV234.*

HI 242 Modern African History. (H) (LL) (RR) (UU) 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 ethnicity in order to present the diversity and complexity of modern Africa. *Cross-listed w/GOV242.*

HI 264 Islam in the World. (H) (LL) (R) (UU) 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."

HI 330 Empires and Imperialism. (H) (L) (UU) (WW) *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.

GENERAL

HI 291 Special Topics. (H) *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.

HI 297 The Historian as Detective: Exploring the City. (H) (LL) (T) (WW) *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 on line, 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. *Only open to History majors or minors.*

HI 394 Practicum in History. (H) *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 BA in History. Consult the department chair for further information.

HI 400 Senior RFT: Going Global. (H) (L), (RR) *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.

HI 490 Making History and History Makers. (H) (O) (LL) (WW) 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.

HI 493 Independent Study. (H) 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? (L) (R) (WC) (H)

HI 130 Revolutionary Cities: From Paris to Tehran. (H)

HI 201 History of International Human Rights. (H)

HI 230 The Vietnam War. (H)

HI 235 Native American History. (H)

HI 315 American Social History I. (H)

HI 316 American Social History II. (H) (LL) (RR) (WC)

HI 252 Ancient Mediterranean Cities. (H) (R) (WW) (UU)

HI 253 The World of the Crusades. (H) (RR) (WW) (U)

HI 254 After the Black Death, 1348–1750. (H)

HI 284 Women and Men in Modern Europe and the World. (H)

HI 347 Global Cities. (H)

HI 356 Middle Eastern History and Politics. (H)

HOLOCAUST AND HUMAN RIGHTS STUDIES (MINOR)

The minor in “Holocaust and Human Rights Studies” will train students to critically examine political and cultural events—both historical and contemporary—using the inter-related frameworks of human rights, ethical and moral philosophy and international law. The study of state-sponsored crimes against humanity, the impact of extreme nationalism, the use of the media in spreading racism, discrimination and prejudice, the demise of democracy, the power of resistance and rescue networks and the cultivation of empathy, courage and memory through film, the arts, and the social sciences, requires a multidisciplinary approach. The study of the Holocaust and genocide in Bosnia, Rwanda and other nations offers important insight into behaviors such as obedience to authority, conformity, altruism, and civil courage.

This minor encourages students to recognize how human rights are intertwined with fields as disparate as education, medicine, international law, theater and art history. Completion of the Minor in Holocaust and Human Rights Studies helps students to prepare for further studies or careers in law, social and governmental service, including education, as well as the arts.

REQUIREMENTS FOR A MINOR IN HOLOCAUST AND HUMAN RIGHTS STUDIES

A minimum of 5 units with the following distribution:

Foundation course – 1 unit from this list:

AH 491: Art and Aesthetics in the Third Reich

EC312: Economic of Genocide

HI280: The Holocaust in Film, Theater, Video and the Arts

HI334: Nazi Germany and the Holocaust

Electives – 4 units:

Students must take four more courses from the additional electives (listed below).

Electives must be drawn from at least two different disciplines.

EC414: Economics of Discrimination

EN314: Post-Colonial Literature.

GOV235: Riots, Rebellions and Revolutions

GOV313: Ethics and Public Policy

GOV317: Civil Liberties and Human Rights

HI 221: The United States in World War II

HI236: Civil Rights Movement

HI321: New World Slavery

HI325: Immigrant New York City

HI345: Global History of Food

JR373: Ethics in Journalism

MG333: Workforce Diversity in Organizations

PH103: Contemporary Moral Problems

PH109: Political Philosophy

PS240: Psychology of Prejudice

SO215: Race & Ethnic Relations

SO306: Crossing Borders: Immigration & American Identities

SW292: Introduction to Social Policy

Any intermediate foreign language class or above.

Students may petition for Special Topics courses and Expanding Your Horizons courses to count towards the minor.

Independent Study or Internship Credit is also possible.

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INFORMATION SYSTEMS (B.S.)

(Housed in the Mathematics and Computer Science Department)

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 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. The IDS major is under the supervision of the Dean of Integrated Learning.

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:

Interested students should begin by notifying the Dean of Integrated Learning of their intention to pursue the IDS. Students must then identify a primary faculty advisor with whom they will work to 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. Students and the primary advisor must then collect the signatures of all faculty and department chairs, as specified on the form. The student will then submit the complete proposal to the Dean of Integrated Learning who will forward it for other approvals as specified on the form. The proposal form must be submitted by the start of the spring semester of the sophomore year.

JOURNALISM (COURSES, MINOR)

(Housed in the English Department)

MANAGEMENT (COURSES, MINOR)

(Housed in the Business Administration Department)

MARKETING (COURSES, MINOR)

(Housed in the Business Administration Department)

MATHEMATICS AND COMPUTER SCIENCE

DEPARTMENT

The Mathematics and Computer Science Department offers the following programs:

- Computer Science (B.S., minor)
- Information Systems (B.S., minor)
- Mathematics (B.S., minor)
- Dual Degree in Mathematics and Childhood Education (B.S., housed in Education Department)

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.

The Senior Learning Community represents the culmination of the major and is designed to prepare our majors for advanced studies or for careers in teaching, computing, telecommunications and networking, system analysis, or consulting. The SLC consists of an advanced course (CS/IS 453 or CS/IS 550) and an RFT (CS/IS 400), in which students either complete a field experience at an approved computer science facility or develop and finalize a theoretical research project

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, and 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).

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

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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.

The Senior Learning Community represents the culmination of the major and is designed to prepare our majors for advanced studies or for careers in teaching, computing, telecommunications and networking, system analysis, or consulting. The SLC consists of an advanced course (CS/IS 453 or CS/IS 550) and an RFT (CS/IS 400), in which students either complete a field experience at an approved computer science facility or develop and finalize a theoretical research project.

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.

COURSE DESCRIPTIONS

CS 106 Computer Competency Fundamentals. (TT) 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. (TT) 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, HTML language, and basics of JAVA programming. This is a course for non-computer science majors. *Offered fall and spring semesters.**

CS/IS 110 Introduction to Information Technology. (TC) (TT) One unit.

Fundamentals of Information Technology Management. Analysis of a typical IT organization, its structure, roles and operation. Management of common IT products and services. Management of projects, including building requirements, timelines, budgets and risk registers. *No prerequisites. Offered fall and spring semesters.**

CS 130 Introduction to Programming. (TT) 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. (TT) 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. (TT) 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. (TT) 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 Horrman 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. (TT) One unit. Point and line drawing techniques, planar transformations, clipping, windowing, graphics packages, survey of graphics hardware,

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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. (TT) One unit. Arrays, stacks, queues, lists, trees, with applications to sorting and searching. *Prerequisite: CS 142. Offered fall semester.**

CS 252 Assembler Language. (TT) One unit. Data representation, instruction type and format, branching, stacks, subroutines, procedures, assembling, linking, and macros. *Prerequisite: CS 142. Offered spring semester.**

CS 260 Excel for the Business Professional. (TT) One unit. Students will learn how to use Microsoft Excel and Access as well as other components of the Office Suite to create worksheets and charts. Various ways of formatting and how to effectively use formulas and functions in a variety of business scenarios will be stressed. Exploration of what-if analysis and work with multiple worksheets and workbooks will enhance their overall business acumen. Financial functions, Excel stock-data web queries, database tables and amortization schedules will be included in the course work. Other tools which will be incorporated are trend lines, pivot tables, pivot chart reports and slicers. Formula auditing, data validation and complex problem solving will be included in a semester project. Lastly, mastery of macros and visual basic applications (VBA) will round out the Excel immersion.

CS 291 / IS 291 - Special Topics: Intro to Information Technology

Topics selected according to the students interest and faculty availability. This course will provide the students with an opportunity to study a particular area related to their major that may not be provided in regular offerings. It will be offered periodically as needed.

CS/IS 325 Theory of Computation. (TT) One unit. Mathematical foundations of computer science. Formal languages: lexical, context-free, context-sensitive, type 0. Automata: Finite, Push-down, Linear-bound Turing machines, Chomsky's hierarchy. *Cross-listed with MA 325. Prerequisites: CS 130, MA 230 or instructor's permission. Offered spring semester.*

CS/IS 343 A Comparative Study of Contemporary Operating Systems. (TT) 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. (TT) 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. (TT) 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. (TT) 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 (TT) 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.**

CS/IS 353 Computer Networks, LAN and WAN Technologies and Techniques. (TT) 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. (TT) 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. (TT) 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. (O) (TT) (WC) 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. (TT) 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

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database queries in SQL, integrating the techniques of database programming and interfacing into the World Wide Web. *Prerequisite: CS 142. Offered fall semester.**

CS/IS 453 Operating Systems. (TT) Capstone course. One unit. History of operating systems; console operation, batch mode, multiprogramming, timesharing, and real-time systems. File management, job scheduling, memory management, device management, processes, semaphores and concurrent programming, virtual machines, and computer networks. *Offered spring semester.**

CS 456 Compilers. (TT) 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. (TT) 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. (TT) 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. (TT) 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. (TT) 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 (TT) 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. (TT) 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.*

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

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.

The Senior Learning Community represents the culmination of the major and is designed to prepare our majors for advanced studies or for careers in teaching, computing, engineering, statistics, or actuarial science. The SLC consists of one advanced course (MA 321, MA373, MA420, or MA431) and an RFT (MA 400), in which students either complete a field experience at an approved facility or they develop and finalize a theoretical research project.

REQUIREMENTS FOR MAJOR IN MATHEMATICS (B.S.)

A minimum of 16 units with the following distribution:

Core Mathematics requirements—6 units

MA 121, 122, 223, 230, 232, 233.

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 Higher.

REQUIREMENTS FOR A DUAL MAJOR OF MATHEMATICS AND CHILDHOOD EDUCATION (B.S.)

For the Education component of the dual major consult the Education section of this Bulletin. The Mathematics component of the dual major consists of a total of 10 (9 units + 1 cognate) including the following courses:

Core Mathematics requirements—7 units

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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. (M) (Q) One unit. Basic techniques of statistical analysis of single, bivariate and multivariate data, including regression and correlation, probability and probability distribution of discrete and continuous variable, estimation and hypothesis testing, using Normal, t, and F distribution. Application to Economic and Business with Microsoft Excel data analysis. Credit can only be earned for one course in statistics (MA 108, 109, or 118). Offered Fall and Spring semester.

MA 109 Elementary Statistics. (M) (Q) One unit. The basic techniques of statistical analysis of single, and bivariate data, including regression and correlation, probability and probability distribution of discrete and continuous variable, estimation and hypothesis testing, using Normal, t, F and Chi-square distribution. Application to natural and social sciences with Microsoft Excel data analysis. Credit will only be given to MA 108, 109, or 118. Offered Fall and Spring semesters.

MA 118 Elementary Probability and Statistics. (M) (QQ) One unit. The basic techniques of counting methods and discrete probability, descriptive and sampling statistics, statistical analysis of single, and bivariate data, including regression and correlation, probability distribution of discrete and continuous variable, estimation and hypothesis testing, using Normal and t-distribution. Credit will only be given to MA 108, 109 or 118. *Offered fall and spring semesters.*

MA 119 Finite Mathematics. (M) (QQ) One unit. 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, statistics, vectors, matrices and linear programming. *Offered fall and spring semesters.*

MA 121 Analytic Geometry and Calculus I. (M) (QQ) 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. (M) (QQ) 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. (M) (QQ) 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 125 Thinking Mathematically: From Number Lines to Calculus (M) (QQ) One unit. This course is designed to provide foundational perspectives about mathematics concepts and skills that will allow educators, from pre-K to secondary school, to effectively open the discipline of mathematics to their future students so they can successfully navigate STEM field gatekeeping courses. Course topics focus on mathematical thinking and how to support students through their fears and anxieties about math so they can develop an appreciation of and competence in the discipline. Exploration of international approaches to teaching mathematics form the basis for exploring how the nation might improve the teaching of math in the U.S. In addition, students improve their own mathematics skills through self-assessment and self-paced study using web-based resources. *Prerequisite: MA 119 or higher.*

MA 223 Analytic Geometry and Calculus III. (M) (QQ) 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. (M) (QQ) 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 232 Linear Algebra. (M) (QQ) One unit. Linear systems, vectors, matrices, determinants, vector spaces, dot and inner space products, Eigenvalues, Eigenvectors, and linear transformation. *Prerequisite: MA 121 or 124. Offered Fall semester.*

MA 233 Differential Equations. (M) (QQ) One unit. Ordinary differential equations of the first and second order, existence and uniqueness of solutions, linear differential equations, power series solutions, Laplace transforms, with applications to geometry and physics. *Prerequisite: MA 122. Offered Spring semester.*

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MA 291 Special Topics: Intro to Information Technology. Topics selected according to the students interest and faculty availability. This course will provide the students with an opportunity to study a particular area related to their major that may not be provided in regular offerings. It will be offered periodically as needed.

MA 316 Operations Research. (M) (QQ) One unit. Optimization, linear programming, simplex method, duality, sensitivity analysis, networks, transportation, and forecasting models. *Offered Spring semester of even-numbered years.*

MA 321 Advanced Calculus. (M) (QQ) One unit. Continuation of MA 223. It covers advanced topics of vector integral calculus such as line and surface integrals, divergence theorem, theorems of Green and Stokes, and their applications to the physical sciences. This course serves the needs of students in mathematics, physics and engineering. Prerequisites: MA 223. *Offered fall semester. Periodically offered spring semester; consult department chair.*

MA 322 Complex Variables. (M) (QQ) 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. (M) (QQ) 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. (M) (QQ) One unit. Capstone course. Basic laws of probability, discrete and continuous random variables, expectations, and the Central Limit Theorem. *Offered Fall semester of odd-numbered years.*

MA 397 Mathematics Experience. (M) (QQ) 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. (M) (O) (QQ) (WC) 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 420 Real Analysis. (M) (QQ) One unit. Capstone course. A rigorous discussion of real numbers, the topology of the real line, continuous, differentiable, and Riemann integrable functions, sequences and series of numbers and functions. *Prerequisites MA 122, MA 230. Offered spring semester of even numbered years.*

MA 421 Topology. (M) (QQ) One unit. 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 431 Abstract Algebra. (M) (QQ) One unit. Capstone course. Groups, rings, integral domains, fields. *Offered fall semester of even-numbered years.*

MA 433 Theory of Numbers. (M) (QQ) One unit. Divisibility, congruence, theorems of Wilson and Fermat, linear diophantine equations, and elements of coding theory and encryption. *Prerequisite: MA 230. Offered Fall semester of even-numbered years.*

MA 441 Modern Geometry (M) (QQ) 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. (M) (QQ) One unit. A survey of the development of mathematics from ancient to modern times. *Prerequisite: junior standing.*

MA 482 Numerical Analysis. (M) (QQ) 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 Spring semester of even-numbered years.*

MA 497 Mathematics Experience. (M) (QQ) 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. (M) (QQ) 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. (M) (QQ) 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 (M) (QQ) 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*

MODERN LANGUAGES, CULTURES AND LITERATURES DEPARTMENT

Wagner College has a lively Modern Languages department that offers a wide range of courses in American Sign Language, Arabic, French, German, Italian, and Spanish. Majors are offered in Spanish and French Studies. Minors are offered in French, German, Italian, Middle Eastern Studies, and Spanish. Through our programs of study, students will develop skills of communication, analysis, interpretation and critical inquiry, and they will build a linguistic and cultural awareness that will enable them to experience the world differently through the myriad cultures of the planet.

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.

Please note: Taking two related courses while studying abroad fulfills the intermediate learning community (ILC) requirement.

The Modern Languages Department offers the following programs:

- French Studies (B.A., minor)
- Spanish (B.A., minor)
- Dual Degrees in French or Spanish and Childhood Education (B.A., housed in Education Department)
- Italian (minor)
- German (minor)

FRENCH STUDIES (B.A.)

This interdisciplinary major emphasizes communication skills, cultural awareness and an appreciation of literature, music and film. All classes are taught entirely in the target language and use proficiency-based methodologies. Appropriate technology including stream movies, online Super Sites and conversation platforms with native speakers enhance language study. Wagner's study abroad programs also provide excellent opportunities for students who wish to become fluent in French through short-term faculty led trips to Canada, Europe 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. The Modern Languages Department supports students interested in Civic Engagement initiatives. By combining a major in French Studies with a major in another discipline, students can prepare for graduate school and careers in government, public relations, marketing, advertising, business, law, health professions, bilingual counseling, translating, journalism, editing and publishing, and teaching. Further options for students interested in pursuing the study of French at Wagner include the dual major in French Studies and Childhood Education.

The Senior Learning Community includes the RFT (FR 400) taken alongside a capstone course (one of a selection of 300-level French literature, film or culture courses). While

taking into account the content covered in the capstone course, in the RFT students will review, refine and develop their language and research skills to produce a senior thesis. The RFT also includes supervised work at a cultural institution or in a community organization within the Metropolitan area where students could be actively using their French skills.

REQUIREMENTS FOR A MAJOR IN FRENCH STUDIES

A minimum of 11 units with the following distribution, with a maximum of 4 courses permitted in English. Students may complete their French Studies major abroad by taking approved elective classes in a French-speaking country.

Required courses – 5 units as follows:

FR 111, 112, 231, 232, 251

Electives – 4 units to be chosen from among the following:

FR 107, 230, 234, 241, 242, 291, 310, 320, 333, 334, 335, 346, 351, 352, 355, 356, 423, 593
ML 316

AH 112, 213, 321, 326

EN 232, 255

HI 112, 269, 284, 286

GOV 232

Senior Learning Community – 2 units

FR 400 taken concurrently with one of a selection of 300-level classes offered on a rotating basis. This course includes an experiential component.

REQUIREMENTS FOR A DUAL MAJOR IN 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: 111, 112, 231, 232, 251, and five 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.

FRENCH (MINOR)

The minor in French provides students with a solid linguistic and cultural foundation for a globalized world. Students will reach a level of proficiency in speaking, listening, reading, and writing, while also acquiring knowledge in the literatures and cultures of the francophone world. All classes are taught entirely in the target language and use proficiency-based methodologies. The minor is especially useful for students who plan on studying, working, volunteering, or traveling abroad. Wagner's study abroad programs provide excellent opportunities in a variety of countries through the short-term Expanding Your Horizons Program or longer experiences during the summer or the semester. The French minor complements a wide array of majors, such as art history, film and media studies, history, music, theatre, sociology, economics, and international or comparative politics.

REQUIREMENTS FOR A MINOR IN FRENCH

A minimum of 6 units, including the elementary level. One class may be taken in English. Students may complete their French minor abroad by taking approved elective classes in a French-speaking country.

COURSE DESCRIPTIONS

FR 105 Basic Intensive French I. (H), (U) 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 on 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 on communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises, presentations and group conversation. *Prerequisite: 0-2 years of high-school instruction or permission of instructor. Offered as required.*

FR 106 Basic Intensive French II. (H), (U) 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 on communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises, presentations and group conversations. *Prerequisite: FR105, 1-2 years of high-school instruction or permission of instructor. Offered as required.*

FR 107 Accelerated Elementary French. (H), (U) 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. *Prerequisite: 1-2 years of high school instruction or permission of instructor. Offered spring semester.*

FR 111 Intermediate French I. (H), (O), (UU) One unit. This is a one-semester course for students who have completed both FR105 and FR106, 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 composé*, *imparfait* and *plus-que-parfait*) and learn a variety of vocabulary that relates to contemporary culture (telecommunications, film 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 on communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening

exercises and group conversations. *Prerequisite: FR106, FR107, 3 years of high-school instruction or permission of instructor. Offered fall semester.*

FR 112 Intermediate French II. (H), (O), (UU) *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 (film, music, and travel, 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 on communicating effectively in the language and include a variety of structured and unstructured oral exercises, listening exercises and group conversation. In particular, they are introduced to writing skills that enable them to write in response to literary and non-literary texts, and to prepare them for the expectations of writing at the advanced level. 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. *Prerequisite: FR111, 3-4 years of high-school instruction or permission of instructor. Offered spring semester.*

FR 230 The Art of the Flâneur: Paris in Literature, Art and Film. (H) *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 (EYH) Program.*

FR 231 Advanced French Composition and Conversation I. (H), (C), (OO), (UU) *One unit.* This class consists of intensive practice in written and conversational French. It is based on 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 fall semester.*

FR 232 Advanced French Composition and Conversation II. (H), (OO), (WC), (UU) *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

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unstructured oral activities, and composition. Particular emphasis is placed on developing solid writing skills as a preparation for the long papers required in upper-level courses.

Prerequisite: FR231 or equivalent. Offered spring semester.

FR 234 Introduction to French Translation. (H), (RR), (WC), (UU) 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. (H), (RR), (WC), (UU) 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. Open to native speakers of French. Offered as required.*

FR 251 Introduction to Literature in French. (H), (RR), (WC), (UU) 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. Open to native speakers of French. Offered as required.*

FR 255 Sex and Gender in Medieval French Literature. (H), (RR), (WW), (U) 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. *Prerequisite: none. Cross-listed with EN 255. Offered as required.*

FR 310 Literature in Turn-of-the-Century Paris, Vienna, Berlin, and Barcelona. (H), (C), (RR), (WC), (U) 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 Arthur Rimbaud, Marcel Proust, Colette, Thomas Mann, and Rainer-Maria Rilke, this class will address the rise of psychoanalysis, the exploration of sexuality, and café culture. Students will visit several museums and galleries throughout the semester. This course is taught in English. *Prerequisite: none. Cross-listed with EN 310 and AH 326. Offered spring semester of odd-numbered years.*

FR 320 French Masterworks in Translation. (H) *One unit.* A survey of the great tradition in French literature from the sixteenth century Pléiade group through the seventeenth century dramatists, such as Voltaire and Rousseau and the nineteenth and twentieth century writers, such as Balzac, Hugo, Zola, Sartre, De Beauvoir, and Camus. In order to receive French credit students must read the works and write their papers and exam answers in French. This course is taught in English. *Prerequisite: none. Offered as required.*

FR 332 Voyages in 19th-Century Literature. (H), (RR), (UU), (WC) *One unit.* This course explores musical and literary works of 19th-century France that center around the idea of the voyage, be it imaginary or real. The course focuses not only on the conventional theme of travel; it also looks to the “voyage” as experienced through drug-induced dreams, the fantastic, and even the eyes of quirky scientists. This exploration of the 19th century will also consider the medium of music as a means of journey. *Prerequisite: FR 232 or permission of instructor. Open to native speakers of French. Offered as required.*

FR 333 Nineteenth Century French Literature. (H) *One unit.* Benjamin Constant’s *Adolphe*, Hugo’s poetry, Balzac’s *Sarrasine*, Baudelaire’s *Les Fleurs du Mal*, Zola’s *Thérèse 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 instructor. Open to native speakers of French. Offered as required.*

FR 334 Twentieth Century French Literature. (H) *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 Valéry, Gide, De Beauvoir, Sartre, Camus, Sagan, Duras, Genet, Barthes, Malraux, and Le Clézio. All work is in French. *Prerequisite: French 232 or permission of instructor. Open to native speakers of French. Offered as required.*

FR 335 French Beyond France: An Introduction to la Francophonie. (H) *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. *Prerequisite: FR 232 or permission of instructor. Open to native speakers of French. Offered as required.*

FR 346 A Window on France: French Survey. (H) *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 232 or permission of instructor. Open to native speakers of French. Offered as required.*

FR 351 French Women Writers in Translation. (H), (RR), (WW), (U) 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, Françoise Sagan, Colette, Nathalie Sarraute, Marguerite Duras, and Delphine de Vigan. This course is offered in English. *Prerequisite: none. Offered spring semester of odd-numbered years.*

FR 352 Cities in the Francophone World. (H) 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. *Prerequisite: French 232 or equivalent. Open to native speakers of French. Offered as required.*

FR/EN 356 French Cinema: Retrogrades, Rebels and Realists. New: (H), (R), (WW), (UU) 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. The class is writing-intensive and fulfills the International Perspectives requirement. This course is taught in English. *Prerequisite: none. Offered as required.*

FR 400 Senior Reflective Tutorial: French Expository Writing. (H), (RR), (WW), (UU) One unit. Taken alongside an upper-level French or Francophone literature, film or culture course, the Senior Learning Community 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. Depending on the nature of the experiential model, students will complete a 15-page research paper or a 30-page thesis in French. The first model 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. The second model consists of 30 hours of experiential learning and a 30-page senior thesis in French based on a cultural, literary, or cinematic theme selected by the student. For both models, there will be a formal research paper and a thesis defense at the end of the semester. *Prerequisite: French 251 or permission of instructor. Open to native speakers of French. Offered as required.*

FR 423 Contemporary French and Francophone Women Writers. (H), (RR), (WC), (U) 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.

Prerequisite: FR 251 or permission of instructor. Open to native speakers of French. Offered as required.

ML 316 International Filmmakers. (R), (WW), (UU) One Unit. How does film's visual language bring us closer to a country's culture? This course examines the various representations of cultural traditions through the works of some of the most influential and thought-provoking international filmmakers. Directors include Chantal Akerman (Belgium), Jean-Pierre Bekolo (Cameroon), Icíar Bollaín (Spain), Nuri Bilge Ceylan (Turkey), Arturo Ripstein (Mexico), Michael Haneke (Austria), Chen Kaige (China), Abbas Kiarostami (Iran), Krzysztof Kieslowski (Poland), Akira Kurosawa (Japan), Lucrecia Martel (Argentina), Walter Salles (Brazil), Ousmane Sembène (Senegal), François Truffaut (France), Paolo Virzì (Italy), and others. Students interested in languages, foreign cultures and travel will gain a deeper understanding on the notion of "otherness" as seen through the works of award-winning filmmakers. This course is taught in English. *Prerequisite: none. Offered as required.*

FR 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, as required.*

Modern Language—General

ML 291 Special Topics. One unit. A course dealing with the literature of either the Arabic-, German-, French-, Italian, or Spanish-speaking world, 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.*

SPANISH (B.A.)

The Spanish major emphasizes communication skills, cultural awareness and an appreciation of literature, art and film. All classes are taught entirely in the target language and use proficiency-based methodologies. Appropriate technology including stream movies, online Super Sites and conversation platforms with native speakers enhance language study. Wagner's study abroad programs provide excellent opportunities for students who wish to become fluent in Spanish through short-term faculty led trips to Colombia, Argentina, Cuba, and Spain on the Expanding Your Horizons Program. Students can also gain mastery through six-week, semester or year-long programs in a variety of countries. The Modern Languages Department supports students interested in Civic Engagement initiatives. By combining a major in Spanish with a major in another discipline, students can prepare for graduate school and careers in government, public relations, marketing, advertising, business, law, health professions, bilingual counseling, translating, journalism, editing and publishing, and teaching. Further options for students interested in pursuing the study of Spanish at Wagner include the dual major in Spanish and Childhood Education.

The Senior Learning Community includes the RFT (SP 400) taken alongside a capstone course (one of a selection of 300-level Spanish literature, film or culture courses). While taking into account the content covered in the capstone course, in the RFT students will review, refine and develop their language and research skills to produce a senior thesis. The RFT also includes supervised work at a cultural institution or in a community

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organization within the Metropolitan area where students could be actively using their Spanish skills.

REQUIREMENTS FOR A MAJOR IN SPANISH

A minimum of 11 units with the following distribution, with a maximum of 1 course permitted in English. Students may complete their Spanish major abroad by taking approved elective classes in a Spanish-speaking country.

General Guidelines

SP 107 ((Re) Discovering Spanish: Accelerated Basic Spanish) is designed for students who have had 0–2 years of high school Spanish. Students may take SP 111 after completing SP 107.

SP 111-112 (Intermediate Spanish) is designed for 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.

Required courses – 5 units as follows:

SP 111, 112, 231, 232, 310

Electives – 4 units to be chosen from among the following:

SP 213, 230, 234, 235, 241, 242, 291, 260, 314, 320, 323, 346, 347, 351, 352, 411, 412, 593

ML 316

GOV 247, 249

AN 234, 236

Senior Learning Community – 2 units

SP 400 taken concurrently with one of a selection of 300-level classes offered on a rotating basis. This course includes an experiential component.

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 include the following required courses: SP 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.

SPANISH (MINOR)

Spanish is the second most widely spoken language, and the minor in Spanish provides students with a solid linguistic and cultural foundation for a globalized world. Students will reach a level of proficiency in speaking, listening, reading, and writing, while also acquiring knowledge in Latin American and Spanish literature and culture. All classes are taught entirely in the target language and use proficiency-based methodologies. The

minor is especially useful for students who plan on studying abroad or for those who will be working or volunteering in Hispanic communities. Wagner's study abroad programs provide excellent opportunities in a variety of countries through the short-term Expanding Your Horizons Program or longer experiences during the summer or the semester. The Spanish minor complements a wide array of majors, such as art history, film and media studies, history, music, theatre, anthropology, sociology, nursing, economics, and international or comparative politics.

REQUIREMENTS FOR A MINOR IN SPANISH

A minimum of 6 units in Spanish, including the elementary level. SP 310 is required for all minors. Students may complete their Spanish minor abroad by taking approved elective classes in a Spanish-speaking country.

COURSE DESCRIPTIONS

SP 107 (Re) Discovering Spanish: Accelerated Basic Spanish. (H), (U) One unit. Did you know that over 4,000 Spanish words derive directly from Arabic? This fast-paced course welcomes students with up to two years of previous high school experience to rediscover the beauty of Spanish at the college level. It is also appropriate for those who wish to discover the language for the first time. Designed for highly motivated learners, the class provides students with solid basic speaking, reading, writing, and comprehension skills. The curriculum covers the fundamentals of Spanish grammar while introducing students to the diverse cultures of Latin America and Spain through interactive exercises, elementary readings, and the visual arts. *Prerequisite: 0-2 years of high school instruction or permission of instructor. Students with more than two years of Spanish or native speakers will not receive academic credit for this course. Offered spring semester.*

SP 108 Spanish for Teachers. (H) One unit. This course is specifically designed for students in Elementary or Secondary education. Classroom activities will revolve around the acquisition of listening, reading, writing, and speaking within the context of an academic setting. Students will participate in role-play, skits and phone conversations that reflect today's educator's need for communication with students and parents from a diverse Spanish-speaking population. No prerequisite. *Not designed for native speakers of Spanish. Offered summer session only, as required.*

SP 111 Spanish for Life: Intermediate I. (H), (O), (UU) One unit. After English, Spanish is the most spoken language in the United States. This class will allow you to enhance your professional opportunities in a variety of fields, prepare you for travel and study abroad, and enrich your life with a new cultural dimension. Designed for students who wish to deepen their basic Spanish skills, an emphasis is placed on the acquisition of advanced speaking skills, proper pronunciation, and effective reading and writing strategies. Students are also exposed to Spanish, Latin American and Latino popular culture. Those who wish to practice the language beyond the classroom will be given the opportunity to volunteer in the Staten Island community and thus establish a personal connection between their language skills and the wider-Spanish speaking world. *Prerequisite: Spanish 107, 2-3 years of high school Spanish, two semesters of college Spanish, or permission of instructor. Native speakers of Spanish will not receive academic credit for this course. Offered fall semester.*

SP 112 Becoming Global Citizens: Intermediate Spanish II. (H), (O), (UU) One Unit.

What does it mean to be a “global citizen” and how is this notion linked to the study of languages? Today over half the world’s population is bilingual. In the United States alone, the number of people who speak a language other than English at home has increased by 140 percent since 1980. As a continuation to Spanish 111, this course places special emphasis on mastering more complex aspects of the language and offers an excellent preparation for those who wish to study or travel abroad. Through a selection of short stories, documentaries and films, this course also aims to deepen one’s understanding of the rich cultural contributions of Latin America and Spain. Students will be given the opportunity to reinforce their Spanish speaking skills beyond the classroom by volunteering in the Staten Island community. *Prerequisite: Spanish 111, 3-4 years of high school Spanish, 3 semester of college Spanish, or permission of instructor. Native speakers of Spanish will not receive academic credit for this course. Offered spring semester.*

SP 213 Hispanic Literature in English Translation. (H) (RR) (U) (WW) 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 with EN 213. Offered as required.*

SP 230 Intimate Stories: The Short Film Genre. (H), (C), (T), (UU) 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 instructor. Open to native speakers of Spanish. Offered as required.*

SP 231 Artistic Adventures: Spanish Composition and Conversation. (H), (C), (OO), (UU) 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 Tàpies*, and *Remedios Varo*. This class is open to native speakers of Spanish. *Prerequisite: SP 112 or equivalent. Offered fall semester.*

SP232 People and Politics in the Hispanic World: Advanced Spanish Composition and Conversation. (H), (OO), (WC), (UU) 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. (H), (RR), (WC), (UU) 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. (H), (C), (WW), (UU) 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 José Martí, Gabriel García Márquez, Tomás Eloy Martínez, Alma Guillermoprieto, Rosa Montero, Mario Vargas Llosa, and Antonio Muñoz Molina. Students will also be exposed to various techniques in creative writing as they produce their own chronicles in Spanish. *Prerequisites: Spanish 231 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 241 Spain and its Cultures. (H), (RR), (WC), (UU) One unit. Spain is known for its extraordinary cultural heritage. This course will examine two major topics: the various cultures Spain, and the country's unique cultural history, from medieval times to the XXI century. Each class will focus on the discussion of specific cultural manifestations of a region or a period, including the study of language, geography, history, folklore, cuisine, literature, film, architecture, and art. Topics will include the important contributions of Muslims and Jews to Spanish society, the impact of the Spanish Civil War and Francisco Franco's dictatorship, Spain's entrance in the European Community, and the country's role in the XXI century. Students will be given the opportunity to refine their written and oral skills through short essays, class discussions, debates, and oral presentations.
Requirements: Spanish 232 or permission of instructor. Open to native speakers of Spanish. Offered as required.

SP 242 Untold Stories: Latin American Culture and Civilization. (H), (RR), (WC), (UU) One unit. America is the name of a whole continent, and not just the United States. This course explores the intimate ties between the history of the United States and the history of Central and Latin American countries. Through the analysis of travel diaries, songs, documentaries, short stories, manifestos, and poems, students will have the

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opportunity to learn about a wonderful region with a rich cultural heritage that is both connected to and independent of the U.S. *Prerequisite: Spanish 232 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 260 Spanish for Healthcare Professionals. (H), (OO), (UU)

One unit. This is an intermediate-level Spanish course designed for those already working in or planning to enter the health care professions, and for any student at the intermediate level. Students will learn a specialized vocabulary and study cultural situations directly related to caring for Spanish-speaking patients. This course is taught entirely in Spanish. Both undergraduate and graduate students may enroll with permission of their advisors. Appropriate for those with 0–3 years of previous experience with the language; it is not appropriate for native speakers. *Offered as required.*

SP 310 Voces Hispanas: An Introduction to Literature in Spanish. (H), (RR), (WC), (UU)

One unit. How do literary texts enable us to reach a deeper appreciation of other cultures and a better understanding of who we are? This class will expose students to the uniqueness of Latin American and Spanish writers through some of their most thought-provoking works. The course introduces basic tools to help increase students' ability to think, read, discuss, and write critically about literature from the Spanish-speaking world. Works will be approached from different analytical perspectives by also taking into account the particular cultural, historical, political, and philosophical background inherent to each text. This class provides Spanish majors and minors with a solid foundation for upper-level classes. *Prerequisite: Spanish 232 or permission of instructor. Open to native speakers of Spanish. Offered fall semester.*

SP 314 Topics in Hispanic Cinema. (H) (R) (UU) (WW) *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, and gender representations on screen. The class is writing intensive in Spanish. *Prerequisites: SP 310 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 320 Topics in Modern Peninsular Prose (H), (RR), (WC), (UU) *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, Soledad Puértolas, and Almudena Grandes will be discussed. *Prerequisite: Spanish 310 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 323 Contemporary Hispanic Women Writers. (H), (RR), (WC), (UU) *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 Gaité, 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 permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 346 A Window on Spain: Peninsular Survey. (H), (RR), (W), (WW) 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 permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 347 Love, Madness and Death in Latin American Literature (Latin American Survey). (H), (RR), (WC), (UU) One unit.

At the beginning of the twentieth 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 permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 351 Argentine Literature: Foreigners at Home. (H), (RR), (UU) 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 instructor. Open to native speakers of Spanish. Offered as required.*

SP 352 Cities in the Hispanic World. (H) 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 permission of instructors. Open to native speakers of Spanish. Offered as required.*

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SP 400 Senior Reflective Tutorial: Spanish Expository Writing. (H), (RR), (WW), (UU) *One unit.* Taken alongside an upper-level Spanish literature, film or culture course, the Senior Learning Community 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. Depending on the nature of the experiential model, students will complete a 15-page research paper or a 30-page thesis in Spanish. The first model 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 Spanish skills. These students will write a 15-page research paper in Spanish. The second model consists of 30 hours of experiential learning and a 30-page senior thesis in Spanish based on a cultural, literary, or cinematic theme selected by the student. For both models, there will be a formal research paper and a thesis defense at the end of the semester. *Prerequisite: Spanish 310 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 411 Hispanic Drama: Text and Performance. (H), (CC), (R), (UU) *One unit.* This class involves the close textual analysis and performance of plays written by some of the most prominent writers in Latin America and Spain. Through close group readings of each play, students will work on improving their pronunciation and intonation as they gain an understanding of some of the main theatrical movements in the Spanish-speaking world. Authors studied include Calderón de la Barca (Spain), Miguel de Cervantes (Spain), Griselda Gambaro (Argentina), Federico García Lorca (Spain), Rodolfo Usigli (Mexico), Antonio Buero Vallejo (Spain), Virgilio Piñera (Cuba), Osvaldo Dragún (Argentina), Sergio Vodanović (Chile), and Dolores Prida (Cuba / United States). This course includes the performance of a play at the end of the semester. No prior experience in theater is required. *Prerequisite: SP 310 or permission of instructor. Open to native speakers of Spanish. Offered as required.*

SP 412 Cloak and Dagger: Cervantes vs. Lope de Vega. (H), (RR), (WC), (UU) *One unit.* What determines the popularity of certain works and who reads them? In this course 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. *Prerequisite: SP 310 or permission of instructor. Open to native speakers of Spanish Offered as required.*

ML 316 International Filmmakers. (R), (WW), (UU) *One Unit.* How does film's visual language bring us closer to a country's culture? This course examines the various representations of cultural traditions through the works of some of the most influential and thought-provoking international filmmakers. Directors include François Truffaut (France), Chantal Akerman (Belgium), Jean-Pierre Bekolo (Cameroon), Icíar Bollaín (Spain), Nuri Bilge Ceylan (Turkey), Arturo Ripstein (Mexico), Michael Haneke (Austria), Chen Kaige (China), Abbas Kiarostami (Iran), Krzysztof Kieslowski (Poland), Akira Kurosawa (Japan), Lucrecia Martel (Argentina), Walter Salles (Brazil), Ousmane Sembène (Senegal), and Luca Guadagnino (Italy). Students interested in languages and foreign cultures will gain a deeper understanding on the notion of "otherness" as seen through the works of award-winning filmmakers. This course is taught in English. *Prerequisite: none. Offered as required.*

SP 593 Independent Study. (H) *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, as required.*

Modern Language—General

ML 291 Special Topics. One unit. A course dealing with the literature of either the Arabic-, German-, French-, Italian, or Spanish-speaking world, 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.*

AMERICAN SIGN LANGUAGE (COURSES)

ASL 101 Elementary American Sign Language I. (H), (C), (UU) *One unit.* This course introduces students to the basics of American Sign Language (ASL) and to Deaf culture. This immersive course, conducted nearly entirely without speaking, encourages students to reconsider our typical, privileged conception of language as a form of communication driven by speaking and hearing. This course is designed for students with little to no experience in ASL. *Offered fall and spring semesters.*

ASL 102: Elementary American Sign Language II. (H), (C), (UU) *One unit.* A continuation of ASL 101, ASL 102 extends students' exposure to American Sign Language (ASL) and to Deaf Culture. This immersive course, conducted entirely without speaking, builds on the skills students acquire in ASL 101, or the equivalent. *Offered fall and spring semesters.*

ARABIC (MINOR IN MIDDLE EASTERN STUDIES)

This interdisciplinary minor invites students to explore the links between the Arabic language, the history, and the politics of the Middle Eastern region and nearby nations. Through a series of core classes plus electives in multiple departments, students gain an understanding of the cultural complexities and relations between countries such as the United Arab Emirates, Israel, and Egypt, but also Algeria and Pakistan. With its interdisciplinary focus on the history and cultures of the Middle East, the minor invites students to gain insights into a region that is often at the center of contemporary discussions related to, among others, diplomacy, immigration, trade, and religion. The minor complements a wide array of majors, such as art history, history, anthropology, sociology, economics, and international or comparative politics, and prepares students for graduate work and careers in any of these fields and professional careers in education, business, government, politics, foreign service, law, and journalism, among others.

REQUIREMENTS FOR A MINOR IN MIDDLE EASTERN STUDIES

A minimum of 5 units, including 3 required foundation courses and 2 electives. Students may complete their Middle Eastern Studies minor abroad by taking approved elective classes in a country in the Middle East.

Students may petition to the chair of Modern Languages, Literatures, and Cultures for another course, including Special Topics courses, Expanding Your Horizons, or transfer

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credits for courses in a language spoken in the region (including Hebrew, Farsi, Turkish, among others), to count towards the minor. Independent Study or Internship Credit is also possible (requires prior approval from the chair of Modern Languages, Literatures, and Cultures).

Required courses – 3 units, one each in AB, HI, and GOV:

AB 101, 102, 111
HI 263, 263, 366
GOV 241, 250*, 267

* GOV 250 can be substituted with RE 205 as they are cross-listed.

Electives – 2 units to be chosen from among the following:

Arabic

AB 102: Introductory Arabic II
AB 111: Intermediate Arabic I
Or any other AB course

Art History

AH 220: Islamic Art and Archeology
AH 223: City and Empire: Ancient Near Eastern Art and Archeology

Anthropology

AN 201: Comparative Cultures

English

EN 314: Decolonizing the Mind

French

FR 242: Francophone Civilization

Government and Politics

GOV 241: History and Politics of Israel
GOV 250: Judaism, Christianity, and Islam (cross-listed with RE 205)
GOV 251: International Politics
GOV 267: US Foreign Policy in the Middle East

History

HI 253: The World of the Crusades
HI 263: Islam in Historical Perspective
HI 264: History of Islam
HI 269: France and the Francophone World
HI 356: Middle Eastern History and Politics

Modern Languages

ML 316: International Filmmakers

Philosophy and Religion

RE 205: Judaism, Christianity, and Islam (cross-listed with GOV 250)

Sociology

SO 306: Crossing Borders: Immigration and American Identities

COURSE DESCRIPTIONS

AB 101 Introductory Arabic I. (H), (U) 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 and spring semesters.*

AB 102 Introductory Arabic II. (H), (U) One unit. Today Arabic is the sixth most commonly spoken language in the world and one of the six official languages of the United Nations. This course is specifically designed for students who have taken Introductory Arabic I. This course will expand upon introductory material with a greater focus on grammatical structure and speaking skills, while increasing vocabulary. Students will continue to learn about the Arabic world through select readings and films. *Prerequisite: AB 101 or permission of instructor. Offered fall and spring semesters.*

AB 111: Intermediate Arabic I: (H), (UU) One unit. This Arabic course is specifically designed for students who have taken Introductory Arabic II (AB102). The course will focus on culture, grammatical structure, and speaking. Reading and writing skills while increasing vocabulary at an advanced level. *Prerequisites: Arabic 102 or permission of instructor. Offered fall and spring semesters.*

ML 316 International Filmmakers. (R), (WW), (UU) One Unit. How does film's visual language bring us closer to a country's culture? This course examines the various representations of cultural traditions through the works of some of the most influential and thought-provoking international filmmakers. Directors include Chantal Akerman (Belgium), Jean-Pierre Bekolo (Cameroon), IcíarBollaín (Spain), Nuri Bilge Ceylan (Turkey), Arturo Ripstein (Mexico), Michael Haneke (Austria), Chen Kaige (China), Abbas Kiarostami (Iran), Krzysztof Kieslowski (Poland), Akira Kurosawa (Japan), Lucrecia Martel (Argentina), Walter Salles (Brazil), Ousmane Sembène (Senegal), François Truffaut (France), Paolo Virzì (Italy), and others. Students interested in languages, foreign cultures and travel will gain a deeper understanding on the notion of "otherness" as seen through the works of award-winning filmmakers. This course is taught in English. *Prerequisite: none. Offered as required.*

GERMAN (MINOR)

The minor in German provides students with a solid linguistic and cultural foundation for a globalized world. Students will reach a level of proficiency in speaking, listening, reading, and writing, while also acquiring knowledge in German, Austrian and Swiss literature and culture. All classes are taught entirely in the target language and use proficiency-based methodologies. The minor is especially useful for students who plan on studying, working, volunteering, or traveling abroad. Wagner's study abroad programs provide excellent opportunities in a variety of countries through the short-term Expanding Your Horizons Program or longer experiences during the summer or the semester. The German minor complements a wide array of majors, such as philosophy, art history, film and medias studies, history, music, theatre, and international or comparative politics.

REQUIREMENTS FOR A MINOR IN GERMAN

A minimum of 6 units, including the elementary level. One class may be taken in English.

Students may complete their German minor abroad by taking approved elective classes in Germany, Austria or Switzerland.

COURSE DESCRIPTIONS

GE 105: Basic Intensive German I. (H), (U) One unit. This course focuses on functional communication skills in listening, speaking, reading, writing and cross-cultural competence. Students work with authentic materials and contexts related to everyday life and culture, as well as interactive activities involving basic literature and short films to reinforce language use. Students' personal interests will in part determine specific materials chosen, and participants will work on a final project related to their interests or studies. Three weekly contact hours plus audio-visual "lab" and homework. *Prerequisite:* 0-2 years of high school instruction or permission of instructor. *Students with more than two years of German or native speakers will not receive academic credit for this course. Offered fall semester.*

GE 106: Basic Intensive German II. (H), (U) One unit. German 106 continues the emphasis on functional communication skills in listening, speaking, reading, writing and cross-cultural competence initiated in GE 105. The course includes authentic materials related to everyday life and culture, and interactive activities with a significant focus on contemporary works of literature and film. Students' personal interests will in part determine specific materials chosen, and participants will work on a final project related to their interests or studies. Three weekly contact hours plus audio-visual "lab" and homework. *Prerequisite:* GE105, 1-2 years of high school instruction or permission of instructor. *Students with more than two years of German require instructor's permission. Native speakers will not receive academic credit for this course. Offered spring semester.*

GE 107: (Re) Discovering German: Accelerated Basic German. (H), (U) One unit. Why learn German? One in every four Americans has German heritage. Germany has the third largest economy in the world, and it is estimated that today German is spoken by 140 million people in Europe and across the world. This fast-paced course welcomes students with up to two years of previous high school experience to rediscover German at

the college level. It is also appropriate for those who wish to discover the language for the first time. Designed for highly motivated learners, the course provides students with solid basic functional skills in speaking, listening, reading, writing, and cultural competence. The curriculum covers the fundamentals of German language use while introducing students to the cultures of Germany, Austria and Switzerland through interactive exercises, authentic texts, popular culture, and the visual arts. *Prerequisite: 0-2 years of high school instruction or permission of instructor. Students with more than two years of German require instructor's permission. Native speakers will not receive academic credit for this course. Offered spring semester.*

GE 111: Intermediate German I. (H), (O), (UU) One unit. In this course students will work toward solid intermediate-level proficiency while they gain a broader knowledge of the history and popular culture of the German-speaking world. The curriculum offers both a solid review and expansion of basic skills in listening, speaking, reading, writing and cultural competence, utilizing a variety of authentic materials from various regions of Germany, Austria and Switzerland. Students engage in extensive work with German-language literature and film as a vehicle for reinforcing communication skills in interpreting, discussing and presenting information. Three contact hours of class weekly plus audio-visual “lab” and homework. *Prerequisite: GE 106 or permission of instructor. Offered fall semester.*

GE 112: Intermediate German II. (H), (O), (UU) One unit. As a continuation of GE 111, participants will work with more advanced features of the language, utilizing authentic materials illustrating vocabulary in context, as well as important “high” and “low” cultural aspects of Germany, Austria and Switzerland. Linguistic work will focus on the ability to narrate, describe and explain, as well as on strategies for beginning to hypothesize and support opinion in an increasing number of contexts. German-language literature and cinema will be used as a vehicle for reinforcing communication skills, and students will also design a project relevant to their own personal interests or studies/major. Three contact hours of class weekly plus audio-visual “lab” and homework. *Prerequisite: GE 111 or permission of instructor. Offered spring semester.*

GE 231: Topics in German Cinema: Composition and Conversation I. (H), (O), (R), (UU) One unit. What can film teach us about a country's culture? In this class students will discuss both feature-length and short German-language films as the basis for understanding the history, society, culture, and national identity of German-speaking countries. Films will range from serious to comedic, from historical and documentary works to 21st century trends. Students will work on consolidating and improving advanced aspects of written and spoken German including narration and description, summarization, presentation, and discussion skills. *Prerequisite: GE 112 or permission of instructor. Offered fall semester.*

GE 232: People, Politics and Pop! Composition and Conversation II. (H), (O), (R), (UU) One unit. People – past and present, German, Austrian, and Swiss -- politics of all kinds, and culture – high and pop – will be the topics of this course. Students will strengthen their ability to converse and write about a wide range of people, events and values in contemporary society. Course materials will be drawn from written materials, film, music, and internet sources to create an integrated collage of contemporary issues tailored in part to participants' specific interests and studies. Students will continue to

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review advanced aspects of written and spoken German and improve their skills in understanding, interpreting and presenting information. *Prerequisite: GE 231 or permission of instructor. Offered spring semester.*

GE 310: A Cultural Approach to Literature in German. (H), (RR), (W), (UU) One unit. This course will introduce connections across centuries through a variety of genres and disciplines, such as history, art, theater, music, film, and pop culture, by examining literature and other German cultural artifacts from a thematic vantage point. Major themes such as wars and the Holocaust, literature as provocation, literature and the arts, society and the individual, and the writer's place in society Germany and Austria will be used to structure the course. Students will be exposed to the works of major authors, as well as those of some lesser-known names. *Prerequisite: German 232 or permission of instructor. This class is open to native speakers of German. Offered as required.*

ML 316 International Filmmakers. (R), (WW), (UU) One Unit. How does film's visual language bring us closer to a country's culture? This course examines the various representations of cultural traditions through the works of some of the most influential and thought-provoking international filmmakers. Directors include Chantal Akerman (Belgium), Jean-Pierre Bekolo (Cameroon), Icíar Bollaín (Spain), Nuri Bilge Ceylan (Turkey), Arturo Ripstein (Mexico), Michael Haneke (Austria), Chen Kaige (China), Abbas Kiarostami (Iran), Krzysztof Kieslowski (Poland), Akira Kurosawa (Japan), Lucrecia Martel (Argentina), Walter Salles (Brazil), Ousmane Sembène (Senegal), François Truffaut (France), Paolo Virzì (Italy), and others. Students interested in languages, foreign cultures and travel will gain a deeper understanding on the notion of "otherness" as seen through the works of award-winning filmmakers. This course is taught in English. *Prerequisite: none. Offered as required.*

Electives in English:

EN 310 Literature in Turn-of-the-Century Paris, Vienna, Berlin, and Barcelona. (H), (RR), (C), (U) 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 Arthur Rimbaud, Marcel Proust, Colette, Thomas Mann, and Rainer-Maria Rilke, this class will address the rise of psychoanalysis, the exploration of sexuality, and café culture. Students will visit several museums and galleries throughout the semester. *Prerequisite: none. Cross-listed with FR 310 and AH 326. Offered spring semester of odd-numbered years.*

PH 213 Existentialism. (H) (C) (RR) (WC) 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. *Prerequisite: none. Offered as required.*

PH 215 Recent Continental Philosophy. (H) (C) (RR) (WC) 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 will include Hegel, Fichte, Marx, and Nietzsche. *Prerequisite: none. Offered as required.*

RE 203 Spiritual Quest in Literature. (H)(C) (RR) (U) One unit. 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. *Prerequisite: none. Cross-listed as English 203. Offered either fall or spring semester.*

ITALIAN (MINOR)

The minor in Italian provides students with a solid linguistic and cultural foundation for a globalized world. Students will reach a level of proficiency in speaking, listening, reading, and writing, while also acquiring knowledge in Italian literature and culture. All classes are taught entirely in the target language and use proficiency-based methodologies. The minor is especially useful for students who plan on studying, working, volunteering, or traveling abroad. Wagner's study abroad programs provide excellent opportunities in a variety of countries through the short-term Expanding Your Horizons Program or longer experiences during the summer or the semester. The Italian minor complements a wide array of majors, such as art history, film and media studies, history, music, theatre, economics, and international or comparative politics.

REQUIREMENTS FOR A MINOR IN ITALIAN

A minimum of 6 units, including the elementary level. One class may be taken in English.

Students may complete their Italian minor abroad by taking approved elective classes in Italy.

COURSE DESCRIPTIONS

IT 105 Basic Intensive Italian I. (H), (U) One unit. An introduction to 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. *Prerequisite: none. Students with more than two years of Italian or native speakers will not receive academic credit for this course. Offered fall semester.*

IT 106 Basic Intensive Italian II. (H), (U) One unit. A continued introduction to 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. Native speakers of Italian will not receive academic credit for this course. Offered spring semester.*

IT 107 Accelerated Elementary Italian. (H), (U) 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. Native speakers of Italian will not receive academic credit for this course. Offered spring semester.*

IT 111 Intermediate Italian I. (H), (O), (UU) 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. *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. (H), (O), (UU) 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 instructor. Offered spring semester.*

IT 220 Italian Culture and Conversation. (H), (OO), (UU) 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 permission of instructor. Offered as required.*

IT 231 Artistic Adventures: Italian Composition and Conversation. (H), (C), (OO), (UU) 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 instructor. Open to native speakers of Italian. Offered fall semester.*

IT 232 People and Politics in Italy: Advanced Italian Composition and Conversation. (H), (OO), (WC), (UU) 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 permission of instructor. Open to native speakers of Italian. Offered spring semester.*

IT 241 Italian Civilization. (H) 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 permission of instructor. Open to native speakers of Italian. Offered as required.*

IT 251 Introduction to Italian Literature. (H) 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. Open to native speakers of Italian. Offered as required.*

IT 352 The Divine Comedy: Dante's Itinerary to Diversity. (H)

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. This course is taught in English. *Prerequisite: none. Offered as required.*

IT 357 Italian Cinema. (H) (R) (UU) (WW)

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. This course is taught in English. *Cross-listed with EN 357. Prerequisite: none. Offered as required.*

ML 316 International Filmmakers. (R), (WW), (UU) One Unit. How does film's visual language bring us closer to a country's culture? This course examines the various representations of cultural traditions through the works of some of the most influential and thought-provoking international filmmakers. Directors include Chantal Akerman (Belgium), Jean-Pierre Bekolo (Cameroon), Icíar Bollaín (Spain), Nuri Bilge Ceylan (Turkey), Arturo Ripstein (Mexico), Michael Haneke (Austria), Chen Kaige (China), Abbas Kiarostami (Iran), Krzysztof Kieslowski (Poland), Akira Kurosawa (Japan), Lucrecia Martel (Argentina), Walter Salles (Brazil), Ousmane Sembène (Senegal), François Truffaut (France), Paolo Virzì (Italy), and others. Students interested in languages, foreign cultures and travel will gain a deeper understanding on the notion of "otherness" as seen through the works of award-winning filmmakers. This course is taught in English. *Prerequisite: none. Offered as required.*

MULTIDISCIPLINARY STUDIES (COURSES)

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. (S) 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. (H) 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. (H), (S) 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. (S), (U) 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. (S) 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 (S) (R) (UU) *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. *Offered fall semester.*

MDS 206C Civic Engagement Leadership. *Zero units.* See MDS 206.

MDS 211 Civic Engagement Lab. *Zero units.*

MDS 418 Civic Engagement Leadership (H) (O) (S) (UU)

MUSIC DEPARTMENT

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 an introduction to music technology as well as 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**, accessible online from the website of the Music Department (<http://wagner.edu/music/>). The completed form should be submitted to the Music Department office; it will help Music Department faculty place each student in courses appropriate to his or her previous musical training.

The Music Department offers the following Programs:

- Music Studies (B.A., minor)
- Vocal Performance (B.A.)
- Dual Degree in Music and Childhood Education (B.A., housed in Education Department)
- Music-Education K-12 Initial Certification (B.A. housed in Education Department)
- Concentration in Music, Art Administration (B.S., housed within the Art Administration major, Performing Arts section of this bulletin)

Music Activities

Ensembles

Performing ensembles, including bands and choirs, 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, which are recorded on the academic transcript but not counted toward the student's grade-point average. (Performance Majors participate at minimum in a major choral ensemble as a co-requisite to their voice lessons.)

Individual music lessons

Individual lessons in voice, instruments, and composition 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. (Performance Track Majors receive one-hour weekly voice lessons each semester for 0.5 units and do not pay a fee.)

Recitals

The Music Department sponsors public recitals by qualified students; most 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 the Major in Music).

MUSIC STUDIES (B.A.)

The department offers a Bachelor of Arts (B.A.) program that includes studies in music theory and in music history and repertory as well as a grounding in music theory and music technology. Music theory includes music notation, harmony, and other technical aspects of music; music history and repertory encompass not only music of the past but recent and contemporary styles and genres, popular as well as classical. Music majors also take individual lessons in voice, instruments, and composition, 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 major culminates in a capstone course in the form of a seminar (MU491) in which students carry out research on the cultural context, performance history, and published criticism and analysis of music and musical works. In the reflective tutorial (MU400), students engage in independent projects in musical study, taking part in critiques, writing and group projects involving music in New York City.

REQUIREMENTS FOR THE MAJOR IN MUSIC STUDIES (B.A.)

Music majors are required to take 12 units within the department as listed below. Students must attain a grade of C- or higher in each of these courses 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.

Music Studies SLC

The major culminates in a capstone course in the form of a seminar (MU491) in which students carry out research on the cultural context, performance history, and published criticism and analysis of music and musical works. In the reflective tutorial (MU400), students engage in independent projects in musical study, taking part in critiques, writing and group projects involving music in New York City.

Music Theory and Musicianship—4 units as follows: MU 111, 111L, 112, 112L, 211, 211L, 212, 212L. Note: labs are zero-unit lab courses that must be taken concurrently with the appropriate theory course. 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 Repertory—2 units as follows:

MU 102, 306

Senior Learning Community—2 units as follows:

MU 400, 491

Electives—4 units as follows:

Any other Music courses numbered 205 or higher, or any ensembles, with a maximum of one unit in Music ensembles.

Students who are excused from any requirements listed above may substitute additional elective courses, but no more than one unit in 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 music lessons must perform before a departmental jury at the end of each semester. These juried performances serve as final examinations for the semester's lessons. Non-Music majors wishing to perform recitals must also pass a jury audition during the semester prior to the recital.

Concert Attendance:

A number of Music courses require students to attend concerts in the New York City area. In some courses the class as a whole attends several.

VOCAL PERFORMANCE (B.A.)

Vocalists who want to pursue a performance-oriented, more intense course of musical training may audition for the Vocal Performance track. This concentration provides eight semesters of professional vocal instruction and ensemble experience, and offers students the alternative of traditional, classical study (including, Diction, Vocal Pedagogy and Opera) or contemporary music (including Music Technology, Practical Musicianship and Contemporary Ensemble experience.) Like the Music Studies track, this program includes Music Theory and Music History and Repertory. Training in the weekly Performance Hour class, on studio recitals and in shared recitals culminate in a full-length senior recital/performance.

REQUIREMENTS FOR THE MAJOR IN VOCAL PERFORMANCE (B.A.)

Vocal Performance majors are required to take 18 units: Students must attain a grade of C- or higher in each of these courses to count them toward the Vocal Performance major. Each semester, majors take individual lessons and participate in ensembles and other activities of the Music Department.

Music Theory and Musicianship—4 units as follows: MU 111, 111L, 112, 112L, 211, 211L, 212, 212L. Note: labs are zero-unit lab courses that must be taken concurrently with the appropriate theory course. 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 Repertory—3 units as follows:

MU 102, 227, 306

Professional Applications – 1 unit as follows:

Vocal Performance Majors with classical orientation take two additional half-unit courses: MU 237 Diction for Singers and MU 240 Vocal Pedagogy. Those with

contemporary orientation take two additional half-unit courses: MU 218 Music Technology & Recording and MU 317 Practical Musicianship.

Classical Performance Option

MU 237, 240

Contemporary Performance Option

MU 218, 317

Applied Music – 4.0 units as follows:

MUA030, MU020 and MU060 or MU064 – eight semesters

Classical Performance Option (0 unit co-requisite)

MU063 – minimum 2 semesters

Contemporary Performance Option (0 unit co-requisite)

MU062 – minimum 2 semesters

Performance Hour

Vocal Performance Majors are required to take MU020 (Performance Hour) every semester.

Senior Learning Community—2 units as follows:

MU 400, 491

Foreign Language—1 unit as follows:

FR 111, GE 111, IT 111, or SP 111 or higher.

Performance Juries

Vocal Performance Majors must perform before a faculty jury at the end of each semester. These juried performances serve as final examinations for the semester's lessons.

Performance–Related Electives

In addition to the 15 units of Music courses listed above, Vocal Performance Majors take 3 units in performance-related courses. These may include additional Music Theory or Music History and Literature courses (MU205, MU209, MU 245, MU 246, MU 308, MU 317), or courses in Theatre, Dance, or Film (DA 191, DA 192, FM 210, SPC 203, TH 103, TH 106, TH 204, TH 235, TH 250, TH 255, FM 210 FM 222).

Students wishing to substitute electives from the college's Dance, Theatre and Film Departments may petition the chair of Music for permission to make the substitution. For the substitution to count as a Music elective, permission must be obtained before enrolling in the course.

Concert Attendance

A number of Music courses 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.

MUSIC AND CHILDHOOD EDUCATION (B. A.)

A modified version of the department's B.A. program, known as 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. Further information on dual majors is available in the Education section of this bulletin.

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. Dual majors are required to take the Senior Learning Community in Education, as their senior experiential project consists of student teaching. However, dual majors must also take MU 491 (the Senior Seminar in Music). For the additional Education components of the dual major, please consult the Education section of this bulletin.

Music Theory and Musicianship—4 units as follows:

MU 111, 111L, 112, 116, 215. Note: MU 111L is a zero-unit lab course that must be taken concurrently with MU 111. MU 116 must be taken concurrently with MU 112. MU 215 is the continuation of the Musicianship and Keyboard area of Music Theory.

Music History and Repertory—3 units as follows:

MU 102, 306, 491

Music Education—1 unit:

ED 403

Electives—1 unit:

Dual majors excused from any of the above requirements may substitute any other Music course numbered 200 or higher, or any ensemble, with a maximum of one unit in music ensembles. Performance Hour Dual majors enrolled in individual lessons are required to attend Performance Hour (MU 020) for two semesters. MU 020 is a zero-unit course.

MUSIC EDUCATION K-12 INITIAL CERTIFICATION (B.A.)

A modified version of the department's B.A. program, prepares students for entering the teaching profession and ensures initial certification for teaching at the K-12 level. Students take the state required music and education courses and are instructed in a wide variety of instruments.

REQUIREMENTS FOR THE MAJOR IN MUSIC-EDUCATION K-12 INITIAL CERTIFICATION (B.A.)

Music majors are required to take 10 units within the department as listed below. Students must attain a grade of C or higher in each of these courses to count them toward the Music-Education K-12 Initial Certification major and a 3.0 GPA requirement. In addition, majors will take individual lessons and participate in ensembles and other activities of the Music Department.

Music Theory and Musicianship—4 units as follows:

MU 111, 111L, 112, 112L, 211, 211L, 212, 212L. Note: labs are zero-unit lab courses that must be taken concurrently with the appropriate theory course. 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 Repertory—2 units as follows:

MU 102, plus one other course from MU 205, 209, 306, or 308

Professional Applications – 2 unit as follows:

MU 322 (conducting/orchestration), MU 218, MU 331 or MU 332 (teaching methods voice or instrumental)

Applied Music – 0 units as follows:

MUX020 seven semesters in primary instrument/voice, 45 minutes lessons

MUX010 six semesters of instruction in woodwind, brass, string, percussion, and keyboard (twice), 30 minutes lessons

MU 06X two semesters in choir

Senior Seminar—1 unit as follows:

MU 491

Electives—1 unit as follows:

Any other Music courses numbered 205 or higher.

Students who are excused from any requirements listed above may substitute additional elective courses, but no more than one unit in ensembles.

Foreign Language—1 unit as follows:

FR 111, GE 111, IT 111, or SP 111 or higher.

Performance Juries

Music majors enrolled in individual music lessons must perform before a departmental jury at the end of each semester. These juried performances serve as final examinations for the semester's lessons. Non-Music majors wishing to perform recitals must also pass a jury audition during the semester prior to the recital.

Concert Attendance:

A number of Music courses require students to attend concerts in the New York City area. In some courses the class as a whole attends several.

Music Education—2 units:

ED 403, ED 404

Education Courses—7 units:

ED 312, 326, 406, 411, 414, 425, 426

Student Teaching—3 units:

550B, 560B, 580

MUSIC

Education Workshops—0 units:

ED 500, 501, 502, 503, 504, 506

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 THE 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 repertory and other topics in music. Required of Music majors each semester in which they take individual lessons. *May be repeated. Offered every semester.*

MU 101 Foundations of Music Theory. (A) (C) (Q) One unit. 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. 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). *Offered fall and spring semesters.*

MU 102 Introduction to Music History. (A) (C) (L) (R) One unit. An introduction to the history and appreciation of Western 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. Primarily for non-Music majors, but required of Music majors if not excused on the basis of prior study of music history. *Offered every semester.*

MU 111 Music Theory I. (A) (C) (Q) (R) One unit. Introduction to diatonic scales and chords, harmonic progressions, part-writing, analysis, rhythmic organization, and musical form. Required of Music majors except those excused on the basis of a proficiency test. Corequisite: MU 111L. *Offered spring semester.*

MU 111L Lab for Music Theory I. Zero units. A practical course that reinforces concepts and skills taught in MU 111, using elementary keyboard, music reading, and basic conducting patterns to integrate theoretical concepts with basic musicianship. Corequisite: MU 111. *Offered spring semester.*

MU 112 Music Theory II. (A) (C) (Q) (R) One unit. A continuation of MU 111, including composition in chorale style and creative assignments in popular styles.

Required of Music majors except those excused on the basis of a proficiency test.

Prerequisite: MU 111. *Offered fall semester.*

MU 112L Lab for Music Theory II. *Zero units.* 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. Prerequisite: MU 111. Corequisite: MU 112. *Offered fall semester.*

MU 205 Music Cultures of the World. (A) (C) (U) *One unit.* 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. Some knowledge of music is recommended for this course. *Offered every year.*

MU 209 Jazz and Blues. (A) (C) (UU) *One unit.* A survey of blues and jazz tracing the blending of West African and European music traditions, including folk hymnody, minstrelsy, spirituals, and ragtime. The course focuses on the principal tendencies in blues (country, urban, Chicago, soul, and acid blues) and on the major periods of jazz (bop, cool, hard bop, postmodern, fusion, etc.). Trips to concerts (normally on Friday evenings or weekends) enrich the experience and understanding of the music. *Offered spring semester. Concert fee required.*

MU 211 Music Theory III. (A) *One unit.* Secondary dominants and modulation. Creative arranging and composition projects in classical and popular styles, using music notation software. Prerequisite: MU 112. *Offered spring semester.*

MU 211L Lab for Music Theory III. *Zero units.* Playing and singing more complex melodies and harmonies. More advanced rhythmic studies, dictation, and listening exercises. Use of music software and practice in reading scores in various styles of music. Required of Music majors. Corequisite: MU 211. *Offered spring semester.*

MU 212 Music Theory IV. (A) *One unit.* Larger musical forms: binary, ternary, sonata form. Mode mixture, chromatic chords. Further creative projects. Prerequisite: MU 211 or by permission from the instructor. *Offered fall semester.*

MU 212L Lab for Music Theory IV. *Zero units.* Continuation of MU 212L using more complex elements of music introduced in MU 212. Required of Music majors. Corequisite: MU 212. *Offered fall semester.*

MU 217 Introduction to Music Technology. (A) (TT) *one unit.* A basic introduction to contemporary music production. Students explore methods and techniques for recording, editing, and original music creation through readings and through critical discussion and study of examples of contemporary music in various genres, as well as through hands-on work in the college's music lab or using students' own devices, as appropriate. Students may be expected to purchase and install software as directed by the instructor. *Offered fall semester or as needed.*

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MU 218 Music Technology & Recording for Singers. (TT) 0.5 unit. A basic introduction to contemporary music production, recording techniques and to the basic equipment- microphones, amplifiers, equalizers, etc... Students explore methods and techniques for recording, editing, and original music creation, study of examples of contemporary music in various genres and work in the college's music lab. (Required of Performance majors in the Contemporary Option.) *Offered fall semester or as needed.*

MU227 Vocal Literature and Popular Song (A) one unit. A survey of solo vocal repertoire from both art song and popular sources, including Lied, Art Song, Mélodie, the American Songbook and contemporary popular and Musical Theatre works. Required of Vocal Performance majors.
Offered as needed.

MU237 Diction for Singers. (A) 0.5 unit. Diction as use in vocal performance including the use of the International Phonetic Alphabet (IPA) *Offered as needed.*

MU240 Vocal Pedagogy. (A) 0.5 unit. Vocal health, vocal physiology, techniques for scientifically-based vocal instruction, vocal acoustics including vowel modification and formants. Required of Vocal Performance majors in the Classical Option. *Offered as needed.*

MU 245 Music in the Theater. (A) (C) (L) (WC) One unit. 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. Primarily for non-Music majors. *Offered as needed.*

MU 246 Music in Film. (A) (C) (L) (WC) One unit. Introduces students to ways in which music of diverse types has been used in cinema from the silent era to the present, with a focus on classic American and European films. The course includes an introduction to basic terminology used in the study of music and film; no previous training in music or cinema history is required. Students prepare aural presentations as well as at least one formal paper. *Offered spring semester and as needed.*

MU 291 Special Topics. (A) One unit. 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 306 Music History of the Renaissance and Baroque. (A) (L) (RR) (U) One unit. European music chiefly from the mid-sixteenth through the mid-eighteenth century, including vocal and instrumental works by Palestrina, Monteverdi, Vivaldi, Bach, and Handel. Prerequisite: MU 112 or permission of the instructor. *Offered as needed.*

MU 308 Music Since 1900. (A) (C) (L) (U) One unit. Art music of the twentieth and twenty-first centuries from Europe, the Americas, and around the world. Prerequisite: MU 211 or permission of the instructor. *Offered as needed.*

MU 317 Practical Musicianship. (A) 0.5 unit. A continuation of Musicianship III and Theory II that engages students in practical musical work, including conducting, arranging, improvisation, and other skills. Prerequisite: MU 112 and MU 216 or permission of the instructor. Required of Performance majors in the Contemporary Option.

Offered fall semester.

MU 322 Conducting and Orchestration. (A) (CC) One unit. This course will introduce basic conducting techniques including: baton technique, meter patterns, cueing and expressive gestures, score reading/interpretation and preparation, and rehearsal techniques. The course will also introduce practical orchestration and arranging techniques to address unique orchestration issues and methods in the classroom. The course culminates in a conducting workshop/performance on campus. Prerequisite: MU 212 or by permission from the instructor.

Offered spring semester.

MU 331 Teaching Methods for Music: Voice. (A) 0.5 unit. The objective of this course is to examine the vocal processes and physiology, while exploring pedagogical methods (IE: Kodaly method and Dalcroze (Eurhythmics) method). As the course progresses, we will also focus on the basic principles and practical methods underlying the teaching of singing and each student will teach a pupil in an attempt to codify a practical knowledge of, and skills in, teaching voice. Prerequisite: MU 212 or by permission from the instructor.

Offered spring semester.

MU 332 Teaching Methods for Music: Instrumental. (A) 0.5 unit. The objective of this course is to examine the Instrumental processes and physiology, while exploring pedagogical methods (IE: Orff method and Suzuki method). As the course progresses, we will also focus on the basic principles and practical methods underlying in the teaching of instrumental music and each student will teach a pupil in an attempt to codify a practical knowledge of, and skills in, teaching instrumental music. Prerequisite: MU 212 or by permission from the instructor.

Offered spring semester.

MU 400 Senior Reflective Tutorial. (A) (L) (OO) (WW) One unit. A reflective tutorial that encompasses a survey of developments in art music since 1900 and 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 spring semester.*

MU 491 Senior Seminar. (A) (L) (RR) (WW) One unit. A capstone course in the form of a seminar focusing on Western music of the Classical and Romantic styles from the mid-eighteenth century to the end of the nineteenth century. Includes regular aural presentations and group discussion as well as a substantial writing element. Prerequisite: MU 306 or permission of the instructor. *Offered fall semester.*

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MU 593 Independent Study. (A) *One unit.* 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 includes music ensembles and individual lessons in a variety of instruments, voice, and composition. All lessons are by permission of the department only and are normally 45 minutes in length. (Lessons for Vocal Performance Students are 60 minutes in length.) Students may petition the chair of the department for permission to take 30-minute lessons in a semester during which they are registered for an unusually heavy course load, or if they wish to take lessons in more than one instrument (or some combination of instrumental, vocal, and composition lessons).

Fees are required and teachers are assigned by the directors of vocal and instrumental studies, respectively. Applied music lessons are offered on a zero-unit basis: grades appear on student transcripts but do not count toward the GPA. (Performance Track Majors receive one-hour weekly voice lessons each semester for 0.5 units and do not pay a fee.) Instruction is offered as demand requires and availability of teachers permits. Music majors must register for Music 020 (Performance Hour) each semester in which they take applied music lessons.

Thirty-minute Individual Lessons

Thirteen weeks of 30-minute lessons per week. *Fee required. Thirty-minute lessons are by special permission of the department chair only. For regular 45-minute lessons, see below. Offered fall and spring semesters.*

A010—Voice	B010—Piano	D010—Flute
E010—Composition	F010—Oboe	G010—Clarinet
H010—Bassoon	I010—Saxophone	J010—Trumpet
K010—French Horn	L010—Trombone	M010—Euphonium
N010—Tuba	O010—Percussion	Q010—Violin
R010—Viola	S010—Cello	T010—Double Bass
V010—Guitar	X010—Harpichord	

Forty-five-minute Individual Lessons

Thirteen weeks of 45-minute lessons per week. *Fee required. Offered fall and spring semesters.*

A020—Voice	B020—Piano	D020—Flute
E020—Composition	F020—Oboe	G020—Clarinet
H020—Bassoon	I020—Saxophone	J020—Trumpet
K020—French Horn	L020—Trombone	M020—Euphonium
N020—Tuba	O020—Percussion	Q020—Violin
R020—Viola	S020—Cello	T020—Double Bass
V020—Guitar	X020—Harpichord	

Sixty-minute Individual Lessons

Thirteen weeks of 60-minute lessons per week. *Fee required. Offered fall and spring semesters.*

A030—Voice

Ensembles

With the exception of MU 040 (which is a zero-unit course), students register for each of the following ensembles for either zero units or one-half unit per semester. No more than one unit in ensembles can be counted as an elective toward the Music major, the dual major, the Music minor, or the Music Option of the Arts Administration major. Permission of the director is required for registration in each ensemble. Students must furnish their own instruments, with the exception of tuba and percussion instruments used in MU 040.

040 Marching Band (fall) / Pep Band (spring)

050 College Band

053 Chamber Music /Percussion Ensemble

056 Jazz Ensemble

060 College Choir

061 Chamber Singers

062 Stretto vocal ensemble

063 Opera Workshop

064 Treble Concert Choir

065 Hildegard Ensemble

073 Guitar Ensemble

666 MenHarmonic

Any ensemble may be repeated. All ensembles are normally offered both fall and spring semesters.

MU053 Percussion Ensemble, MU061 Chamber Singers, MU062 Stretto vocal ensemble, and MU065 Hildegard Ensemble (treble vocal chamber ensemble), are offered as needed.

MUSIC

NATURAL SCIENCE

(Housed in the Education Department)

EVELYN L. SPIRO SCHOOL OF NURSING

The Spiro School of Nursing offers the following programs of professional study:

- Nursing (B.S., traditional undergraduate four-year program)
- Nursing (B.S., second degree, 15-month program)
- Nursing (M.S., Family Nurse Practitioner, Nurse Educator)
- Nursing (D.N.P.)

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 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 3.2 or higher, required prerequisite courses completed with a B- 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.

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.

The School of Nursing Senior Learning Community has four components: a research course taken in the first semester senior year followed by a community and leadership course along with the Capstone/RFT all taken in the second semester senior year.

The SLC originates in Nursing Research (NR 400). The students come to the course with a general understanding of the research process. The content in this course is focused with greater detail to the stages of the research process. Students discuss nursing problems that need to be investigated, research the literature, critique quantitative and qualitative nursing studies, and discuss how the findings can be incorporated into nursing practice. Students develop a substantial and sophisticated written research proposal. Students with exceptional work are encouraged to submit their research proposal to the Wagner College Forum for Undergraduate Research for consideration.

The student's research is continued in Community Health Nursing (NR 472) and culminates in the creation of a scholarly poster which is presented professionally both on and off campus. The on campus event is sponsored by the Nursing Honor Society, Sigma Theta Tau, Epsilon Mu Chapter.

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Nursing Leadership and Management (NR 474) introduces the nurse as a leader. The student comes to this course with the ability to apply the nursing process to restore and maintain wellness to groups and individuals throughout the life cycle in a variety of altered health states. Assessing clients, groups, and communities with a holistic approach, the senior level nursing student can apply the nursing process to integrate and build on previous knowledge and skill. Knowledge of research findings applied to nursing practice will support the student in understanding current trends and challenges in today's health care arena. Components of evidence-based practice are used to support new knowledge learned in this course in order for the nurse to function as an effective leader and manager.

This Senior Capstone (NR 490) consists of a clinical practicum, critical care clinical simulation labs and a critical care clinical rotation plus weekly seminars and multiple standardized tests in preparation for the state licensing exam (NCLEX). Clinical experiences are adapted as changes in the health care arena and profession continually evolve. Students apply all previously learned skills and knowledge of the use of the nursing process, leadership abilities, teaching/learning principals and the research process in the clinical setting. Students cultivate the development of their professional role by using leadership traits to become an effective health care team member, a patient advocate and a coordinator of health care. Students develop independence under the direct guidance of a selected baccalaureate-prepared R.N. preceptor from a hospital or community agency. Weekend Simulation lab experiences and critical care hospital rotations provide students with an overview of the nurse's role in the care of the critically ill adult.

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 3.2 or higher, satisfactory completion of all Nursing prerequisites at a grade of B- 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).

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. The graduate delivers safe patient-centered care in collaboration with other members of the health care team. The graduate strives to improve quality and safety in utilizing evidence based practice. 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

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immediately dropped from the course with a loss of clinical preference. Those students without current health insurance will be dropped from the course.

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. You will receive more information on this in your Welcome Packet prior to Junior year.

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.

Accreditation

The program in nursing is accredited by the Accreditation Commission on Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission Inc. (NLNAC), 3343 Peachtree Road NE, Suite 850, 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, New York 12234, and is a member of the American Association of Colleges of Nursing, 655 K Street, NW, Suite 750, Washington, D.C. 20001.

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

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

NR 356 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

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

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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.

UNDERGRADUATE NURSING COURSE DESCRIPTIONS

Module 1

NR 351 Dimensions of Health Promotion in the Community. New: *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 medications in various community settings. Emphasis is placed on the nursing process, and specific program key concepts of Nursing, Health, the Individual/family, and the environment. Classification 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 labels with 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. (T) *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. (Sr. Learning Community) (C) (LL) (Q) 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. *Offered fall and spring 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. (Sr. Learning Community) (O) (UU) 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. (*Sr. Learning Community*) *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 in their Sr. Practicum. *Offered fall and spring semester.*

NR 476 Holistic Nursing. *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. Holistic integrative modalities in self-care, care of the patient and care of the family is demonstrated through the holistic nursing process. Theories of anxiety presented by Peplau, and the stress research of Cannon, Selye and Benson touch studies of Keltner are studied. Holistic nursing theorists 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. (*Sr. Learning community*) (**L**) *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. Students 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: Remediation of Nursing Knowledge. *Zero to one units.* This course is a requisite if a nursing student demonstrates that they are unsuccessful in a didactic and/or clinical component of a nursing course and/or requires necessary remediation to address weaknesses in a content area. It is also required to maintain matriculation in lieu of a leave of absence and/or progression in the Nursing Program. *Offered fall and spring semesters.**

NR 212 Human Sexuality Across the Life Span. (**U**) *One Unit.* This is a survey course designed to provide the student with an Evidenced Based 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. (**L**) *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 517 Comparative Healthcare Practices. (U) *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).

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. *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. Per mission of faculty advisor required. *Offered fall and spring semesters.*

NR595 Disaster Emergency Preparedness. Offered periodically. One unit. Class meets for 6 weeks and 1 field trip. This course is designed for the Undergraduate and Graduate nursing 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.

NURSING, M.S., D.N.P.

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. The program provides a strong foundation for doctoral study.

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 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.

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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 Master's program and Post-Master's Certificate Program in Nursing is accredited by the Accreditation Commission on Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission Inc. (NLNAC), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326 and Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA19104-2680. The Masters, Post Masters, Doctor of Nursing Practice, and Family Health Nurse Practitioner programs are registered with the New York State Education Department Albany, New York 12234. The School of Nursing is a member of the American Association of Colleges of Nursing, 655 K Street NW, Suite 750., Washington, D.;C. 20001

PROGRAM OBJECTIVES (LEARNING OUTCOMES)

In order to fulfill the purposes of the Wagner College graduate Nursing program, the student must meet the following program objectives.

MASTER'S LEVEL

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

Program Description

The Doctor of Nursing Practice at Wagner College provides the terminal academic preparation for nursing practice. Advanced practice nurses (APNs) practice in increasingly complex and challenging health care environments locally and globally. Utilizing knowledge from the sciences and analytical methods for evidence based practice; the DNP graduates are prepared to meet the needs of diverse individuals, aggregates and populations. An integral component of the curriculum is population health and disaster preparedness. The course work incorporates the American Association of Colleges of Nursing (AACN) competencies for DNP graduates and the Criteria of the National Task Force on Quality Nurse Practitioner Education.

Student Learning Outcomes

Upon completion of the Doctor of Nursing Practice Program at Wagner College the students will be able to:

1. Synthesize 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 population.
2. Generate evidence through practice and translate research into practice to improve health outcomes.
3. Formulate effective strategies for managing ethical dilemmas in the care of individuals, aggregates and populations.
4. Interpret outcome data through 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. Design collaborative strategies for effective leadership on intraprofessional and interprofessional teams.
7. Devise 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

MASTER'S LEVEL

The following requirements for the Master of Science 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.
2. A minimum overall undergraduate G.P.A. of 3.2.
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.

For the Family Nurse Practitioner track, the applicant must submit documentation demonstrating current clinical practice.

Applicants who do not meet admission requirements have the opportunity to be individually evaluated.

DOCTORAL LEVEL

MS to DNP (Advance placement for post master's degree applicants)

- A master's in nursing with a family nurse practitioner focus from a program accredited by a national organization.*
- A 3.4 cumulative grade point average on a 4.0 scale for masters course work

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- Current unencumbered Registered Professional Nurse License in New York State and a New York State certificate as a Family Nurse Practitioner and Board eligible.
- Documentation demonstrating current clinical practice
- Current resume
- Two letters of recommendation from individuals able to comment on the academic ability, clinical expertise and professionalism of the applicant
- Interview

* Students with an Advanced Nursing Practice focus other than a Family Nurse Practitioner will be individually evaluated and a gap analysis will be conducted to determine additional courses required to complete the DNP/FNP degree

DEGREE REQUIREMENTS

Successful completion of 44/45 credits for Masters Degree. Successful completion of 84 credits for the Doctor of Nursing Practice Degree.

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

Degree Requirements for the FNP-DNP (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 Organizational 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 641 Family Health Nursing I 2 credits
 NR 643 Family Health Nursing II 4 credits
 NR 645 Family Health Nursing III 3 credits
 NR 793 Professional Project Seminar 3 credits
 Elective 3 credits
 NR 800 Scientific Inquiry for Nursing Practice 3 credits
 NR 801 Bio-statistical Methods for Evidence Based Practice 3 credits
 NR 802 Ethical and Genetic Issues in Health Care and Research 3 credits
 NR 803 Clinical Scholarship for Evidence-Based Practice and Translational Research 3 credits
 NR 804 Clinical Prevention and Population Health with a Focus on the Epidemiology of Infectious diseases and Public Health Threats 3 credits
 NR 805 Improving Health Outcomes through Organizational and Systems Collaborative Leadership 3 credits
 NR 806 Information Systems and Technology for Health Care Transformation 3 credits
 NR 807 Clinical Scholarly Project I 1 credit
 NR 808 Systems approach to Disaster Preparedness at Home and Abroad 3 credits
 NR 809 Clinical Scholarly Project II 2 credits
 NR 810 Promoting Health, Healing and Hope in Response to a Chaotic Human Condition: Trauma, Traumatic Stress Assessment and Treatment 3 credits
 NR 811 Policy and Finance for Complex Health Care Systems 3 credits
 NR 812 Global Nursing Practice and Policy Development 3 credits
 NR 813 Clinical Capstone Scholarly Project III 3 credits

Total DNP credit = 84

Grading Policy

For the FNP/DNP degree, 6 credits may be transferred in for the 800 level and above courses. All graduate students are required to maintain a cumulative index of 3.0 or higher. A cumulative index of 3.0 or higher is required for graduation. A grade of B or higher is required for the following masters level nursing courses; Nursing 615 Advanced Pathophysiology, Nursing 616 Advanced Health Assessment, Nursing 623 Advanced Pharmacodynamics for Primary Care and Nursing 609 Management of Common Conditions. If a B or better (83, 84, 85, 86) is not achieved in any of these four courses they must be repeated. A grade of C+ = (77, 78, 79) or higher must be achieved in all other graduate nursing courses. For course that do not require a B, a grade received that is lower than a C+ must be repeated. No more than 2 courses may be repeated and each course may be repeated only once. Students will not be permitted to continue graduate study if they have received grades C+ or lower for more than three different courses.

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Grade appeals that cannot be resolved with the professor or with the Graduate Nursing Director or Dean, may refer to the “Appeal of Grades” section of the Undergraduate and Graduate Bulletin” (page 85).

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.* 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.

NR 616C Advanced Health Assessment Lab. *0 credits.* Required lab experience for NR616. *Offered spring and summer 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 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 Advancing Evidence Based Nursing in Practice and Education. *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 NR626. 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 corequisites: 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 titers, 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 titers, 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 titers, 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 titers 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 793 Master's Level Scholarly Project. *Three credits.* This capstone course is the required scholarly project for all Master's Degree Track students in the School of Nursing. A weekly 2-hour seminar focuses on aspects of a final practice or teaching project that is developed to promote health, prevent illness and disability, and alleviate health disparities to a population in either a clinical practice setting. Small groups or independent student projects are permitted using theory to guide practice. Students who are at the completion of the Master's Degree are required to take this course. The final project is selected and planned by the student and the faculty and may be implemented during this course. The student completes the project, proposes expected outcomes, discusses a plan to disseminate the findings, and makes a formal scholarly presentation to faculty and peers at the end of the semester. NR631 Prerequisite or Co-requisite. *Offered fall and spring semesters.*

NR 699 Summer Practicum Supervision. *Zero 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 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. *Prerequisites: NR 645, NR 793.*

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 data sets to evaluate health outcomes. *Prerequisites: NR 645, NR793*

NR 802 Ethical 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 645, NR793.*

NR 803 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 804 Clinical Prevention and Population Health with a Focus on the Epidemiology of Infectious Diseases and Public Health Threats. *Three Credits.* This

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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, including bioterrorism. 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: NR800, NR801.*

NR 805 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. *Prerequisite/Corequisite: NR 803.*

NR 806 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 807 Clinical Scholarly Project I. *One Credit.*

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). *Prerequisites: NR 804 and NR 805.*

NR 808 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 manmade 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. DNP students will utilize systems analysis to promote effective collaboration in disasters. 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). Clinical Hours: 100 *Prerequisites: NR802, NR804, NR805.*

NR 809 Clinical Scholarly Project II (Implementation). *Two Credits.* This course provides students with support in implementation of their Evidence Based Project in a clinical setting. This is done with collaboration between the student and their faculty or project mentor to best meet the student's goals and the stated project objectives. There must be a clear timeline, budget (if applicable), evaluative methods, and regular reflective practice reporting established during this phase of the project. (Clinical Hours 100)

Prerequisites: NR807.

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. *Prerequisites: NR802, NR805, NR808.*

NR 811 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. *Prerequisites: NR 805 and NR 806.*

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 100) *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 100) *Prerequisite: NR 809.*

Additional Nursing Courses:

NR517G 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).

NR 591G Special Topics. *One unit.* This course allows for discussion and analysis of current issues and/or research in response to student and departmental interest. *Offered as required.*

NR595G Disaster Emergency Preparedness. *Offered periodically. One unit. Class meets for 6 weeks and 1 field trip.* This course is designed for the Undergraduate and Graduate nursing 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.

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 3.2 GPA.
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.
6. Current Curriculum Vitae/Resume.

Curriculum Schema of Courses

NR609 Management of Common Conditions	3 credits
NR615 Advanced Pathophysiology	3 credits
NR616 Advanced Health Assessment	4 credits
NR616 Advanced Health Assessment Lab	0 credits
NR617 The Advanced Practice Nurse	3 credits
NR621 Dynamics of Family Health Nursing	3 credits
NR623 Advanced Pharmacodynamics for Primary Care	3 credits
NR641 Family Health Nursing I	2 credits
NR643 Family Health Nursing II	3 credits
NR645 Family Health Nursing III	3 credits
Total	27 credits

PERFORMING ARTS DEPARTMENT

Mission Statement: *Wagner College's Department of Performing Arts provides students with a strong liberal arts background combined with intensive experiential learning. 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.*

Founded in 1968 as the Department of Theatre and Speech, the Department of Performing Arts at Wagner College has grown to become one of the top-ranked collegiate theatre programs in the nation. The Department prides itself on providing students with experiential and intellectual engagement in various curricular and co-curricular arenas.

Wagner College offers a Bachelor of Arts degree in Theatre and Speech with concentrations in Performance, Theatre Studies, and Design/Tech/Management as well as a Dual Major in Theatre and Education. A Bachelor of Science is offered in Arts Administration; concentrations include Theatre, Music, Art, and Combined Arts. A Bachelor of Science is offered in Dance Education. Students may obtain Minors in Theatre and Dance.

The department utilizes its faculty in dual roles, which means that full-time and part-time instructors often serve as the artistic staff by directing, designing, building, conducting, researching, and acting. The faculty not only teaches in the classroom but mentors students in various production experiences. The faculty also serve as academic advisors to the 350 or so students who study in these various academic concentrations.

The Performing Arts Department offers the following programs:

- Arts Administration (B.S.)
- Dance Education (B.S)
- Dance (minor)
- Theatre and Speech (B.A. in Theatre Studies, Performance, and Design, Technology, and Management, minor)
- Dual Degree in Theatre and Education (B.A., housed in Education Department)

Arts Administration (B.S.)

Mission Statement: *The aim is to give students foundations in the performing and/or visual arts combined with a background in business administration to prepare them for entry-level leadership/management positions in arts-related organizations. The program connects students with the considerable resources found 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 such as Dance, Media (Film/Television/Radio), Arts Marketing, Fashion, or Arts Publications.

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Students on these tracks are required to work full-time off campus, for a full semester in a credit bearing internship with an approved art or arts-related organization. An interview with Arts Administration faculty required for acceptance to the program.

The Arts Administration program is most appropriate for highly motivated, self-starting, achievement oriented students. As the program focus is on leadership and management, students are expected to maintain a high GPA and must have a minimum of a C grade in all courses required of the major. As Arts Administration is multi-disciplinary it is, in some regards, more complex than many disciplines: Students complete a set of foundations courses in their concentration; complete a series of Business courses; complete Arts Administration professional courses; complete a full-time, semester long internship; in addition to finishing the full range of general education requirements.

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:

Bachelor of Science: Art concentration

Bachelor of Science: Music concentration

Bachelor of Science: Theatre concentration

Bachelor of Science: Combined Arts concentration (*2.75 GPA in the major required 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

A departmental interview is required prior to 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 2.75 cumulative grade point in the major is required 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 elective internship opportunities.

Final Semester - Full Time Internship / Senior Seminar

After all other degree requirements have been completed, students are required to work 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. *All completed applications/letters of agreement must be submitted by January 15th or a student may not be eligible to enter into the senior seminar and internship in the spring semester.* With College approval of the site, students work full time (not fewer than 30 -35 hours a week) 4 - 5 days a week for the 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. Internships conducted from home or campus via online technology - mobile or otherwise - are not permitted.

In order to be considered for an internship at a "remote site" (outside the five boroughs of New York City) a student must have a cumulative grade point average of 3.5 or higher. The completed application for an internship at a remote site is due for submission by November 15th. Once fully completed internship applications/letters of agreement are submitted to the program director, the decision whether to approve or disapprove the internship will be made within three business days.

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, and 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:

BU201; MK301, MK311; MG201, 321; FI201.

Concentrations

Art Option – 7 units in the fine arts as follows:

Art courses – 5 units as follows: AR103, AR105, AR203, AR208, AR221.

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: TH011 (2 semesters), TH014 (4 semesters), TH103, TH111, TH106 (or TH117), TH233.

Theatre management - 2 units as follows: TH350, TH440 (AA440).

Combined Arts Option – 6 units required (10 units desirable) (2.75 GPA in the major required on this track). 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.

Arts Administration Professional Courses – 3 units as follows for the Combined concentration:

Alternatively, 2 units required of those on the Art, Music or Theatre tracks.

Required 1 unit: AA250

2 units as follows: AA421, AA440, AA450, AA451, AA460 or AA475

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

AA454, 3 units (*or AA453, 2 units under extraordinary circumstances*)

Senior Seminar/Reflective Tutorial AA490, 1 unit

Dance Education (B.S.)

Mission Statement: *The Major in Dance Education cultivates dance artists of the highest caliber who will be multidimensional in their scope of dance studies and pedagogy, and who will work towards building a diverse and inclusive dance community. The student will master the clear and defined fundamental knowledge of Dance Studies, Somatic Studies, Dance Education and Dance Pedagogy. The Dance Program at Wagner College works to foster excellence in dance and the best values of a citizen-artist.*

Senior Capstone Experience:

The Senior Learning Community (SLC) is the culmination of the Dance Education Major and comprises DA416 Dance Pedagogy III and DA402 Techniques of Choreography and Performance II.

It is required for each Dance Education Major to complete a minimum in 100 hours of experiential work offering the opportunity to apply material and skills learned. This is a time to practice the craft under guidance for assessment, reflection and integration of skills. Each student will work with the Head of Dance or specific advisor to tailor a Capstone Proposal for approval. Once the proposal is approved the guidelines for completion will be detailed, but must include a journal and final thesis paper inclusive of a pedagogical statement and methodologies for teaching.

Upon graduation students will be prepared to begin a career in Dance Education—opening their own dance school, teaching for an established school or civic group, or developing their own company to lead and create established movement for teaching.

Each student will be prepared to pursue a Masters program in Dance/Movement Therapy, Dance Kinesiology, Dance Education or Dance Medicine or any other somatic study along with advanced Dance Educational studies. A total of 16 units is required for the major.

Requirements for the Major in Dance Education

Pedagogy of Dance classes 6 units

DA116 Dance Pedagogy I- Introduction to Movement Analysis and Somatic Studies

DA302 Experiential Anatomy and Kinesiology

DA316 Dance Pedagogy II – Lesson Planning and Curriculum Building

DA401 Techniques of Choreography I

Senior Learning Community (2 units)

DA416 Dance Pedagogy III

DA402 Techniques of Choreography and Performance

Dance Studies classes (4 units)

DA103 Dance Appreciation—An Introduction to Dance Studies

DA191 History of Dance— 1500s through the development of Ballet, Modern and Jazz

DA250 History of Dance II- A Social, Cultural and Historical approach

DA395 Dance Criticism

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Corequisite One 0-unit course in studio dance technique each semester
Ballet, Modern, Jazz, Contemporary, Hip Hop, Dynamic Movement

Education Minor Requirements (6 units)

ED326 Teaching & Learning for the Inclusive Setting

ED312 Learning Environments for Student with Exceptionalities

ED322 Instructional Technologies in a Networked World

EN280 Writing Intensive Tutoring

EN425 Theories in Language Acquisition & Literacy Development

EN426 Language Acquisition and Literacy Development

Theatre and Speech (B.A.)

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.*

A major in Theatre & Speech serves a broad range of student interests and goals. Graduates go on to careers in theatre and numerous arts-related areas as well as graduate study in law, education, or business along with MFA programs. Wagner College Theatre is regularly ranked in the top 5 theatre programs by *The Princeton Review*.

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 require an interview.

Requirements for a Major in Theatre and Speech: Theatre Studies (B.A.)

Theatre Studies is designed for students who want to study the many aspects of theatre, from performance based classes including acting, playwriting, and directing, to history and theory including several in English and Modern Languages, to design and management. Many Theatre Studies majors go on to graduate school and work professionally as theatre-makers. Students are required to interview prior to declaring this major.

This is the most flexible of the concentrations in terms of accepting transfer credits and community college degrees; if a student is transferring from a community college and is looking to complete a Theatre degree at Wagner in two years, Theatre Studies should be the curriculum followed. A total of 18 units may be taken in the major with a capstone experience that combines Advanced Theatre Practicum (TH595) with Senior Seminar

(TH400). TH595 focuses students on preparing to enter the professional world as they work on resumes, portfolios, business practices etc. while completing a capstone production experience; these range from producing a play they have written, to assisting directing or choreographing a Main Stage production, to composing a new musical. TH400 focuses students' attention on a common topic which provides a research opportunity culminating in a final thesis. Recent seminar topics have included: witches and witchcraft; Billy Porter's life and influence; disabilities and the performing arts, etc.

Experiential Requirements (1 unit)

TH011: Theatre Lab (2 half unit classes)

TH014-18: Production Practicum (4 0 unit experiences)

Foundation Requirements (5 units)

TH103: Script Analysis

TH106: Introduction to Acting

TH111: Introduction to Design and Technology

TH233: Theatre History

EN212: Introduction to Literary Analysis and Theory

Electives

Choose 1 unit:

DA191: Dance History

DA192: Dance History II: A Cultural, Social, and Historical

FM201: Introduction to Film Studies

TH218: History of American Film

TH250: The Movie Musical

TH235: Musical Theatre History

Choose 3 units:

EN211: British Literature Survey

EN326: Drama Survey

EN327: Advanced Drama: Renaissance and Modern

EN330: Shakespeare

SP340: A Window on Spain: Peninsular Survey

SP411: Hispanic Drama: Text and Performance

FR320: French Masterworks in Translation

FR334: Twentieth Century French Literature

FR346: A Window on France: French Survey

Choose 2 units:

TH107 or Th112: Stagecraft or Stagecraft I

TH108: Stage Lighting and Electronics

TH109: Stage Costuming

TH110: Scene Painting

TH211: Stage Properties and Set Dressing

TH228: History of Costume and Fashion

TH240: Stage Make-up

TH291: Approved Special Topics in DTM

TH306: Sound Design for the Theatre

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TH313: Costume Design
TH321: Scenic Design
TH323: Lighting Design
TH324: Period Styles
TH350: Stage Management

Choose 2 units:

TH204: Intermediate Acting
FM210: Introduction to Video Production and Filmmaking
TH229: Devised Theatre
TH242: Commedia dell'Arte
TH255: Acting for the Camera
TH290: Playwriting
TH310: Directing I
FM322: Screenplay Writing
DA401: Choreography

Senior Learning Community-2 units

TH400: Senior Seminar
TH595: Advanced Theatre Practicum

Cognates: Students will demonstrate some experience in another language so native English speakers must complete two levels of a foreign language.

Requirements for a Major in Theatre and Speech: Performance Concentration (B.A.)

The Theatre Performance Concentration involves a sequence of acting courses, including classical styles, improvisational techniques, musical theatre performance, dance, voice, and the business of acting. The curriculum culminates in a Senior Showcase at Playwrights Horizons or a professionally produced video shoot for distribution to agents and industry professionals. Performance majors have a wide variety of courses in dance, music, and acting to choose from. An audition is required for acceptance into the program as select classes are exclusively for Performance majors. A student in the Performance Concentration cannot finish the degree in less than 3 years at Wagner, and no transfer credit in required performance classes will be accepted toward the major requirements. 15 units are required in the major, 3 of which are required cognates.

Experiential Requirements - 1 unit

TH011: Theatre Lab (2 half unit classes)
TH014-18: Play Production (4 semesters of 0 units; only one can be in FOH)

Foundation Requirements-5 units

TH103: Script Analysis
TH111: Introduction to Design
TH120: Musicianship for the Performer
TH233: Theatre History
TH235: Music Theatre History

Performance Requirements (courses to be taken sequentially) - 4 units

TH117: Acting Techniques I

TH217: Acting II: Scene Study

TH307: Musical Theatre Performance I

TH317: Acting III: Classics

Required Cognates - 3 units

SPC102: Voice and Diction;

DA210: Movement;

DA295: Musical Theatre Dance (Students must complete 4 dance technique classes prior to graduation

MU020: Students take Private Voice Instruction each semester

Senior Learning Community - 2 units

TH461: Acting V

TH462: Senior Showcase

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 is required to fulfill the major.

Experiential Requirements (2 units)

TH 011 TH Lab (4 - 1/2 units)

Production Assignments –Th014-18: Play Production (at least one from two categories)

Foundation Requirements (5 units)

TH 103 Script Analysis

TH 106 Introduction to Acting

TH 111 Introduction to Design - S&F

TH 210 Drafting for the Stage

TH 220 Computer Visualization

TH 233 History of Theatre

Senior Learning Community (2 units)

TH 400 SLC Senior Seminar or TH 424 Design Studio

TH 595 SLC Advance Theatre Practicum

Select Four (5 units from the following; three must be upper level classes)

TH 109 Stage Costuming

TH 110 Scenic Painting

TH 112 Stagecraft

TH 211 Stage Properties and Set Dressing

TH 228 History of Costume and Fashion

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TH 240 Stage Makeup

TH306 Sound Design

TH 313 Costume Design

TH 321 Scene Design

TH 323 Lighting Design

TH 324 Period Styles Design

TH 350 Stage Management

TH 424 Design Studio (may not be used for multiple requirements)

TH 463 Advanced Lighting Design

TH 464 Advanced Scenic Design

-alternate fifth - 291 or 591 Special Topics

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:

For the Theatre component a total of 11 units is required with the following distribution:

Experiential Units:

TH 011: Theatre Lab (2 semesters of 0.5 units each)

TH 014-18: Play Production (2 semesters of 0 units each)

Foundation courses:

TH 103: Script Analysis

TH 106: Introduction to Acting

TH 111: Introduction to Design

TH 233: Theatre History

Courses in the Following Categories: (Select 6 units from at least 3 sections)

Technical Classes

TH 107: Stagecraft

TH 108: Stage Lighting and Electronics

TH 109: Stage Costuming

TH 110: Scenic Painting

TH 209: Drafting (0 unit) combined with Th219: Computer Visualization, TC, (1 unit)

TH 240: Stage Make-up

Performance Classes

TH 204: Intermediate Acting (Th106 Pre-req)

TH 229: Devised Theatre

TH 255: Acting for the Camera

DA***: One Unit of Studio Dance

Design Classes

TH 306: Sound Design
 TH 313: Costume Design
 TH 321: Scenic Design
 TH 323: Lighting Design
 TH 324: Period Styles

Creativity/Management

TH 290: Playwriting
 TH 310: Directing I
 TH 311: Directing II
 TH 350: Stage Management
 TH 440: Arts Management
 DA 401: Choreography

Literature and History

TH 218: History of American Film
 TH 228: History of Costume and Fashion
 TH 235: Musical Theatre History
 TH 450: Theatre Criticism
 DA 191: Dance History
 DA 395: Dance Criticism

Senior Learning Community: Student complete the SLC in Education.

Requirements 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, TH 106, TH 111, TH 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, DA 302, D A395, DA 401.

Choose two units from any of the following 1/2 unit classes:

DA 245, 301, 303, 353, 454, 363, 464, 373, 474, 383, 484, 495.

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COURSE DESCRIPTIONS

Arts Administration Course Descriptions

AA011 Administrative Assistant Practicum $\frac{1}{2}$ 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 program director is required. This course can be taken no more than twice for credit. Offered every semester.*

AA 017 Production Practicum *O units.* 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 program director is required. Cross-listed with TH017. Offered every semester.*

AA 250 Introduction to Management and the Arts (O) *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 (O) *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 (WC) *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 as necessary.*

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.*

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 30-35 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 spring semester.*

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 (R) *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. (WC) *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 spring semester.*

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.*

Dance Course Descriptions

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 the 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

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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 4 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 instructors of record for each class in consultation with the Head of Dance.

DA 103 Dance Appreciation—An Introduction to Dance Studies (A) (CC). *One unit.*

An overview and survey course increasing the students understanding of dance and its many faces as an art form, entertainment and activity. The students will learn through lecture, viewing, reading and short simple movement experiences. Prior dance experience or training is not required. This is not a technique class in dance. Designed for all students with an interest in dance.

DA 112 Dynamic Embodiment and Efficient Movement (A) (C). *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 Dynamic Embodiment and Efficient Movement (A) (C). *Zero units.* See DA112. *Offered as required.*

DA 114 Hip Hop and Street Dance (A) (CC). *0.5 unit.* An open level dance class designed for the student who wishes to develop the basic foundation and techniques of Hip Hop and Street Dance. Cross-listed with DA114H.

DA 114H Hip Hop and Street Dance Lab (A) (CC). *Zero units.* Lab fee. See DA 114.

DA 116 Dance Pedagogy 1– Introduction to Movement Analysis and Somatic Practices (A) (CC) *One unit.* An introductory course surveying the aspects of Movement Analysis and Somatic Practices for the purpose of dance education and movement invention. The students will practice the studies of Laban Movement Analysis for discussing, decoding, analyzing and embodying movement choices. The class will cover humanistic movement and the movements required of a trained dancer. This will be done through lecture, movement exploration, embodiment of movement characteristics and observation. Dance Majors or by permission of Instructor.

DA 120 Hatha Yoga. (A) *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 (A) *Zero units.* Lab fee. See DA120.

DA 151 Ballet I (A) (CC). *0.5 unit.* A practical, beginning level ballet class designed for the student who wishes to develop the basic fundamental techniques of ballet. *Cross-listed with DA151B. Offered fall and spring semesters.*

DA 151B Ballet I Lab (A) (CC). *Zero units. See DA151. Offered fall and spring semesters*

DA 161 Jazz I (A) (CC) *0.5 unit.* A practical, beginning-level jazz class designed for the student who wishes to develop the basic fundamental techniques of jazz. *Cross-listed with DA151B. Offered fall and spring semesters.*

DA 161J Dance: Jazz (A) (CC). *Zero units. See DA161. Offered fall and spring semesters.*

DA 171 Modern Dance I (A) (CC). *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 (A) (CC). *Zero units. See DA271. Offered every semester.*

DA 181 Tap I (A) (CC). *0.5 unit.* A practical, beginning level tap class designed to develop the basic fundamental techniques of tap dance. *Cross-listed with DA181T. Offered as required.*

DA 181T Tap I lab (A) (CC). *Zero units. See DA181. Offered as required.*

DA 191 History of Dance (A) (O) (U). *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 210 Movement for Performers I (A) (CC). *One unit.* This is an actor-oriented 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.

DA 211 Movement for the Performers II (A) (CC). *One unit.* A continuation of the techniques learned in TH 210. Prerequisites: TH 117, 210. Offered as required.

DA214 Hip Hop and Street Dance II. (A) (CC). *0.5 unit.* A second level dance class for the student who wishes to continue to develop the techniques learned in Hip Hop and Street Dance. Cross-listed with DA214H. *Prerequisite: Permission of instructor only.*

DA214H Hip Hop II. (A) (CC) *0 units. See DA214.*

DA245 Dance Exploration and Improvisation (A) This course is designed for anyone curious about the practice of improvisation. The goal is to discover expression and embodiment through the practice of movement. Dancers and non-dancers alike are welcome. Students will deepen and broaden their understanding of improvisation as an integral part of creative and performance processes through movement explorations, guided movement exercises, readings, discussions, observations and journaling. The

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skills developed in this class are applicable to any creative process and will support the ability of movement invention and choreography. Open to all levels of ability.

DA 245I Dance Exploration and Improvisation Lab: (A) (CC) 0 units see DA245.

DA 248 Improvisation for the Performer (A) 0.5 unit. 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 Improvisation for the Performer Lab (A) (CC). Zero units. See DA248. *Offered as needed.*

DA 250 History of Dance (A) (O) (UU). One unit. A Cultural, Social and Historical Approach. This course will look at dance from a global viewpoint through observation and assessment of both Western and Non-Western forms of dance and their relationship to culture, society and history. The class utilizes a contextual lens to review ritual, theatrical, folk, performance and social forms of dance. The class will focus on a variety of genres of dance that are relevant to understanding diversity and intercultural factors.

DA 252 Ballet II (A) (CC). 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 their technique. Cross listed with DA252B. Prerequisite: DA151 or DA151B or permission of instructor. Offered fall and spring semesters.

DA 252B Ballet II lab (A) (CC). Zero units. See DA252. Offered fall and spring semesters.

DA 262 Jazz II (A) (CC). 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 their 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 (A) (CC). Zero units. See DA262. Offered fall and spring semesters.

DA 272 Modern Dance II (A) (CC). 0.5 units. An intermediate level dance class designed for the student who has the basic knowledge of modern dance and wishes to strengthen their 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 (A) (CC). Zero units. See DA272. Offered fall and spring semester.

DA 282 Tap II (A) (CC). *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 (A) (CC) (L) (O). *One unit.* A practical open level dance class designed to familiarize the student with the styles of dance most frequently used in Musical Theatre. Students will be taught choreography of specific musical theatre dance genres to perform. 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: One half unit or 0 unit dance technique classes in any of the three disciplines of Dance: Modern, Jazz, or Ballet.

DA 301 Musical Theatre Styles (A) (CC) (O). *One unit.* A practical open level dance class designed to familiarize the student with the styles of dance most frequently used in Musical Theatre. Students will be taught choreography. Prerequisites: DA295.

DA 302 Experiential Anatomy and Kinesiology (A) (C) (Q). *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

DA 303 Partnering (A) (CC). *0.5 unit.* A practical class for the experienced 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 (A) (CC). *Zero units.* See DA 303. *Offered as required.*

DA 304 Musical Theatre Styles Tap (A) (CC) (O). *One unit.* A practical open level dance class designed to familiarize the student with the styles of tap dance most frequently used in Musical Theatre. Student will be taught choreography to perform. *Prerequisites: DA295. Offered as required.*

DA 316 Dance Pedagogy II– Lesson planning and curriculum building. (A), (CC), (O) *One unit.* A beginning level course in dance pedagogy designed for the student interested in developing lesson plans and curriculum for teaching dance at any level. Ballet, Jazz Modern and Tap techniques will be covered as based on student interest, personal goals and mastery of skill. *Prerequisite: DA116 Dance Pedagogy I.*

DA 353 Ballet III (A) (CC). *0.5 unit.* A practical advanced level ballet class designed for the student who wishes to maintain their 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.*

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DA 353B Ballet III lab (A) (CC). *Zero units. See DA 353. Offered every fall and spring semester.*

DA 363 Jazz III (A) (CC). *0.5 unit.* A practical advanced level jazz class designed for the student to maintain their 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 (A) (CC). *Zero units. See DA363. Offered every fall and spring semester.*

DA 373 Modern Dance III (A) (CC). *0.5 units.* A practical advanced level dance class designed for the student who has the skills of modern dance and wishes to maintain their technique and study more eclectic and contemporary theories of movement through practical application. Cross-listed with DA373M. *Prerequisite: DA272 or DA272M or permission of instructor.*

DA 373M Modern Dance III lab (A) (CC). *Zero units. See DA373. Offered every semester.*

DA 383 Tap III (A) (CC). *0.5 unit.* A practical advanced level Tap dance class designed for the student to maintain their 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 (A) (CC). *Zero units. See DA 383. Offered as required.*

DA 395 Dance Criticism (A) (UU) (O). *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.

DA 401 Techniques of Choreography (A) (CC). *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: DA210, DA248, DA2481 or permission of instructor.*

DA 402 Techniques of Choreography and Performance (A) (CC). *One 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 (A) (CC). *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 professional

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 (A) (CC). *Zero units.* See DA454. *Offered fall and spring semesters.*

DA 464 Jazz IV (A) (CC). *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 their 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 (A) (CC). *Zero units.* See DA464. *Offered as required.*

DA 484 Tap IV (A) (CC). *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 their 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 (A) (CC). *Zero unit.* See DA484. *Offered as required.*

DA 495 Contemporary Dance Workshop (A). *0.5 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 DA495C. *Instructor permission required.*

DA 495C Contemporary Dance Workshop lab (A). *Zero units.* See DA495.

Speech Course Descriptions

SPC 101 Communications in Society (OO). *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 (OO) (CC). *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, as required.*

SPC 103 Public Speaking (CC) (OO). *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.

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SPC 104 Oral Traditions and Narrative Theatre (OO). *One unit.* This course explores storytelling through the performance of literary works. Students practice and apply analysis, improvisational and spoken word styles and public speaking techniques to interpret writing that may include novels, poetry, famous speeches, and documentary texts. *Offered most semesters.*

SPC 202 Voice and Diction II (OO) (CC). *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 203 Voice Overs (OO). *One unit.* This course will focus on students' individual voices as well as "movie announcer," radio personality, and fun, or "odd," character voices. Students will learn to take the skills they already possess and find ways to allow them to use their voices to their full potential. The class will use scripts from established commercials, television shows, movies, video games, automated prompts, and even student written pieces. *Prerequisite: SPC 102 or permission of the instructor.*

SPC 252 Mock Trial (OO). *One unit.* This class is designed to teach and practice the basic elements of trial advocacy, including opening statements, direct and cross-examination of witnesses, objections, and closing arguments. Everyone will be expected to participate extensively in class, and significant preparation outside of class will also be required. Because of the participatory nature of the class, regular attendance is essential. The class will culminate in a trial open to the campus community at the end of the semester. By the end of the semester, students will have increased competency in preparing, delivering, and evaluating public speeches. *Offered fall semester.*

SPC 301 Communication in the Small Group *One unit.* A study of contemporary theory and practice for participating in small groups. Emphasis on the awareness and experience of specific settings for group communication.

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 (OO). *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.*

Theatre Course Descriptions

TH 011 Theatre Lab. (A) *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.

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 (A) (RR). *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 (A) (C). *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 (A) (CC) (O). *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 fall and spring semesters.*

TH 107 Stagecraft (A) (C) *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. *Offered every other fall or as needed.*

TH 109 Stage Costuming (A) (CC). *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.*

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TH 110 Scenic Painting (A) (C) *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'oeille*, the illusionistic representation of real objects. *Offered as required.*

TH 111 Introduction to Design and Technology (A) (C), (O) *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 (A) (T). *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. Prerequisites: TH111. For matriculated Theatre DTM majors, others by permission of instructor only.*

TH 117 Acting Techniques (A) (CC). *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 (A) *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 (A) (CC) (OO) (U) *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 210 Drafting for the Stage (A) (TT). *Zero units.* 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 Stage Properties and Set Dressing (A) (TT). *One unit.* The class will cover methods of organization, research, design, acquisition and execution, and of properties.

Practical methods of construction for common/frequent prop needs will be taught, and attention will be paid to assessing the appropriateness of choices. The class will consist of project work, and use department productions to realize projects in production.

Prerequisite TH 111 or permission of instructor.

TH 217 Acting Techniques II: Scene Study (A) (CC) 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 (A) (R) (WC). 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.*

TH 220 Computer Visualization (A) (TT). One 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: TH 210. Offered spring semester.

TH 222 Advanced Musical Training and Audition Prep (A) One unit. This course will build on skills established in Musicianship for the Actor such as sight reading, ear training and ensemble singing. Students will learn how to quickly read and perform musical audition sides, easily understand and execute both simple and difficult harmony and habitually incorporate valuable practice strategies. A broad range of musical theatre repertoire will be used as material for the course. Enrollment is limited to theatre performance majors. *Prerequisite: Musicianship for the Actor, MU101 Rudiments of Music or permission of instructor.*

TH 228 History of Costume and Fashion (A) (C) (U) One unit. A survey of western historic fashion and costume for women and men from ancient times to the present, including the cultural and political events that shaped each era and its clothing. An introduction to the design elements: color, line, form texture and silhouette and a brief introduction to the use of graphic techniques in the presentation of fashion and costume designs. Analysis of the artistic styles of each era as they relate to understanding costume detail and stylization.

TH 229 Devised Theatre (O) (CC). One unit. The goal of Devised Theatre is a holistic understanding of how theatre works, as students encounter the challenges of building compelling theatre from scratch. The course will explore the making of theatre, not from prepared scripts, but from the inspiration, research, and imagination of the participants.

TH 233 History of the Theatre (A) (UU) (LL). One unit. Survey of the history of Western Theatre from the ancient Greeks to the present. Consideration is given to the

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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 (A) (L) (UU). *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 (A) (C). *One 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 (A) *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.

TH244 Musicianship II (A) *One unit.* Musicianship II builds on the musical concepts presented in Musicianship I. Students will review all major and minor keys and corresponding scales, review fundamental rhythmic concepts and also review construction, identification and singing of intervals. Students will move into analysis of compound meters, basic harmony and advanced ensemble singing. All musical concepts will be studied through the use of musical theatre repertoire. The class will also include basic jazz improvisation and extensive sight singing. Students will also develop basic keyboard skills with the goal of being able to accompany themselves. *Prerequisite: Musicianship I or Permission of Instructor.*

TH 250 The Movie Musical (A) (R) (WC) *One unit.* This class traces the history of one of Hollywood's most important and popular genres from its beginnings in the early sound period to its more recent incarnations. Study will include individual artists (singers, dancers, directors) who influenced the genre and representative films will be screened in class. Independent viewing and reading is also required, as well as the completion of written research projects.

TH 255 Acting for the Camera (A) (CC). *One unit.* This course offers an introduction to on-camera performance in film and television. Students will participate in monologue and scene work based on age and type, and will learn the fundamentals of on-screen camera acting technique. In addition, class content will focus on the specific demands, protocols, and technical challenges of filmed media, from the audition process to the final shoot. Class work will include monologue and scene rehearsal and presentation, an introduction to the process of on-camera production, and discussion of the professional film and television industries. *Lab fee.*

TH 290 Playwriting (A) (WW). *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.

TH 306 Sound Design for the Theatre (A) *One unit.* The course will be presented from both an artistic and technical point of view, with emphasis on process. The course will provide students with an introduction to audio technology and the sound design process for theatre, including theory, technology, equipment, techniques, and the knowledge, skills, and resources to put the process into practice. Readings, class presentations, practical projects and critical analysis of productions will be used to illuminate the history of sound design, the design process, equipment, technology, sound recording, reinforcement and system design. *Prerequisite: TH 111 or permission of the instructor.*

TH 307 Musical Theatre Performance I (A) (CC) (O), *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 a wide range of musical theatre literature. *For performance majors only. Prerequisites: TH 120 and two MUA 020.A (Laboratory fee.)*

TH 308 Musical Theatre Performance II (A) (CC) (O), *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: TH307.*

TH 310 Stage Directing I (A) *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 (A) *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 spring semester.*

TH 313 Costume Design (A) (CC) *One unit.* This course focuses on the art and practice of designing costumes for the theatre, television and film. The study will include a series of design projects to develop skills in research, script analysis, design concept, costume sketching and rendering, and fabric selection. *Prerequisite: TH 111. Offered as required.*

TH314 Rock the Audition (A) This class will explore popular music from the 50's to present, including the following styles: Motown/Soul; 70's folk and rock; Disco; 80's pop and rock; Contemporary pop and rock; Hip-Hop; Contemporary R & B; and Punk Students will learn how to capture the essence of each genre/era through the synthesis of body, voice, and emotions. This class will prepare the actor/singer for the contemporary musical theatre market, which requires the use of pop/rock songs in a theatrical setting. *For Theatre Performance Majors who have completed MTP1 & Acting III. (Lab fee.)*

TH 317 Acting Techniques III: Acting Shakespeare (A) *One unit.* Through scene study and monologue work, students learn a practical process for playing Shakespeare that includes research, text analysis, scansion and period performance practices. Students explore techniques for creating a role, devising staging as well as examining the actor's relation to the audience. *Prerequisites: TH 217. Offered fall semester.*

TH 321 Scenic Design (A) (CC) (O) (R). *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 spring semester.*

TH 323 Lighting Design (A) (CC) (O) (Q). *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 fall semester.*

TH 324 Period Styles Design (A) (C). *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 (A) (O) (R) *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 (A) (WC). *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.

TH 417 Acting Techniques IV: Advanced Styles (A) *One unit.* An examination of performance practices and styles from Ancient Greece through avante-garde approaches to performance. *Prerequisites: TH 317.*

TH 422 Musical Theatre Repertoire Practicum (A) *One unit.* The goal of this class is to provide theatre performance majors with the opportunity to work with an accompanist and musical coach on a wide range of repertoire chosen by the student as well as the coach. Students will meet with their coach once a week for an individual thirty-minute session to practice current repertoire and also explore new genres. *Prerequisites: TH 120, TH 307.*

TH 424 Theatre Design Studio (A) (CC) (O) (R) *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: For matriculated Theatre DTM majors, Permission of the instructor. Offered spring semester.*

TH 440 Arts Management (A) *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 (A) (RR), (WW). *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 (A) (WC). *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: TH317 (Laboratory fee.)*

TH 462 Senior Showcase (A) (WC). *One unit.* Students prepare a polished performance for New York City. *(Laboratory fee.) Offered spring semester.*

TH 463 Advanced Lighting Design (A) (Q) (O) (CC). *One unit.* This course will focus on building skills as a lighting designer and assumes you have a working knowledge of that role, the process and the objectives of stage lighting. The skills to be emphasized are analysis, research, CAD drafting and visual, oral and written communication. Throughout this process the class will develop your design aesthetic through practical projects. *Prerequisite: TH 323 and permission of the instructor. Offered fall semester.*

TH 464 Advanced Scenic Design (A) (CC) (O) (RR) *One unit.* This course will focus on building skills as a scenic designer and assumes you have a working knowledge of that role, the process and the objectives of the theatrical scenic designer. The skills to be emphasized are analysis, research, CAD drafting and visual, oral and written communication. Throughout this process the class will develop your design aesthetic through practical projects. *Prerequisite: TH 321 and permission of the instructor. Offered fall semester.*

TH 582 Musical Theatre Practicum (A) *One unit.* A course providing intensive practical experience in the multiple facets of the stage production of musicals. *Department permission required.*

TH 585 Advanced Musical Theatre Practicum (A) *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 (A) *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.*

PHILOSOPHY AND RELIGIOUS STUDIES

DEPARTMENT

The Philosophy and Religious Studies Department offers Programs in:

- Philosophy (B.A., minor)
- Dual Degree in Philosophy and Education (B.A., housed in Education Department)
- Religious Studies (minor)

MAJOR IN PHILOSOPHY (B.A.)

Philosophy asks questions about reality, knowledge, truth, mind, reasoning, language, politics, society, and conduct. The purpose of philosophy is to allow students to probe and to evaluate the answers to these basic human questions, both ancient and modern, through intellectual inquiry. Students also study an array of the characteristic methods, topics, and positions, used by philosophers, along with their social and cultural impacts. Faculty are committed to helping students develop not only a high level of critical thinking and reading skills but also foster the acquisition of logical, linguistic, analytical, and writing skills. The philosophy major thus promotes the habit of entertaining competing worldviews, of imagining foreign or different perspectives, of constructing and evaluating arguments, and preparing for a more reflective life. Philosophy majors learn skills and habits that prepare them for a wide range of graduate and professional fields.

The major culminates in the Senior Learning Community (SLC) which comprises a philosophy seminar (PH 401 Seminar: Topics in Philosophy) and the reflective tutorial (PH 400 Reflective Tutorial). In the Seminar, students will examine some major themes, issues, or historical figure in traditional and/or contemporary philosophy. In the reflective tutorial (RFT), students will engage in independent research and writing: a senior thesis on some major issue in philosophy for presentation, while taking part in library research, acquiring a grasp of the complexities of the issue, and understanding the logic of the opposed positions.

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:

The Senior Learning Community includes two courses: (1) a capstone seminar course (PH 401) Seminar: Topics in Philosophy and (2) a writing course (PH 400) Reflective Tutorial, in which students write their senior thesis. The Reflective Tutorial is an intensive research and writing course that examines a major philosopher or issue from one of the three groups of philosophy—the groups as set forth in the description of the

major (ethics, values, and society; history of philosophy; metaphysics, mind, and logic). The Seminar is an advanced course examining selected topics in the history of philosophy or in recent philosophy. These two intensive courses prepare students with the necessary research and writing skills for graduate study or professional careers.

Recommendation

It is recommended that students, who plan to attend graduate school in philosophy, study one of the following languages: French or German

DUAL MAJOR IN EDUCATION AND PHILOSOPHY (B.A.)

Housed in the Education Department, the 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 courses in Philosophy as well as all the required courses for receiving teacher certification, including the Senior Learning Community in Education, which includes a semester of student teaching. Students will have an adviser in both areas. For the Education component of the course, students should consult the Education Department section.

REQUIREMENTS FOR THE DUAL MAJOR OF PHILOSOPHY AND CHILDHOOD/SPECIAL EDUCATION 1-6 (B.A.)

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, and 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, or 302.

Senior Learning Community – 2 units:

PH 400 and 401

MINOR IN PHILOSOPHY

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, 301, 302.

Elective requirements – 2 units:

Two additional PH 200 level or PH 300 level courses.

COURSE DESCRIPTIONS IN PHILOSOPHY

PH 101 Practical Reasoning. (H) (C) (R) (Q) 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. (H) (C) (RR) (WC) One Unit. This course examines some major philosophical issues by leading classical and contemporary thinkers in the Western tradition. *Offered spring semester.*

PH 103 Contemporary Moral Problems. (H) (R) (WC) (U) One unit. An examination and discussion study of selected contemporary moral issues. Issues may include capital punishment, sexual morality, pornography and censorship, discrimination, etc. *Offered fall semester.*

PH 105 The Idea of Love. (H) 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 examined to answer questions as to the nature of love, the cause of love, the value of love, etc. *Offered as required.*

PH 106. Hinduism and Buddhism. (H) (C) (R) (UU) 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. (H) (C) (RR) (WC) 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. (H) (C) (R) (Q) 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. (H) 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.*

PH 202 Medical Ethics. (H) (C) (RR) (WC) One unit. This course examines major ethical theories and some major moral issues, arising out of, or associated with, the practice of medicine. Issues include: abortion, euthanasia, in vitro fertilization, surrogacy,

human experimentation, and 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 Ethics and Society. (H) (WC) (RR) (UU) 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. (H) (WC) (RR) (UU) 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. (H) (C) (RR) (WC) 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 209 Ancient Philosophy. (H) (C) (RR) (WC) 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 211 Modern Philosophy. (H) (C) (RR) (Q) 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. (H) (C) (RR) (WC) 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. (H) (C) (RR) (WC) 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. (H) (C) (RR) (WC) 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. (H) (C) (RR) (WC) 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. (H) 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 302 Philosophy and Psychoanalysis. (H) 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 with PS 382. Offered as required.*

PH 400 Reflective Tutorial. (H) (O) (RR) (WW) 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. (H) (O) (RR) (WW) 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. (H) One unit. This course is 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.*

RELIGIOUS STUDIES (Minor)**MINOR IN RELIGIOUS STUDIES**

Religious Studies focuses upon 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 ministry.

REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES

A minimum of 5 units.

COURSE DESCRIPTIONS IN RELIGIOUS STUDIES

RE 103 Judaism, Christianity, Islam. (H) (C) (R) (UU) One unit. This course is 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 Hinduism and Buddhism. (H) (C) (R) (UU) One unit. An introduction to the major systems of religious thought and practice of the Orient with particular attention to those traditions that 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. (H) One unit. This course is 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 that 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. (H) 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. (H) 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. (H) (C) (RR) (U) One unit. This course examines 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 with EN 203. Offered fall and spring semesters.*

RE 204 Death and Beyond. (H) (C) (R) (UU) One unit. This course is 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’? (H) (C) (R) (UU) 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 with PS 209. No prerequisites. Offered as required.*

RE 220 Forbidden Knowledge: The Power of Myth in Genesis. (H) 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. (H) 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. (H) 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. (H) 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? (H) 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 291 Special Topics in Religious Studies. (H) 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. (H) 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. (H) 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.*

PHYSICAL SCIENCES DEPARTMENT

The department of Physical Sciences is the home for chemistry, physics, and astronomy at Wagner College. The department offers multiple majors and minors including chemistry, chemistry with a concentration in biochemistry, chemistry with concentration in environmental chemistry, and physics. The department also offers a pre-engineering track housed in the physics discipline for those who wish to pursue a career as an engineer. The ultimate goal of the department is to prepare students for either graduate school (either in a science or in a health career) or employment upon graduation. The department has a strong commitment to undergraduate research, and all faculty are actively involved in supervising student research in order to help prepare the student for future success.

The Physical Sciences Department offers the following programs:

- Chemistry (B.S., concentration in biochemistry and environmental, minor in Math, minor)
- Physics (B.S., Pre-engineering option, with minor in Math, minor)

ASTRONOMY COURSE DESCRIPTIONS

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.

AS 105 Astronomy: The Solar System. (M) (R) 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.*

AS 108 Astronomy: Stars and Galaxies. (M) One unit. Stellar distances and groupings, various types of stars, stellar evolution, galactic structure, and evolution of the cosmos. *Offered spring semester.*

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

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.

The senior learning community in chemistry includes (1) a capstone course (CH491 or higher), (2) a department approved non-credit research project, internship or completion of CH 400E after the junior year, and (3) the reflective tutorial (CH 400) in which students produce their senior thesis. The Senior Learning Community provides a greater depth of content knowledge in conjunction with hands-on research experience, allowing students to further develop the technical skills and problem-solving abilities needed in their graduate and professional endeavors. The Chemistry program offers environmental chemistry and biochemistry concentrations in addition to the ACS certified degree.

REQUIREMENTS FOR A MAJOR IN CHEMISTRY (B.S.)

A minimum of 15 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 includes (1) a capstone course (CH491 or higher), (2) a department approved non-credit research project, internship or completion of CH 400E after the junior year, and (3) the reflective tutorial (CH 400) in which students produce their senior thesis.

Cognate courses—4 units of Mathematics and Physics:

MA 121, 122; 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.

CHEMISTRY, CONCENTRATION IN BIOCHEMISTRY (B.S.)

REQUIREMENTS FOR A MAJOR IN CHEMISTRY, CONCENTRATION IN BIOCHEMISTRY (B.S.)

A minimum of 15 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 includes (1) a capstone course (CH491 or higher), (2) a department approved non-credit research project, internship or completion of CH 400E after the junior year, and (3) the reflective tutorial (CH 400) in which students produce their senior thesis.

Cognate courses—4 units of Mathematics and Physics

MA 121, 122; PY 131, 132 or PY 141, 142

Major 3 Chemistry with Concentration in Environmental Chemistry (B.S.)

REQUIREMENTS FOR A MAJOR IN CHEMISTRY, CONCENTRATION IN ENVIRONMENTAL CHEMISTRY

A minimum of 17 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 includes (1) a capstone course (CH491 or higher), (2) a department approved non-credit research project, internship or completion of CH 400E after the junior year, and (3) the reflective tutorial (CH 400) in which students produce their senior thesis.

Cognate courses—6 units of Mathematics, Physics and Biology

MA 121, 122; PY 131, 132 or PY 141, 142; BI213, BI215

CHEMISTRY, WITH MINOR IN MATHEMATICS (B.S.)

REQUIREMENTS FOR A MAJOR IN CHEMISTRY WITH A MINOR IN MATHEMATICS (B.S.)

15 or 17 units required for the chemistry major and any three additional courses in mathematics numbered 200 or higher.

Minor 1: Chemistry

The minor includes four required core courses (CH111, 112, 211, 212), and any 2 Chemistry courses beyond CH212. Students are advised to consult with their advisor to pick courses that support their future plans.

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.

Chemistry Course Descriptions

CH 101 Chemistry in the Environment and Society. (M) One unit. 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 open to students who have credit for CH 111. Offered fall semester.

CH 111, 112 General Chemistry I, II. (M) (Q) One unit each. 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 111L, 112L General Chemistry I, II Laboratory. Zero Units

CH 211, 212 Organic Chemistry I, II. (M) (WC) One unit each. 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 211L, 212L Organic Chemistry I, II Laboratory. Zero Units

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CH 214 Quantitative Analysis. (M) (Q) (T) One unit. 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 221 Introduction to Scientific Computing. (M) (O) (Q) (TT) One unit. Three hours of lecture weekly. This course provides students an enjoyable, yet rigorous introduction to applications of computing across the sciences. The course trains students to adopt a computational thinking mindset and to learn data analysis and data visualization skills using the Mathematica symbolic computation platform. Students will also learn molecular drawing, editing and visualization using software that is routinely used in research laboratories. Prerequisites: CH 111 or PY 131 or PY 141 or BI 213. Offered spring semester.

CH 313, 314 Physical Chemistry I, II. (M) (Q) (T) (WC) One unit each. 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 313L, 314L Physical Chemistry I, II Laboratory. Zero Units

CH 400 Reflective Tutorial. (M) (LL) (WW) (O) One unit. 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. (M) 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. (M) 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 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. (M) (C) (R) (WC) One unit each. 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. (M) (C) (Q) (WC) One unit. 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. (M) (Q) (L) (T) One unit. 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. (M) One unit each. 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 517L, 518L BioChemistry I, II Laboratory. Zero Units

CH 520 Medicinal Chemistry. (M) (L) (O) (R) One unit. 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. (M) (UU) (WC) One unit. 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. (M) (TT) (other designations dependent on topic) One unit. A course of varying content dealing with topics selected because of special interest in

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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. New: (M) One unit. Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced majors. Offered fall and spring semesters

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

PHYSICAL SCIENCE Course Descriptions

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.

PHS 105 Geology (M) 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.

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. Most graduates pursue graduate study or enter highly competitive positions in industry and education. A pre-engineering option and a coupled major in physics with a mathematics minor provide students with ways to further tailor their studies.

The Senior Learning Community includes (1) a capstone course (either PY411: Electricity and Magnetism or PY511: Quantum Mechanics), (2) a non-credit research project, internship or completion of PY400E after the junior year, (3) and the reflective tutorial (PY543) in which students produce their senior thesis. It provides students with a summative experience that prepares them to tackle the open-ended research and real-world problems that will be encountered in their professional careers.

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, PY233, 251, 291, 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 a non-credit research project, internship or completion of Physics 400E after the junior year, and a reflective tutorial which includes a public presentation and a senior thesis (PY 543).

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 PY311, 361, at least one other physics elective; and MA 232.

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.

Physics with a minor in mathematics (B.S.)**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.

Physics minor

Physics minors receive a strong grounding in essential concepts and applications that bolster their quantitative and problem-solving skills. It complements many majors and broadens professional opportunities. Requirements are three required core courses (PY141, PY142, and PY211) and any three electives.

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.

PHYSICS COURSE DESCRIPTIONS

* A non-refundable laboratory fee is required.

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.

PY 131 Elements of Physics I. (M) (Q) One unit. 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 131L Laboratory for Elements of Physics I. (M) (WC) Zero unit. Two hours of laboratory weekly. Offered fall semester.*

PY 132 Elements of Physics II. (M) (Q) One unit. 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 132L Laboratory for Elements of Physics II. (M) (WC) Zero unit. Two hours of laboratory weekly. Offered spring semester.*

PY 141 General Physics I. (M) (Q) 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 141L Laboratory for General Physics I. (M) (WC) Zero unit. Two hours of laboratory weekly. Offered fall semester.*

PY 142 General Physics II. (M) (Q) 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 142L Laboratory for General Physics II. (M) (WC) Zero unit. Two hours of laboratory weekly. Offered spring semester.*

PY 211 Modern Physics. (M) (Q) (O) (WC) 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. (M) (Q) (O) (WC) 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. (M) (Q) 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. (M) (Q) 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 233 Introduction to Fluids and Waves. (Q) One unit. Introduction to the fundamental concepts associated with fluid mechanics and wave motion. Topics include hydrostatic pressure, Archimedes Principle, Pascal's Law, viscosity, surface tension, the Continuity Equation, Bernoulli's Equation, Poiseuille's law, simple harmonic motion, natural frequencies and resonance, traveling and standing waves, sound. Offered fall semester of odd-numbered years.

PY 205 Energy in the Modern World (M) (O) (Q) One unit. Introduction to the fundamental concepts of matter and energy followed by a detailed treatment of how modern civilization employs technology to obtain useful work from the transfer of energy from one form to another and the splitting or joining of atomic nuclei. Economic and environmental impacts are emphasized. Offered spring semester even-numbered years.

PY 251 Electronics. (M) 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. (M) (Q) (O) 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.

PY 312 Kinetic Theory and Statistical Mechanics. (M) 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. (M) (Q) One unit. Boundary and eigenvalue 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. (M) 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 with CH 400E.

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PY 411 Electricity and Magnetism. (M) (Q) 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. (M) 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. (M) 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. (M) (Q) 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. (M) One unit. Topics in atomic and nuclear physics using quantum mechanics. Prerequisite: PY 511. Offered as needed.

PY 531 Solid State Physics. (M) One unit. 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. (M) 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. (M) 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. (M) (C) (L) (WW) 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. (M) (other designations dependent on topic) 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.

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 (M) *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.

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

**A non-refundable laboratory fee is required.*

PHYSICIAN ASSISTANT PROGRAM

PHYSICIAN ASSISTANT (B.S. /M.S.)

BS/MS PROGRAM IN ADVANCED PA STUDIES

Mission

The mission of the three-year BS/MS PA Program is to prepare professional academic clinicians committed to quality health care for all individuals.

Program Overview

The Wagner College PA 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 Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Wagner College PA Program sponsored by Wagner College. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be 2029. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The Wagner College PA Program is committed to preparing future professionals possessing sound academic knowledge and proficiency in clinical skills, requisite for providing and promoting quality healthcare to all individuals. The program is dedicated to the advancement of PA education, promotes service to the community and, emphasizes the acquisition of the knowledge and skills required of the PA functioning in a dynamic healthcare environment.

The three-year BS/MS Program in PA Studies is a comprehensive program of didactic (academic), clinical and research (graduate) work that reflects upon the academic, clinical, and professional skills required of the PA. Students completing the prescribed three-year program in PA Studies receive their BS and MS degrees and are eligible to take the national certifying examination leading to the title of Certified Physician Assistant (PA-C).

The Didactic Phase (Year I) includes classroom and laboratory instruction in the Medical Sciences (such as Clinical Anatomy, Diagnostic Anatomy, Medical Physiology, Medical Microbiology & Infectious Disease, Pathophysiology & Human Genetics); Clinical Preparatory Sciences (such as Patient Assessment, Radiology Interpretation, Primary Care, Pharmacotherapeutics & General Medicine); and PA Professional Practice. Clinical exposure begins in the didactic phase of the program by providing for experiences with interview skills and performance of physical examinations in a variety of clinical settings. That clinical exposure extends into the Clinical Phase (Year II) with the introduction of

supervised clinical experiences and further developed in the Graduate Phase (Year III) with an elective clerkship.

The structured Clinical Phase takes place at affiliated clinical institutions - hospitals, outpatient clinics, private offices and other in-state and out-of-state sites. The Clinical Phase provides students with full-time, direct patient care in outpatient, inpatient, surgical and emergency settings with patients across the life span. The clinical experiences are intensive, supervised, hands-on learning experiences in various medical and surgical areas. These supervised clinical rotations are in various disciplines (such as emergency medicine, internal medicine, pediatrics, surgery, primary care, psychiatry/behavioral medicine, and women's health). All clinical experiences emphasize the provision of diagnostic, therapeutic and health maintenance services.

Graduate level courses are introduced in the second year of the program and extended into the third year or Graduate Phase to fulfill the requirements for the Master of Science degree. These courses provide the PA with the knowledge and skills required for professional and career development. In keeping with the philosophy of PA education, the graduate phase consists of didactic coursework complemented with clinical experiences including the elective clerkship.

Clerkship experiences are available in elective clinical areas of unique interest to each student. Examples include community medicine, family medicine, medical subspecialties (cardiology, dermatology, electrophysiology, gastroenterology, hematology-oncology, infectious disease, neurology and pain management), surgical subspecialties (burn unit, cardiothoracic surgery, ENT surgery, neurosurgery, orthopedics, plastic surgery, surgical intensive care, trauma and urology), and women's health.

The requirements for the Master of Science include the development of a thesis research project. The proposal for the thesis must be approved by the department and either a hospital IRB (Institutional Review Board) or college HERB (Human Experimental Review Board) prior to its implementation. The final thesis, approved by the Research Committee, is presented at Poster Presentations and defended at the Annual Research Forum.

Upon completion of the PA Program, students are awarded a Bachelor of Science and a Master of Science in Advanced PA Studies from Wagner College and a PA Certificate of Completion from the Wagner College PA Program. National certification for clinical practice is granted by passing the (Physician Assistant National Certifying Exam) PANCE. Licensure is under the supervision of each state.

For further detailed information regarding the Wagner College PA Program, please visit the Program website at <http://wagner.edu/physician-assistant/>.

Goals of the PA Program

The goals of the Wagner College PA Program are to:

- I. Integrate the three tenets of academic knowledge, clinical skills and professionalism into a comprehensive curriculum that prepare future competent professionals.
- II. Facilitate through a sequential, 'building block' curriculum the acquisition of medical knowledge for the successful completion of the program.

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III. Provide learning opportunities that promote the development of critical thinking and medical decision making skills.

IV. Enhance clinical competencies by providing experiences in a spectrum of settings with patients across the lifespan requiring varying aspects of patient care.

V. Guide the development of professionally relevant research projects leading to the dissemination of findings at public forums and at 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 PA Studies is designed to accommodate 40 students per year. Students are interviewed in depth by representatives of the PA Program as part of the admissions process to the college and for acceptance as PA majors beginning the pre-PA curriculum. Second degree admission, which occurs at the beginning of the professional program, is limited. Selected candidates are invited for interview on campus. For all applicants, previous health care experience is not required but strengthens the application. Students entering as PA majors must maintain a minimum GPA of 3.0 per semester, a minimum cumulative GPA of 3.2, and minimum cumulative science GPA of 3.0 (with a grade of C+ or higher per course) to enter the PA Program.

After completion of the two-year pre-professional requirements at Wagner College, students interview for continuation into the PA Program. Those who have achieved a cumulative index of 3.2 or higher as well as a cumulative science index of 3.0 or higher (with a grade of C+ or higher per course) will be interviewed for continuation into the three-year PA Program. In addition, students must participate in a minimum of 25 hours per semester of health related community outreach activities (or a minimum total of 100 hours of health-related community outreach activities). No separate application form for this phase is needed. Students confirmed for admission to the PA Program must fulfill all prerequisite requirements and maintain these indices to continue in the PA Program. Second degree students must meet the same requirements.

Prerequisites for the BS/MS PA Program

Human Anatomy and Physiology I & II

General Chemistry I & II

Organic Chemistry I

Microbiology

Medical Ethics or Medical Anthropology

Biostatistics and Experimental Design

One unit selected from the following:

General Pathology

Genetics

REQUIREMENTS FOR THE BS/MS IN ADVANCED PA STUDIES

Twenty-seven (27) units (or 108 credits) in PA courses offered during the three-year PA Program:

PROFESSIONAL YEAR 1

PA 411E/411 *Medical Science I* (Clinical Anatomy, Diagnostic Anatomy, Medical Physiology)

- PA 412 *Medical Science II* (Pathophysiology & Human Genetics; Pathophysiology II; Medical Microbiology & ID; Health Promotion)
- PA 416 *Clinical Prep Science I* (Patient Assessment, Radiology & EKG Interpretation)
- PA 417 *Primary Care and Pharmacotherapeutics I* (Primary Care I, Pharmacotherapeutics I)
- PA 418 *PA Professional Practice* (Human Behavior & Cultural Sensitivity; PA Professionalism)
- PA 421 *Emergency and Surgical Medicine* (Emergency Medicine; Surgery)
- PA 422 *General Medicine*
- PA 423 *Maternal and Child Health* (Women's Health, Pediatrics, Interpretation of Lab Data)
- PA 424 *Primary Care and Pharmacotherapeutics II* (Pharmacotherapeutics II; Primary Care II)

PROFESSIONAL YEAR 2

Required

- PA 514E/514 Advanced Health Assessment
- PA 452 Clinical Practice in Primary Care & Family Medicine
- PA 454 Clinical Practice in Surgery, General Practice
- PA 436 Clinical Practice in Pediatrics, General Practice
- PA 441 Clinical Practice in Women's Health
- PA 442 Clinical Practice in Psychiatry/Behavioral Medicine
- PA 504 Medical Literature Review & Analysis

Elective: (Select 2 units)

- PA 462 Clinical Practice in Primary Care & Community Health
- PA 463 Clinical Practice in Primary Care & Adolescent Medicine
- PA 501 Art and Practice of Health Education
- PA 503 Leadership Development & Professionalism
- PA 593 Independent Study

PROFESSIONAL YEAR 3

Required

- PA 532 Clinical Practice in Advanced Medicine
- PA 535 Clinical Practice in Emergency Medicine, Urgent Care
- PA 536 Clinical Practice in Emergency Medicine, Main ED
- PA 544 Clinical Practice in Surgery, Advanced Practice
- PA 613 Critical Thinking in Medicine I
- PA 614 Critical Thinking in Medicine II

Elective: (Select 4 courses)

- PA 502 Challenges of Medical Ethics
- PA 503 Leadership Development & Professionalism
- PA 534 Clinical Practice in Medicine & Long Term Care
- PA 631 Clerkship – Developing Community Health
- PA 644 Clerkship – Advanced Procedures and Skills
- PA 693 Independent Study

Capstone courses

- PA 791 Research Design

COURSE DESCRIPTIONS

PA150 PA Foundation Overview. 1 unit. This course is intended for those PA students struggling with the current curriculum that wish to maintain their matriculation in the PA program. It will provide remediation work to help them with curriculum challenges.

PA 411E Medical Sciences I. Zero units. The purpose of this unit 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 intercommunications and relevance to the various systems. Physiologic principles, concepts, and formulas are related to the changes of disease processes. The course outlines are reflective of the systems of the human body, and the contents serve as the foundation for an understanding of the effects of disease and disease prevention.

PA 411 Medical Sciences I. One unit. This unit is identical to that described for 411E but counts as one undergraduate unit towards the BS/MS degrees.

PA 412 Medical Sciences II. One unit. This unit provides an in-depth understanding of disease states through the integration of principles of pathophysiology, medical microbiology & ID, and human genetics. These principles are presented with an emphasis on developing an understanding of disease processes and health promotion. Case studies are incorporated to emphasize the clinical relevance of the medical sciences. 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.

PA 416 Clinical Prep Science I. One unit. (O) (T) The purpose of this unit 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.

PA 417 Primary Care and Pharmacotherapeutics I. One unit. The purpose of this unit is to serve as an introduction to clinical medicine, focusing on the commonly encountered problems in primary care and family medicine. 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.

PA 418 PA Professional Practice. One unit. (UU) (O) The purpose of this course is to develop in the student the ability to integrate the various facets of inter-professional practice. The course will introduce the student to the patient-centered medical team,

integrating the principles of professionalism and medical ethics. The course will provide an understanding of the psychological factors affecting human development and their impact on clinical issues such as response to chronic illness, injury & stress; dying & loss; human sexuality and the emotional issues of daily living. The student will be introduced to the history of the profession leading to discussions about medical licensing and credentialing. Current practice issues such as quality improvement, billing & coding and risk management will also be discussed. Focus is placed on the development of critical thinking and clinical skills required for professional practice. Clinical relevance is enhanced during the development of and participation in health related civic engagement and community outreach events. This course is cross listed with MDS418, a social science course.

PA 421 Emergency and Surgical Medicine. One unit. The purpose of this unit is to provide students with instruction regarding the recognition and management of the surgical patient, and rapid and efficient management of the trauma or emergent patient. Review of surgical cases includes the breakdown of disease states by presentation, history, physical examination, work-up, intervention, surgical and pre and post-surgical management. Students learn to design personal methods of rapid assessment and management for the critical patient in the emergency department and surgical setting. *Pre-reqs. PA411, PA412, PA416, PA417*

PA 422 General Medicine. One unit. (T) The purpose of this unit is to provide the PA with a broad-based fund of knowledge of general medicine. The course encompasses an overview of internal medicine and its various subtopics with the course outlines reflective of a systems approach. Its intent is to enable the student to transition from the acquisition of didactic scientific knowledge to its incorporation into the clinical setting. *Pre-reqs. PA411, PA412, PA416, PA417*

PA 423 Maternal and Child Health. One unit. This unit familiarizes the student with conditions specific to maternal and child medicine. Lectures and case studies are provided on the diagnostic, therapeutic, and counseling techniques aimed at managing sensitive issues in both the obstetrical and gynecological patients and familiarizing students with conditions specific to pediatric patients. Students recognize the need to counsel both parent and child, and to integrate special techniques, including monitoring confidentiality and anticipatory guidance. *Pre-reqs. PA411, PA412, PA416, PA417*

PA 424 Primary Care and Pharmacotherapeutics II. One unit. The purpose of this unit is to focus on the commonly encountered problems in primary care medicine and family medicine. The PA student reviews disease processes from a clinical perspective and learns to approach the evaluation of the patient in a comprehensive manner. 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. *Pre-reqs. PA411, PA412, PA416, PA417*

PA 436 Clinical Practice in Pediatrics, General Practice. One unit. (WC) (L) (R) This course is a supervised clinical experience dedicated to the general practice of Pediatrics. Clinical interactions take place in the outpatient ambulatory and inpatient settings. The

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supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in pediatrics in a general pediatric practice environment. *Pre-reqs. PA418, PA423*

PA 441 Clinical Practice in Women's Health. One unit. (WC) (R) This course is a supervised clinical experience dedicated to Women's Health. Clinical interactions take place in the outpatient and inpatient hospital settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in women's health; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of women's health. *Pre-reqs. PA418, PA423*

PA 442 Clinical Practice in Psychiatry & Behavioral Medicine. One unit. (WC) (L) (R) This course is a supervised clinical experience dedicated to Psychiatry/Behavioral Health. Clinical interactions take place in the outpatient and inpatient hospital settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of psychiatry and behavioral medicine. *Pre-reqs. PA418, PA424*

PA 451 Clinical Practice in Internal Medicine. One unit. (WC) (L) (R) This course is a supervised clinical experience dedicated to Internal Medicine. Clinical interactions take place in inpatient hospital settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in internal medicine. *Pre-reqs. PA418, PA422*

PA 452 Clinical Practice in Primary Care & Family Medicine. One unit. (WC) (L) (R) This course is a supervised clinical experience dedicated to Primary Care and Family Medicine. Clinical interactions take place in the outpatient ambulatory settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in primary care and family medicine. *Pre-reqs. PA418, PA424*

PA 454 Clinical Practice in Surgery, General Practice. One unit. (WC) (R) This course is a supervised clinical experience dedicated to General Surgery. Clinical interactions take place in the inpatient hospital setting. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in the surgical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in surgery in a general practice environment. *Pre-reqs. PA418, PA421*

PA 462 Clinical Practice in Primary Care and Community Health. One unit. (U) (O) (WC) This course is a supervised clinical experience dedicated to Primary Care & Community Health. Clinical interactions take place in the community health related settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of primary care, in a community health setting. Clinical relevance is enhanced during the development of and participation in health related civic engagement and community outreach events. *Pre-reqs. PA418 PA424*

PA 463 Clinical Practice in Primary Care & Adolescent Medicine. One unit. (U) (O) (WC) This course is a supervised clinical experience dedicated to Primary Care & Adolescent Medicine. Clinical interactions take place in the outpatient ambulatory and community health settings. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in primary care and adolescent medicine; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. The clinical experience is dedicated to clinical practice in the field of primary care with emphasis on adolescent medicine. *Pre-reqs. PA418 PA424*

PA 501 PA 501G The Art and Practice of Health Education. (C) One unit or three 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 or patient education program 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. *Pre-reqs. PA418*

PA 502 The Challenges of Medical Ethics. One unit or 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 in relation to cultural beliefs, socioeconomic factors and medical legal issues. *Pre-reqs. PA418*

PA 503 Leadership Development and Professionalism. One unit or three graduate credits. This course explores the opportunities for leadership in the healthcare delivery system. The course reviews the legal foundation of the PA's scope of practice, legislative agenda for the PA 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 lecturers from the field include peer-reviewed journal research. *Pre-reqs. PA418*

PA 504 Medical Literature Review and Analysis. One unit or three graduate credits. (LL) (RR) This course provides the PA 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

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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.
Pre-reqs. PA418

PA 514 Advanced Health Assessment. *One unit or three graduate credits. (O) (T)* This course is identical to that described for PA 514E but counts as one undergraduate unit or three graduate credits towards the BS/MS degrees.

PA 514E Advanced Health Assessment. *Zero undergraduate units.* 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.

PA 532 Clinical Practice in Advanced Medicine. *Three graduate credits.* This course is a supervised clinical experience dedicated to advanced practice of Internal Medicine. Clinical interactions take place in the inpatient hospital setting on the internal medicine floor and the intensive care units. The supervised clinical practice experiences are intensive, supervised, hands-on learning experiences in various medical areas; emphasis the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in the area of internal medicine.

A 534 Clinical Practice in Medicine & Long Term Care. *Three graduate credits.* This course is a supervised clinical experience dedicated to Internal Medicine and Long Term Care. Clinical interactions take place in medical/long term care facilities. The supervised clinical practice experience is an intensive, supervised, hands-on learning experience in various medical areas: emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in medicine and long term care with emphasis on the teamwork of the interdisciplinary health care team. Clinical relevance is enhanced during the development of and participation in health related civic engagement and community outreach events.

PA 535 Clinical Practice in Emergency Medicine, Urgent Care. *Three graduate credits.* This course is a supervised clinical experience dedicated to emergency medicine, urgent care. Clinical interactions take place in the outpatient emergency room setting. The supervised clinical practice experience is an intensive, supervised, hands-on learning experience in various emergency medicine settings; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This supervised clinical practice experience is dedicated to clinical practice in the field of emergency medicine, focusing on the urgent care of non-life-threatening conditions.

PA 536 Clinical Practice in Emergency Medicine, Main Emergency Department. *Three graduate credits.* This course is a supervised clinical experience dedicated to emergency medicine-main emergency department. Clinical interactions take place in the emergency department of a hospital. The supervised clinical practice experience is an

intensive, supervised, hands-on learning experience involving various emergency clinical scenarios emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This supervised clinical practice experience is dedicated to clinical practice in the field of emergency medicine, and the care of acute and life-threatening conditions.

PA 540 Clinical Practice in Pediatrics, Advanced Practice. *Three graduate credits.*

This course is a supervised clinical experience dedicated to the advanced practice of pediatrics. Clinical interactions take place in the inpatient hospital setting on the pediatric floor, pediatric intensive care unit (PICU), neonatal intensive care unit (NICU) and/or the children emergency center (CEC). The supervised clinical practice experience is an intensive, supervised, hands-on learning experience in the various pediatric areas; emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in pediatrics in an advanced practice environment.

PA 542 Simulated Interactive Medicine. *Three graduate credits.* This course is a supervised clinical experience dedicated to clinical learning in a simulated interactive medical setting. Clinical interactions take place in a simulation lab setting at the program site. The supervised clinical practice experience is an intensive, supervised, hands-on interactive learning experience in clinical medicine; emphasizing the provision of diagnostic, therapeutic, preventive, and critical thinking. This experience is dedicated to simulated practice in non-emergency and emergent medical cases. During this experience students work on cases from inpatient and outpatient clinical settings with patients across the life span presenting with a variety of medical conditions. The focus is on critical thinking, the development of appropriate differential diagnosis and the implementation of medical treatments.

PA 544 Clinical Practice in Surgery, Advanced Practice. *Three graduate credits.* This course is a supervised clinical experience dedicated to the advanced practice of surgery. Clinical interactions take place in various surgical settings in the operating room (OR), surgical floor, surgical subspecialties and/or the surgical intensive care unit (SICU). The supervised clinical practice experience is an intensive, supervised, hands-on learning experience in the surgical subspecialties emphasizing the provision of diagnostic, therapeutic, preventive, and health maintenance services. This clinical experience is dedicated to clinical practice in the surgical subspecialties and advanced surgical practice.

PA 613E Critical Thinking in Medicine I. *Zero graduate credits.* The purpose of this course is to review and expand upon the PA's knowledge of disease pathology and therapeutic interventions. The emphasis is on critical thinking and its applicability to the identification of the pathogenesis of disease processes; development of algorithms and flow charts and the review of evidence-based medicine. Through critical analysis, the student develops appropriate management plans, based on the needs of specific individuals and communities.

PA 613 Critical Thinking in Medicine I. *Three graduate credits.* This course is identical to that described for PA 613E but counts for three graduate credits towards the MS degrees.

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PA 614 Critical Thinking in Medicine II. *Three graduate credits.* The purpose of this course is to review and expand upon the PA'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; the development of algorithms and flow charts; and the review of evidence-based medicine. Through critical analysis, the student develops appropriate management plans, based on the needs of specific individuals and communities. This course serves as a summative overview of clinical knowledge in preparation for advanced clinical practice.

PA 631 Clerkship: Developing Community Health. *Three graduate credits.* The focus of this clerkship is to precept PA students in their transition towards becoming professional health care providers. Each student identifies a component or area of health care interest that impacts the community and affords exposure to specific clinical experiences determined during the pre-clerkship advisement session. Through clinical involvement, the student learns to discern specific health needs and is guided through the development of a medically related health project and the acquisition of the medical knowledge and skills reflective of the assessment needs. Clinical relevance is enhanced during the development and participation in health related, civic engagement and community outreach events.

PA 644 Clerkship: Advanced Procedures and Skills. *Three graduate credits.* The focus of this clerkship is to precept PA 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 652 Healthcare Management Theory and Evaluation. *Three graduate credits.* This course introduces the student to principles of leadership and management theories in relation to health care practice. Evaluation of theories is based on clinical case studies, discussions of readings and review of the medical literature. Experiential learning is emphasized through development of clinical interview skills; assessment of scenarios in healthcare settings; and incorporation of leadership skills, professional behaviors and clinical knowledge.

PA 691 Special Topics in Health Care. *Three graduate credits.* Weekly lectures. Discussion and analysis of problems in healthcare which are not covered in regular coursework. The specific content of the course will remain flexible in response to student and departmental interest.

PA 693 Independent Study. *Three graduate credits.* Course designed for independent, advanced-level study on a topic of the student's own choosing after advisement by a departmental faculty.

PA 791 Research Design. *Three 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 approval by either a hospital Internal Review Board (IRB) or college Human Experimental Review Board (HERB) prior to implementation.

PA 798 Thesis. *Three graduate credits.* The focus of this course is the implementation of the research design proposed in PA 791. The parameters of the scientific process are utilized to investigate health-related research problems. Each student is guided through a research project. Seminar and individual conferences are dedicated to the analysis and evaluation of data. The thesis is developed and the thesis defense occurs at the Annual Research Forum.

ADVANCED PHYSICIAN ASSISTANT STUDIES, M.S.

Mission and Student Learning Goals

The Graduate Program in Advanced PA Studies is a comprehensive program that prepares practicing PAs for career advancement as educators, health care managers, and clinical leaders dedicated to improving the quality of health care. The mission of the program is to prepare PAs committed to contributing to an improved community and quality health care through leadership roles in research, education, healthcare management and advanced clinical care.

By graduation, students with MS degrees in Advanced PA Studies will be prepared for:

- clinical leadership in primary and specialty-focused health care.
- research development in health care.
- serving as educators of future PA students and graduate members of the profession.
- management roles within health care.
- incorporating effective research, teaching, and management skills into professional practice.

Upon completion of the Program, the PA will receive a Master of Science (MS) in Advanced PA Studies with a concentration in one of the following:

- Health Care Management
- Health Education
- Clinical Specialty

Admission Requirements

The general requirements for graduate student admission are:

- a bachelor's degree from an accredited college
- official transcripts of previous university or college study
- two letters of reference, preferably from former or present employers or professors

Additional admission requirements for the MS in Advanced PA Studies are:

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- successful completion of a PA program accredited by the Accreditation Review Committee for Physician Assistants (ARC-PA)
- minimum overall undergraduate grade point average of 3.0
- minimum undergraduate grade point average of 3.0 in PA studies
- national certification or eligibility for certification by the National Commission on Certification of Physician Assistants (NCCPA)
- state licensure or eligibility for state licensure
- supplemental application consisting of three focused essays
- panel interview

Program of Study

The requirements for a Master of Science (MS) degree in Advanced PA Studies consist of 36 credits. Students must complete three courses of core requirements, a minimum of 15 credits in a selected track, and capstone work. Capstone courses may be taken only after completion of all core curriculum courses.

Core Requirements

All students in the program are required to complete a minimum of one of the following core courses:

- PA 501 — The Art and Practice of Health Education (3 credits)
- PA 502 — The Challenges of Medical Ethics (3 credits)
- PA 503 — Leadership Development and Professionalism (3 credits)
- PA 504 — Medical Literature Review and Analysis (3 credits)
- PA 514 — Advanced Health Assessment (3 credits)

Track Requirements

The student will select one of three tracks and complete 12 credits specific to that track:

A. Health Education

- PA 605 — Curricular Development (3 credits)
- PA 615 — Teaching Styles and Strategies (3 credits)
- PA 620 — Clerkship I: Practicum in Curriculum Development (3 credits)
- PA 625 — Clerkship II: Teaching Methodology for Health Care (3 credits)

B. Health Care Management

- PA 610 — Administrative Strategies in Health Care (3 credits)
- PA 631 — Clerkship I: Developing Community Health (3 credits)
- PA 635 — Clerkship II: Health Care Administration (3 credits)
- PA 652 — Health Care Management Theory and Evaluation (3 credits)

C. Clinical Specialty

- PA 613 — Critical Thinking in Medicine I (3 credits)
- PA 614 — Critical Thinking in Medicine II (3 credits)
- PA 631 — Clerkship I: Developing Community Health (3 credits)
- PA 644 — Clerkship II: Advanced Procedures and Skills (3 credits)
- PA 652 — Health Care Management Theory and Evaluation (3 credits)

Capstone Requirements

- PA 791 — Research Design (3 credits)

PA 798 — Thesis (3 credits)

To complete the 36 credits for this program, students may select elective courses from the above list and/or the following:

PA 691 — Special Topics in Health Care (3 credits)

PA 693 — Independent Study (3 credits)

Course Descriptions

PA 501 The Art and Practice of Health Education. *Three 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 or patient education program 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.

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 in relation to cultural beliefs, socioeconomic factors and medical-legal issues.

PA 503 Leadership Development and Professionalism. *Three graduate credits.* This course explores the opportunities for leadership in the healthcare delivery system. The course reviews the legal foundation of the PA's scope of practice, legislative agenda for the PA 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, for 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.

PA 504 Medical Literature Review and Analysis. *Three graduate credits.* This course provides the PA 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.

PA 514 Advanced Health Assessment. *Three 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 improve his/her decision-making ability in the clinical setting and develop appropriate management protocols. Problem solving within the framework of preventive medicine, epidemiology and subsequent improvements in the delivery of clinical medicine.

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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 development.

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, human resources, planning, design, utilization and maintenance of facilities.

PA 613 Critical Thinking in Medicine I. *Three graduate credits.* The purpose of this course is to review and expand upon the PA's knowledge of disease pathology and therapeutic interventions. The emphasis is on critical thinking and its applicability to the identification of the pathogenesis of disease processes; the development of algorithms and flow charts; and the review of evidence-based medicine. Through critical analysis, the student develops appropriate management plans based on the needs of specific individuals and communities.

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.

PA 620 Clerkship I: Practicum in Curriculum Development. *Three 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 PA program curricula. With the supervision of a PA 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 PA education, the topic of which is determined by the student and educator serving as the student's preceptor.

PA 625 Clerkship II: Teaching Methodology for Health Care. *Three graduate credits.* Students are provided opportunities for individualized teaching experiences, with the guidance of PA educators. PA educators precept students into the roles and responsibilities of their position. They provide for experiences in directed teaching in an accredited PA program and facilitate student growth in planning, instructional and evaluative skills.

PA 631 Clerkship I: Developing Community Health. *Three graduate credits.* The focus of this clerkship is to precept PA student in their transition toward becoming professional health care providers. Each student identifies a component or area of health care interest that impacts the community and affords exposure to specific clinical experiences determined during the pre-clerkship advisement session. Through clinical involvement, the student learns to discern specific health needs and is guided through the development of a medically related health project and the acquisition of medical

knowledge and skills reflective of the assessed need. Clinical relevance is enhanced during the development and participation in health related, civic engagement and community outreach events.

PA 635 Clerkship II: Health Care Administration. *Three 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 644 Clerkship II: Advanced Procedures and Skills. *Three graduate credits.* The focus of this clerkship is to precept PA 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 652 Health Care Management and Theory and Evaluation. *Three graduate credits.* This course introduces the student to principles of leadership and management theories in relation to health care practice. Evaluation of theories is based on clinical case studies, discussions of readings and review of the medical literature. Experiential learning is emphasized through development of clinical interview skills; assessment of scenarios in health care settings; and incorporation of leadership skills, professional behaviors and clinical knowledge.

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. *Three graduate credits.* Course designed for independent, advanced-level study on a topic of the student's own choosing after advisement by departmental faculty.

PA 791 Research Design. *Three 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 approval by a hospital Internal Review Board (IRB) or college Human Experimental Review Board (HERB) prior to implementation.

PHYSICIAN ASSISTANT

PA 798 Thesis. *Three graduate credits.* The focus of this course is the implementation of the research design proposed in PA 791. The parameters of the scientific process are utilized to investigate health-related research problems. Each student is guided through a research project. Seminar and individual conferences are dedicated to the analysis and evaluation of data. The thesis is developed and the thesis defense occurs at the Annual Research Forum.

PSYCHOLOGY DEPARTMENT

PSYCHOLOGY (B.A. OR B.S.)

Psychology majors may pursue either a B.A. or a B.S. degree.

The Psychology Department also hosts a Dual Major of Psychology and Childhood Education together with the Education Department, cohosts the Biopsychology major with the Biology Department, and jointly offers a Behavioral Economics major hosted by the Economics Department.

PSYCHOLOGY (B.A. OR B.S.)

Psychology is the study of the mental processes, emotional life, and behavior of humans and animals, examined in a biological, developmental and social context. In the psychology major, students learn the basic methodologies of psychology as a science. Students are offered a variety of electives that highlight specific areas of research and the application of psychology in therapies, organizations, and science. They are also provided with opportunities for independent research and field work experiences. The skills emphasized for development in the psychology major include writing, quantitative reasoning, critical reading, intercultural understanding, and technical competency. The major in psychology prepares students for a wide range of careers in psychology while also providing an essential, foundational understanding of human nature that is useful across a diverse range of fields, including education, healthcare, business, law, child life, and social work. Students are also well prepared for graduate study in psychology, psychotherapy, counseling, occupational therapy, business, and healthcare, among other fields.

The SLC serves as the bridge between the major and post-college opportunities by inviting students to examine how the historical and contextual foundations of psychology have led to where the field is today and how they can apply their various academic experiences to their professional lives moving forward. The SLC includes PS 441 History of Psychology and PS 400 Reflective Tutorial. Both courses function together in critically reviewing and connecting influential psychological research, theory, and practice that prepares psychology majors across diverse career paths. PS 400 requires a 100-hour field experience in psychology, and both courses integrate this experiential learning requirement into their curriculum, assignments, and discussions.

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

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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. (S) (Q) 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. (S) 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. (S) 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 116 Psychological Statistics and Methodology. (S) (LL) (Q) (TT) 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’? (S) (H) (C) (R) (UU) 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. (S) (L) (U) 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 disorders, their etiology, and treatment are presented. *Prerequisite: PS 101. Offered fall and spring semesters.*

PS 213 Psychological Testing. (S) (Q) (T) (WC) 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. Co-requisite: PS 116. Offered fall and spring semesters.*

PS 214 Death and Dying: Psychological Issues. (S) 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 216 Child and Adolescent Psychopathology. One unit. In this class students will learn about child and adolescent psychological disorders and will be able to identify normal versus abnormal behaviors. Students will be able to identify DSM criteria for diagnosis and will discuss etiological theories and treatment methods for various psychological disorders. Students will learn to identify symptoms of a child with an applicable psychological disorder. *Prerequisite: PS 101. Offered as required.*

PS 220 Forensic Psychology. (S) 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

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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. (S) (UU) 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. (S) (O) (UU) (WC) 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 243 Violence and Aggression. (UU) One unit. In this course, we will explore violence and aggression as emotional, economic, historical and sociocultural phenomena. Violence and aggression both shape our individual lives and social world, and happen within a social, psychological and historical context. In this course, we will make use of a variety of texts in exploring violence and aggression—with a focus on diverse groups' experiences. We will also look at cultural notions about which groups are violent, and social realities of where violence actually happens in our relationships, homes, workplaces, streets and popular culture. Throughout the term, we will focus on differences and similarities in people's experiences of violence and aggression across lines of class, race, gender and sexuality. We will explore the influence of media on aggression, violence in the meat industry, relational and physical aggression common in our homes, schools and workplaces, and understandings of conflict resolution. *Offered as required.*

PS 244 Decisions and Persuasion. (S) (Q) (U) One unit. This course explains the psychology of social cognition, social influence, and how leadership intersects with American diversity. Factors that influence decisions are examined from the perspective of behavioral economics. Persuasion is studied from a perspective of identifying common triggers that prompt compliance, as well as ways to harness social influence to promote stronger societies. Students are challenged to apply theoretical ideas and empirical research to real-world problems, to explore diversity within America, and to practice critical thinking skills. *Offered fall semester in the First Year Program.*

PS 249 Psychology of Media. (S) 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. (S) 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. (S) 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 253 Positive Psychology. (S) (WC) One unit. Positive psychology is a relatively new field of study that emphasizes and explores human strengths, positive emotions, and well-being. In this course, specific emphasis will be placed on the science and practical applications of increasing human strengths and happiness. Some questions that will be answered throughout the semester include: “What is happiness? What helps determine it? What can be done to increase it?” Other related topics that will be explored in the course include gratitude, resilience, coping, friendship and love, forgiveness, mindfulness, flow, and positive development across the lifespan. Students will engage in a series of experiential exercises throughout the semester that will help them better understand concepts in positive psychology, and potentially increase personal subjective well-being. *Offered as required.*

PS 291 Special Topics in Psychology. (S) 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 292 Child Life. (S) This course explores the application of psychology to the field of Child Life. A Child Life Specialist is a medical professional who helps children and their families cope with stress related to illness, injury, hospitalization, or disability. A Child Life Specialist promotes age appropriate coping through play, medical preparation, and education. Students will learn about Child Life and its relationship to child development, clinical psychology and health psychology. This course will also examine the history of Child Life and core principles of Child Life including family-centered care, characteristics of the hospitalized child, loss, grief/ bereavement in children, play techniques, and expectations regarding preparation, professionalism, and coping. Alternative careers in psychology in hospital settings will be compared to Child Life. This course will fulfill the Child Life Council’s current requirement that applicants for the Child Life Certification Exam have completed at least one course taught by a Certified Child Life Specialist. (Students seeking to apply for Child Life Certification should study additional requirements listed at childlife.org.) *Prerequisites: PS 101 or permission of the instructor.*

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PS 302 Experimental Psychology: Learning and Motivation. (S) (Q) (R) (WC) 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. (S) (Q) (R) (WC) 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. (S) 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 306 Experimental Psychology: Human Development. (S) (C) 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. (S) (C) (O) (U) One unit. A survey of theory and research in social psychology, acknowledging the history of the field and exploring 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. (S) 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. (S) (U) One unit. The course deals with various schools of counseling and psychotherapy, including the psychodynamic, existential-humanistic, client-centered, CBT, behavioral, feminist, and rational-emotive 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 316 Marriage and Family Therapy. (S) One unit. This course is designed to provide students with a foundational understanding of the dynamics of family interaction from a 'systems' perspective. This course is an introduction to the history and systemic foundations of the study and understanding of family life with emphasis on the various theories of family process and development. The development of an understanding of 'systems theory', its application to family interaction, and its evaluation will form the basis of the course content. Topics include: historical and conceptual development of Family Systems Theory, introduction to General Systems Theory, family rules, roles, structure and interaction patterns, functional and dysfunctional family systems, life cycle issues in marriage and family and ethnicity and family therapy. *Prerequisite: PS 101.*

PS 317 Diagnosis and Treatment of Substance Use Disorders. (S) One unit. This course examines the diagnostic criteria of Substance Use Disorders, introduces students to assessment tools used to quantify addiction and the practical application of evidence-based treatment when working with population. This course will explore specific techniques used in individual and group settings based on various theoretical orientations such as, but not limited to, Cognitive Behavioral Therapy, Dialectical Behavioral Therapy, Motivational Interviewing and Solution Focused Therapy. It will analyze the process from addiction to recovery including the role of detoxification, rehabilitation and outpatient facilities. This course will also explore Medication Assistance Treatment (MAT) and provide an overview of related psychopharmacology used in addiction treatment. *Prerequisite: PS 101. Offered as required.*

PS 351 Drugs, the Brain, and Behavior. (S) 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 misuse. 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. (S) (H) 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. (S) 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.*

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PS 400 Senior Reflective Tutorial. (S) (LL) (R) (WW) One unit. A seminar required of all senior psychology majors which includes a field placement. 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. (S) (L) (R) (WC) 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. (S) (WC) 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.*

PS 497 Field Experience in Psychology. (S) 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. (S) 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 245 Psychology of Boys and Men

PS 246 Psychology of Creativity

PS 247 'Other' Sexualities

PS 248 Existential Psychology

PS 254 Psychology and Literature

PS 314 Industrial/Organizational Psychology

PS 304: Experimental Psychology: Memory & Thinking

PS 305: Experimental Psychology: Environmental

PS 330 Experimental Psychology: Eating Behavior

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.

Students may select either the SLC in the Psychology or Biological Sciences Departments based on their interest in consultation with their academic advisor. Please review the bulletin descriptions for biology and psychology for their respective senior learning communities?

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, 412, 496 (if not used as a Capstone).

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.

SOCIOLOGY DEPARTMENT

The Sociology Department offers the following programs:

- Sociology (B.A., minor) (with options to concentrate in: Criminal Justice, Family Studies – Social Work, Social Inequality and Social Justice, or Academic Sociology)
- Dual degree in Sociology/Anthropology and Childhood Education (B.A.)
- Civic Engagement (minor)

SOCIOLOGY (B.A.)

Sociology as a discipline analyzes the connections—by using what C. Wright Mills called the “sociological imagination” between individual experiences (“personal/private troubles”) and “public issues.” By doing so, we learn that “personal problems” are actually consequences of social structures, including, but not limited to, ethnoracial, gender, and socioeconomic hierarchies in society. The goal of sociology is for students to examine—using scientific methods—the inter-relationship between individuals and the social structures and groups to which they belong. But sociologists do not stop at merely observing and acquiring knowledge and data about different social problems, rather they critically engage with the complexities of society, which is one of the first steps toward social change. The Sociology major has a choice of four concentrations: Criminal Justice; Family Studies/Social Work; Social Inequality and Social Justice; and Academic Sociology. Criminal Justice is the scientific study of the social phenomenon of crime. Through their studies, students become familiar with law enforcement theory and practice, correctional theory and practice, and criminal law. It prepares students for careers in law enforcement, corrections, and court services as well as graduate work (e.g. law school). The Family Studies/Social Work concentration is ideal for students seeking to pursue careers and graduate work in sociology or social work, social service agencies, public policy, community development, advocacy, education, local/state/federal government agencies, health services, (family) law, among other sectors. Students exploring “the family” as an emotional, economic, historical, and sociocultural institution. Families hold great paradoxes. On one hand, they are a deeply mundane and ordinary part of the human experience; and on the other hand, families can contain incredible drama and pain, along with profound love. They both shape our individual lives and social world, and are fundamentally shaped by our society, history, laws, and existing inequalities. Social Inequality and Social Justice investigates how social structural factors, such as race, ethnicity, gender, sexuality, social class and their intersections relate to power, social status, wealth, income, and criminal justice. Through their classes students gain knowledge about these issues but also skills that will guide students as they create a more just and fair world for all. This concentration is relevant for students interested in careers related to human or social services, nonprofit and community organizations, social advocacy, activism and social policy settings, and research and government agencies. In the Academic Sociology concentration students explore and analyze the functions and institutions of societies, which include but are not limited to social stratification, race and ethnicity, gender, the family, social psychology, and laws.

The Senior Learning Community includes 1. a capstone seminar course (SO 491: Senior Seminar), in which students produce their senior thesis, and 2. the Senior Reflective Tutorial (SO400). The Senior RFT is a semester-long internship with a community,

private, or organization where students develop a sense of professional identity. Students conduct a sociological analysis of the goals, organization, processes, and other experiences of their internship site through written logs. In the Senior Seminar, students draw on their acquired knowledge of the discipline to develop and write an independent research project; “their thesis.”

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, 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 or Social Work class)

Criminal Justice—6 units

SO 207, 305, SO 308; SO 215 or SO306 or SO320; one elective in Anthropology; one elective from department offerings.

Family Studies/Social Work—6 units

SO 301, 320; SW 105; SO 215 or AN 201; and two electives from department offerings.

Social Inequality and Social Justice—6 units

SO 215, 320; SO207 or SO300 or SO327; SW292 or CE206; SO302 or SO315 or SO325; one elective from department offerings.

Academic Sociology—6 units

SO 315, SO 203, SO 215; one course on social institutions selected from SO 305, SO 300, or SO 301; and two electives from department offerings.

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, 215, 233, 234 301; AN 101 and 201; and one of the following: AN 234, 235, 236, 238, 251 or SO 320; SO 343 or AN 491; one American History elective; one elective at the 200 level or above from among those courses offered in the Sociology or Culture and Economy departments.

REQUIREMENTS FOR A MINOR IN SOCIOLOGY

Any 6 units in Sociology and/or Social Work.

COURSE DESCRIPTIONS

SO 101 Principles of Sociology. (S) (O) (Q) (UU). *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. *Offered fall and spring semesters.*

SO 103 American Society and Its Social Problems. (S) (Q) (R) (UU). *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. (S) (RR) (Q) (UU). *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 as required.*

SO 203 Principles of Social Psychology. (S) (Q) (UU). *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 as required.*

SO 207 The Criminal Justice System (S) (R). *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. (S) (L). *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 as required.*

SO 215 Race, Ethnicity, and Society. (S) (R) (UU) (WC). *One unit.* This course provides an introduction to the sociological perspective of race, ethnicity, and identity. Histories and experiences of different racial and ethnic groups in the U.S. will be discussed. The course begins with the social construction of racial and ethnic categories; prejudice, discrimination, and systemic racism. In addition, racial inequalities in several institutional contexts (e.g. neighborhoods, labor market, criminal justice system) will be examined. Throughout the course close attention will be paid to the relationship between race, power, and social stratification. The course also touches upon social movements and the roles they have played in combating systemic oppression and the fight for racial justice. *Offered fall and spring semester.*

SO 218: Popular Music and Social Change in the 1960s (S) (UU). *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. (S) (LL) (Q) (WW). *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. (S) (Q) (T). *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 semester.*

SO 257 The Sociology of Television. (S) (RR) (UU). *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. (S) (R). *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. (S). *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.*

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SO 300 Law and Society. (S) (LL) (O) (RR). *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 Marriage and the Family. (S) (L) (WC) (UU). *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. (S) (UU). *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 required.*

SO 305 Criminology. (S) (Q) (RR) (U). *One unit.* This course presents different perspectives on crime, punishment, and the criminal justice system. How should society punish offenders and why? How do we explain the content of the criminal law? How do we explain why people commit crime? How should we measure crime? What should we do to control crime? How should our criminal justice system be organized? *Offered fall semester.*

SO 306 Crossing Borders: Immigration and American Identities. (S) (WW) (UU) (L) *One unit.* This course examines international migration as a social process, with a main focus on immigration to the United States. It provides sociological tools to understand why immigration happens, how it occurs, and what consequences and outcomes it produces. We will explore theories of migration and compare and contrast trends in old world and new world migration systems, as well as the American migration experiences, both from the perspective of the immigrants/refugees and the U.S. receiving population. Overall, the course will compare and contrast the differing immigration patterns and experiences of immigrants and refugees from Asia, Latin America, the Caribbean, Africa, and Europe. *Offered as required.*

SO 306L Practicum/Lab for Crossing Borders. *Zero unit.* This is the experiential component to SO 306 Crossing Borders. Students volunteer once a week with a local immigrant/refugee organization for at least 2 hours. *Offered as required.*

SO 308 Introduction to Criminal Law. (S) (R). *One unit.* The origins of criminal law are examined in Western society: local, state and federal penal laws; judicial decisions on criminal capacity, criminal capacity, criminal intent and due process. *Offered spring semester.*

SO 309 Military Law. (S) (R). *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. (S) (Q) (UU). *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 Inequality. (S) (Q) (UU) (WC). *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 320 Sociology of Gender. (S) (WC) (RR) (UU). *One unit.* The primary objective of this course is to develop a critical and sociologically grounded approach to the study of gender. Questions that will be considered in this class include: What is the difference between sex and gender? What does it mean to study gender from a sociological perspective? Are there different ways of understanding this concept? What does "doing gender" mean? What is feminism? How do social class, race, ethnicity, nationality, and age affect the meaning of gender and/or being gendered? Have concepts of femininity and masculinity changed over time? How are gender norms and gender ideals communicated through the media, religion, and the state? In addition, we will consider the role of individual agency by looking at different social movements (e.g. women's liberation, gay rights). *Offered fall semester.*

SO 325 Industrial Sociology. (S) (L) (R). *One unit.* The application of sociological concepts and methods to a historical analysis of the economy, including the production, distribution, exchange, and consumption of goods and services within a broader social context. Topics addressed include the changing role of markets, corporations, financial institutions, unions, the law, and government as society moves from a preindustrial to an industrial to a post-industrial society. *Offered as required.*

SO 327 American Legal History. (S) (RR) (UU). *One Unit.* This course focuses on the development of the U.S. law and legal system in social context from the Colonial Era through the Twenty First Century. The class begins with an overview of the U.S. legal system: its origins, its setup, and its overall functions. Through leading Supreme Court cases and other materials, it examines the Court's attempt to strike a balance between protecting individual's liberties and freedoms against the need for authority and government oversight. From the earliest cases of the Court's term (i.e. Marbury v. Madison) to those handed down in recent years (i.e. Affordable Health Care Act, DOMA), we trace the Court's decisions alongside the political and social movements

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taking place at that time in the U.S., determining whether the Court was a passive or aggressive force in shaping U.S. history. *Offered as required*

SO 343 Sociological Theory. (S) (RR) (UU). *One unit.* This course stimulates students to think theoretically, critically, and sociologically about their world; teaches them how to read a theoretical text; and provides them a basic competence in sociological ideas and concepts. Foundational works by Karl Marx, Emile Durkheim, Max Weber, and others are read to see how they investigate, question, theorize, and reform their “modernizing” world. *Prerequisite: Sociology 101 or 103. Offered spring semester.*

SO 400 Senior Reflective Tutorial. (S) (WC) (UU). *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 spring semester.*

SO 491 Senior Seminar. (S) (L) (O) (WW). *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, SO233 Research Methods I and SO 234 Research Methods II. Offered spring semester.*

SO 493 Undergraduate Research in Sociology. (S) (L) (R) (WW). *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/and 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 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 497 Internship in Sociology. (S).

One or Two Unit(s). Sociology majors can do an internship for credit. They need to speak to their advisor and complete [this application](#) before they begin their internship. *Offered as required.*

SO 593 Independent Study. (S). *One unit.* Supervised independent research projects developed by the student, with faculty advisement. Restricted to advanced sociology majors. *Offered as required.*

SOCIAL WORK COURSES

SW 105 Introduction to Social Work. (S) (R) (U) (O). *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. (S) (UU) (O) (WC). *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 contemporary psychotherapeutic approaches used in current social work practice in a variety of settings; e.g., community mental health, schools, probation, hospitals, nursing homes. *Offered as required.*

SW 292 Introduction to Social Policy. (S) (UU) (WW) (L). *One unit.* Examines problems and concepts of the policy process in the U.S., exploring the political, economic, and institutional frameworks which structure public welfare choices. This course covers problem and need analysis, policy analysis, program development, and program evaluation. *Offered as required.*

SW 295 Social Fieldwork. (S) (WC) (U). *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 as 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. (S). *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 226 Volunteerism in the United States: An Introduction.

SO 241 Interviewing and Group Dynamics.

SW 331 Recreational and Social Group Work.

CIVIC ENGAGEMENT (MINOR)

Civic and community involvement is a central part of the Wagner Plan. The Civic Engagement Minor helps students develop a civic identity and provides future employers with concrete evidence of students' commitment and experience in civic engagement. Students will also gain a better understanding of social responsibility and social justice, and acquire multicultural civic skills.

The minor consists of **two core courses**, CE206 Civic Engagement Leadership and GOV103 American Government and Politics, where students become acquainted with different meanings of leadership and citizenship as well as civic thinking. In their **selected concentrations** students gain more theoretical knowledge about a particular issue. Finally, in the **two mandatory internship classes** (CE300 and CE400) students apply what they have learned in the classroom in community placements that are reflective of their concentration; in CE300 students intern with a community organization off campus, while in CE400 they are placed with a civic engagement initiative — such as the Food Recovery Network, Holocaust Center or WagnerVotes — on campus, so they can “bring back” the skills and knowledge to Wagner to share it with their peers and inspire them to become civically engaged.

REQUIREMENTS FOR A MINOR IN CIVIC ENGAGEMENT

The minor consists of six (6) classes.

Four (4) core courses and two (2) from the selected concentration

Core Courses:

CES206 Civic Engagement Leadership

GOV103 American Government and Politics

CE300 Civic Engagement Internship I (OFF campus)

CE400 Civic Engagement Internship II (ON campus)

Concentrations:

All students need to choose one of the following concentrations; and take two courses from that selected concentration.

I. Arts, Media, Film

AR221 Museum and Gallery Studies

AR235 Public Art

FM221 Video Editing

FM222 Introduction to Documentary Filmmaking

JR261 Reporting in the New Age of Journalism

JR321 Dying to Tell the Story

TH229 Devised Theatre

TH290 Play Writing

II. Environment & Sustainability

BI110 Environmental Biology

AN325 Culture, Power, and Place

AN206 People and the Environment

EC306 Economics of the Environment

HI273 Environmental History of New York

SO302 The Urbanized Society

PS305 Experimental Psychology: Environment

III. Public Policy

SO103 American Society & Its Problems
 GOV211 Public Administration
 GOV316 Constitutional Law
 SW292 Intro to Social Policy
 PH109 Political Philosophy
 PH203 Ethics and Society

IV. Health

SW105 Intro to Social Work
 AN252 Culture, Health, and the Body: Introduction to Medical Anthropology
 HS201 Healthcare System
 PH202 Medical Ethics
 NR472 Community Health Nursing
 NR224 Health and Nutrition
 PA462 Clinical Practice in Primary Care & Community Health
 PA463 Clinical Practice in Primary Care & Adolescent Medicine
 PS252 Health Psychology
 PS315 Principles of Counseling Psychology

V. Refugees & Immigration

AN201 Comparative Cultures
 AN325 Culture, Power, and Place
 AN234 Land of the Inca: Peru Past & Present
 AN236 Cultures of the Caribbean
 SO306 Crossing Borders: Immigration & American Identities
 Modern Language class (NOT taught in English translation)

VI. Identities and Inequalities

HI236 History of Civil Rights
 HI334 Nazi Germany and the Holocaust
 PS241 Psychology of Gender
 EN216 African American Literature
 EN314 Decolonizing the Mind
 EN342 The Contested South
 SO215 Race and Ethnic Relations
 SO306 Crossing Borders: Immigration & American Identities
 SO320 Sociology of Gender
 AN201 Comparative Cultures
 AN251 Sex, Gender, and Culture

ADMINISTRATION OF THE MINOR:

The academic oversight and administrative responsibility lays with the faculty director of the Civic Engagement. Changes to the minor are approved by the Committee for the Civic Engagement Minor which is composed of faculty who have been actively involved in civic engagement on (and off) campus and in their classes (and the director of the Civic Engagement minor).

CE010: Fall 1st year Bonner Seminar: Exploring Identity and Place. *Zero unit.* In the fall term of freshmen year, students explore and find issues and causes in which they can make a difference through service while also learning. They intentionally engage in thinking about identity, learning about themselves and each other, and getting to know the places surrounding the campus where they will engage. The four sessions in this theme support these aims. The first capstone workshop also focuses on exploration. It introduces the capstone concept and inspiring examples, letting freshmen identify and discuss their potential academic, career, and personal interests. *Offered fall*

CE015: Spring 1st year Bonner Seminar: Moving from Service to Solutions. *Zero unit.* In the spring term of freshmen year, students are introduced to a more comprehensive understanding of civic and community engagement. As they find a regular position and a site, they can think critically about how their service and agency are making an impact. These sessions will teach students a philosophy and approach for identifying solutions to the issues they are confronting and understanding how they might contribute to solutions. The second capstone workshop builds on the first, allowing freshmen to revisit their long-term interests for their four years. *Offered spring*

CE020: Fall 2nd year Bonner Seminar: Leading Teams. *Zero unit.* During the Fall Semester of sophomore year, students continue in a regular service position while beginning to take on leadership roles. In this, they develop a sense of civic agency and identity. Students may begin leading and managing other volunteers or peers or taking on more sophisticated roles. These workshops will help prepare them for service leadership. The third capstone workshop allows students to look ahead, with an introduction to capacity building projects. Students begin to understand the multitude of project types that they can engage in with community partners, which can prepare them for conversations about their positions and projects. *Offered fall*

CE025: Spring 2nd year Bonner Seminar: Know Your Issue. *Zero unit.* In the second term of sophomore year, students can begin to be introduced to a more comprehensive understanding of civic and community engagement. As they find a regular position and a site, they can think critically about how their service is making an impact. These sessions will teach students a philosophy and approach for identifying solutions to the issues they are confronting and understanding how they contribute. The second capstone workshop builds on the first to revisit long-term interests for their four years. *Offered spring*

CE030: Spring 3rd year Bonner Seminar: Building Organizational Capacity. *Zero unit.* In the sixth term, students have completed nearly three years of engagement and worked on different levels. Now, they begin to think about their own upper-class experiences and future pathways. A systems view on their community engagement work can help students as they both take on higher level roles with partners, complete more challenging academic work, and prepare for options after graduation. Through positions and education that help them appreciate how they are building organizational and community capacity, they can think critically about the impacts of their work and their potential future pathways, including careers. The capstone workshop prepares students to implement their planned project (co-led by Instructor of record for CE300 and Senior Bonner Intern). *Offered fall*

CE040: Spring 4th year Bonner Seminar: Preparing for Civically Engaged Lives.

Zero unit. Senior Bonner students are getting ready to graduate and turning their attention towards the future. In this semester, Bonner Leaders will be guided by an appropriate advisor (either through the CE Minor or their major) to complete capstone projects and reflect on their entire Bonner experience to create and share a Presentation of Learning. These workshops will support students to reflect on their college learning as a whole and be further prepared to pursue post-graduate goals and succeed. They especially emphasize reflective, integrative, and communication skills. The final capstone workshop (done after projects are completed) helps students write and share their Bonner learning through publications, essays, resumes, and other avenues. *Offered fall*

CE206 Civic Engagement Leadership. (H), (R), (UU). *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 exposure to community partners and reflective writings, develop their own citizenship and leadership plans in the context of a democratic public life. *Offered fall and spring semesters.*

CE300 Civic Engagement Internship (I). (UU). *One Unit.* 100-hour internship OFF campus (in the area of students' concentration within the Civic Engagement Minor). In addition, this class will meet for 1.5 hours every week to implement the Bonner curriculum for juniors as well as help students to develop civic professional identities. Prerequisites: CE206 and GOV103. *Offered Fall.*

CE400 Civic Engagement Internship (II). (O), (UU). *One unit.* 100-hour internship ON campus (in the area of students' concentration within the Civic Engagement Minor), possible placements include, but are not limited to: Food Recovery Network, Composting, Holocaust Center, theatre department, WagnerVotes, Counseling Center). This class will meet for 1.5 hours every week to implement the Bonner curriculum for seniors, help students to further develop civic professional identities, and prepare their Bonner Senior capstone presentation (for non-Bonners, that would be a presentation as well). Prerequisites: CE206, GOV103, and CE300. *Offered Fall.*

SOCIAL WORK (COURSES)

(Housed in the Sociology Department)

SPANISH (B.A.)

(Housed in the Modern Languages Department)

SPORT ADMINISTRATION (B.A.)

(House in the Government and Politics Department)

THEATRE AND SPEECH (B.A.)

(Housed in the Performing Arts Department)

VISUAL ARTS DEPARTMENT

The Department of Visual Arts provides much more than a traditional art or film school; it offers the chance to study the visual arts and cinema while obtaining a liberal arts education. Consisting of experienced practicing artists, filmmakers, and art historians with a strong commitment to teaching and scholarship, it hosts a full curriculum of courses in three disciplines. Students develop their visual and analytical talents while gaining the breadth of knowledge, intellectual curiosity, and writing skills that only a liberal arts education can provide.

The Studio Art program includes study in Drawing, Painting, Printmaking, Sculpture, Photography, Ceramics, and Graphic Design. Students develop and hone observational, practical, and analytical skills, while developing their own artistic voices both in and outside of the classroom. Experiential study provides students with the opportunity to reflect on their work and to be independently motivated and engaged in the field through the development of a gallery show.

The Art History program introduces students to global and local visual traditions. Introductory courses and advanced seminars are offered in an array of sub-disciplines including Modern and Contemporary Art, Medieval Art and Architecture, 19th Century Urbanism, Islamic Art and Architecture, Egyptian and Near Eastern Cultures, and Ancient Mediterranean Civilizations, as well as in thematic courses such as Gender in the Visual Arts, Portraiture, and Artists in Exile. In addition to the selection of art history courses, courses in the studio arts and languages provide students with needed skills and experience. Students study works firsthand and conduct independent research through required internships at New York's premier museums, galleries, and art collections.

The Film and Media Studies program introduces students to artistic and academic approaches to films and audiovisual media, while exposing them to filmmaking and related industries in New York City and further afield. Courses provide students with the opportunity to make their own films; analyze films from aesthetic, political, social, and historical perspectives; and employ their media skills in the contexts of industry, creative production, and civic engagement.

The Visual Arts Department offers the following programs:

- Art (B.A., minor)
- Dual degree in Art and Early Childhood Education (B.A., minor; housed in Education Department)
- Art History (B.A., minor)
- Film and Media Studies (B.A., minor)

ART (B.A.)

Housed in the Visual Arts Department, 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 or other areas of study such as ceramics, new media, and/or pursue independent studies. Majors will be given preparation for a

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career in an art-related field or for graduate work. New York City's rich variety of art exposure makes the study of visual arts at Wagner an exceptionally valuable experience.

The major culminates in the Senior Learning Community (LC) which comprises an art history seminar (AH490: Imagining the Individual *OR* AH491: Contemporary Art) and the reflective tutorial (AH400). In the reflective tutorial (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.

REQUIREMENTS FOR A MAJOR IN ART (B.A)

A minimum of 13 units with the following distribution:

Core Art requirements 7 units as follows:

AR105, 204, 205, 208, AR308

Select two courses from the following: AR114, 203, 213

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, one of which must be 200 level or above and not taken to fulfill any other art major requirement.

Senior Learning Community in Art (2 units):

AR 400 (taken Junior or Senior year)

AH 490 or AH 491 (taken Junior or Senior year)

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, pending approval at the end of the prior semester

DUAL MAJOR IN ART AND CHILDHOOD EDUCATION (B.A.)

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.

REQUIREMENTS FOR A MINOR IN ART

A minimum of 6 units including AR105, one Art History course, and four Art electives.

ART COURSE DESCRIPTIONS

*** a non-refundable lab fee is required**

AR 103 Design and Color. (A) (CC) 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. (A) (CC) 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. (A) (CC) One unit. A studio course which introduces the techniques of ceramics, including hand-built constructions and/or forms thrown on the potter's wheel. Experience with glaze preparation and kiln firing. *Offered fall and spring semesters.**

AR 114 Photography I. (A) (CC) (T) 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 I. (A) (CC) (TT) 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. (A) (CC) 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. (A) One unit. Make, see and experience art all involving the subject of animals. Students will draw directly from taxidermied and live animals at zoos, the Natural History Museum, the New York Aquarium and other locales. From these studies students will create specific projects in and out of class using a variety of materials and techniques to explore how and why animals are presented in art. Additionally 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. Please be aware that this course involves extra travel time to and from the city on many occasions. *Prerequisite: One other studio art course (preferably Drawing I) or permission of the instructor.*

AR 203 Advertising Art I: Computer Design. (A) (CC) (TT) One unit. The student will create graphics using Adobe Creative Cloud software. The making of websites,

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animation, and print products will develop knowledge of software concepts and design principles through 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. (A) (CC) One unit. The course introduces students to working in three dimensions. A variety of media may be utilized. *Offered fall or spring semesters.**

AR 205 Drawing II. (A) (CC) One unit. This course will further explore ideas in drawing. We will draw mainly from the live model, working from direct observation to construct exciting relationships on the rectangle. This course will include drawing transcriptions of famous paintings, field trips to museums/galleries or other venues to draw, and we will use different and varied media such as charcoal, paint, and collage. *Prerequisite: AR 105 or permission of the instructor. Offered spring semester.**

AR 206 Ceramics II. (A) (CC) 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 Painting I. (A) (CC) 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 live nude model, 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: AR105 or permission of the instructor. Offered fall and spring semesters.**

AR 213 Printmaking I. (A) (CC) (T) 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. (A) (CC) One unit. A continuation of Photography I. Explores more sophisticated techniques and methods. *Prerequisite: AR 114. Offered as required*

AR 221 Museum and Gallery Studies. (A) (C) (O) (WC) One unit. This course introduces students to contemporary thought and practice in the making, exhibiting and marketing of visual art. . The display of art throughout history and its relation to and impact on society will be investigated. 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 design and install an exhibit in the Wagner College Gallery. This course is ideal for any student interested in visual culture, the arts, history, or marketing. *Cross-listed as AH 221 and HI 240. Offered as required*

AR 230 Digital Photography II. (A) One unit. A continuation of Digital Photography I. Further explores shooting and post production skills as well as capturing images. Students will further explore their creative abilities and work with lighting, props, and models. *Prerequisite: AR 130 or permission of the instructor. Offered as required.*

AR 234 Illustration and Storymaking. (A) (CC) (WC) One unit. This class is designed to explore the complete spectrum of premises related to character creation, design and how to successfully integrate them into the production of Graphic Novels, Comic Books, Children's Books, Concept Art and an Editorial Series, as well as, to showcase a unique style and voice. This class will emphasize the ability to write both visually and verbally in order to create complex and memorable characters and integrate them into visual stores. *Prerequisite: AR 105 or permission of instruction. Offered as required.*

AR 236 Lithography. (A) 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 as required.*

AR 303 Advertising Art II: Computer Design. (A) (CC) (TT) 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. (A) 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. (A) (CC) 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 every semester.*

AR 400 Reflective Tutorial. (A) 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

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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. (A) *One unit.* With special permission of the department chair, the course may be taken for two units. *Offered as required, consult department chair.*

ART HISTORY (B.A.)

Housed in the Visual Arts Department, 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 and to conduct research are incorporated in the curriculum. 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.

The Senior Learning Community includes 1. a capstone seminar course (AH 491: Contemporary Art or AH 490: Imagining the Individual: What is Portraiture?), in which students produce their senior thesis, and 2. the reflective tutorial (AH400). The RFT is a semester-long intensive internship in the field 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 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 211 (Renaissance and Baroque), AH 215 (American Art History), AH 324 (Women in the Visual Art) or AH325 (Medieval Art),

One of the following Global Art History courses (1 unit):

AH 219 (Egyptian Art and Architecture), AH 220 (Islamic Art and Architecture), AH 223 (City and Empire: Ancient Near Eastern Art and Architecture), AH 301(Art and Narrative), AH 302 (The 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)**to be taken in junior or senior year:**

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)

REQUIREMENTS FOR A MINOR IN ART HISTORY

A minimum of 5 units including AH109, AH118 and three additional Art History electives.

ART HISTORY COURSE DESCRIPTIONS

AH 109 Art History or Histories? (A) (C) (R) *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: Nineteenth and Twentieth Century Art (online) (A) (C) *One unit.* This online course introduces you to some of the most important movements in Modern European Art. We will study the origins, aims and style of each movement and attempt to understand it in the broader context of its social, political and aesthetic context. We will also study the changing role of the artist, new audiences for art and the impact of major modern events and phenomena, including Revolutions, World Wars, the rise of cities, the ideas of Nietzsche and Freud, the spread of mass media, and changing concepts of sexuality. Throughout students will be introduced to art historical vocabulary and concepts and learn to analyze both the subject and form of modern works of art and to recognize the particular features and contributions of each movement. Students who have taken AH 213 From Impressionism to Surrealism will not receive credit for this course. *Offered summer session online.*

AH 118 Introduction to Art History: The Ancient World from a Global Perspective. (A) (C) (R) (U) *One unit.* This course is designed to introduce students to the diverse

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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, and some summer sessions online.*

AH 211 Renaissance and Baroque. (A) (C) (O) (R) 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. *Offered as required.*

AH 213 From Impressionism to Surrealism. (A) (C) (R) One unit. From the mid-nineteenth century to WWII, visual artists in Europe overturned every existing rule and completely altered our understanding of what art is and what it could be. Although art was no longer a "mirror" of reality, these works profoundly reflected the enormous social, political, philosophical and scientific changes of the period. We will look at how the phenomena of Modernism, from the rise of the metropolis, to political Revolution, to changes in the concept of time, space, sexuality and human nature are revealed in the paintings, sculpture and architecture of the period. Movements to be studied include Impressionism, Symbolism, Expressionism, Futurism and Surrealism. We will come to an understanding of the period through readings, websites, films, presentations and first hand study of works in New York City Collections. *Offered fall semester, first-year students only.*

AH 215 American Art History. (A) (C) (R) (UU) One unit. In this course we look at a number of selected themes in American art and culture, examining how they have been explored in the past and continue to be explored in the 21- century. Rather than a typical chronological survey, each week we explore a topic that artists have returned to over and over again from colonial times to the present. We first examine the topic in an older period, and then how this theme or topic manifests itself in the present day. In this way, the art of the past becomes relevant to our own lives, and at the same time we see how the visual culture of today is rooted in ideas that have been around for as long as this nation has existed. While the first part of each pairing focuses on fine art (painting, sculpture and architecture) from the past, the second part looks at visual artistic media from today including painting, photography, films, advertisements, blogs, installations etc. Topics

include: Fashioning the Self in Portraiture; Art and Democracy; The “Demonized” Other in American Art; The Sacred Wilderness; Art and War; The Old Gilded Age and the New; The Gritty City; Inequalities: Art in the Depression; America as Shopping Mall: Art about Consumer Culture. *Offered fall or spring semester.*

AH 219 Egyptian Art and Architecture. (A) (R) (U) 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. (A) (C) (RR) (U) 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 221 Museum and Gallery Studies. (A) (C) (O) (WC) One unit. This course introduces students to contemporary thought and practice in the making, exhibiting and marketing of visual art. The display of art throughout history and its relation to and impact on society will be investigated. 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 design and install an exhibit in the Wagner College Gallery. This course is ideal for any student interested in visual culture, the arts, history, or marketing. *Cross-listed as AR 221 and HI 240. Offered spring or fall semester.*

AH 222 Nymphs and Heroes in Greek Art: A Survey of Ancient Greek Art and Architecture. (A) (C) (RR) (WC) 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

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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. (A) (C) (RR) (U) 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. (A) (C) (RR) (WC) 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. (A) 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. (A) (C) (RR) (WC) 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. (A) (C) (RR) (U) 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 310 Art and Aesthetic in the Third Reich (A) (WC) (RR) (L) One unit. One of the most murderous regimes in history, the Third Reich was also one of the most deeply invested in all areas of art and aesthetics. Beyond the realm of producing propaganda in every medium, from posters to film to processions, the Nazis stole or destroyed millions of works of art throughout Europe, planned the redesign of many major cities, held the most highly attended “art” exhibit ever held and attempted to control every facet of the visual arts. This course proposes that we cannot fully understand National Socialism without understanding the aesthetic ideology of the party and of Adolf Hitler and shows how “culture was not only the end to which power should aspire, but the means of achieving it.” Topics to be explored include Hitler’s youth as a struggling painter in Vienna and his rejection from the Art Academy; the systematic expropriation of Jewish art collections and the works of foreign museums; Albert Speer’s plans for a newly designed Berlin; the 1937 Degenerate Art exhibit; the carefully designed parades, processions and rallies; and recent law cases to have stolen works of art restored to their rightful owners. The course ends with a look at memorials and museums dedicated to the Holocaust and ask whether it is possible for art, in any form, to illuminate one of the darkest chapters in human history. Course includes visits to relevant special exhibitions and museums.

AH 321 The Madman and the Savage: Vincent Van Gogh and Paul Gauguin. (A) (C) (RR) (WC) 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 Gender in the Visual Arts. (A) (C) (RR) (UU) One unit. This course explores the relationship between gender and the visual arts, concentrating on representation of women throughout history, as well as the work of women artists. Issues of gender are examined in relation to subject matter, stylistic preference, media, reception and criticism. Issues and topics to be explored include: sexual identity in artistic production;

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gender, race and art; queer theory in relation to the visual arts, post-colonialism and gender, themes of motherhood, prostitution and the female body; constructions of masculinity; the gaze and the gendering of vision. We begin in the Middle Ages and continue up through the work of contemporary artists in all media including painting, sculpture, installation, photography, architecture and cinema. We will learn about these issues through seminar discussion, readings, films and first-hand viewing of works of art. *Prerequisite: any Art History or gender studies course.*

AH 325 Medieval Art. (A) (C) (L) (O) 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 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.*

AH 326 Cities and Perversities: Art in Turn-of-the-Century Paris, Vienna. (A) (C) (RR) (U) One unit. 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. (A) 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. *Offered as required, contact department chair.*

AH 400 Reflective Tutorial in Art History. (A) 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 490: Imaging the Individual: What is a Portrait? (A) (C) (RR) (WC) 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. *Non-majors must have the permission of the instructor to register for the course.*

AH 491: Contemporary Art. (A) (C) (LL) (RR) One unit. This course familiarizes 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. *Non-majors must have the permission of the instructor to register for the course.*

AH 593 Independent Study. (A) 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.*

FILM AND MEDIA STUDIES (B.A.)

Housed in the Visual Arts Department, the Film and Media Studies Major introduces students to the artistic and academic approach to films and new forms of media, while exposing them to the film industry and related industries in New York City and beyond. Courses provide students with the opportunity to make their own films, analyze films from aesthetic, political, social and historical perspectives, and employ their media skills in the context of industry, creative production and civic engagement.

Our core courses educate students in the fundamentals of film and media production and engage them in the academic and historical analysis of film and media, including in relationship to other disciplines. Students can choose from three concentrations: Filmmaking and Digital Arts; Film Studies and Criticism; and Civically Engaged Media. The film major prepares students for careers in the film and related industries while also challenging students to understand film and media as creative and artistic producers and critical thinkers.

The major culminates in a Senior Learning Community (LC) that combines an advanced Film Criticism and Theory Seminar (FM 490) and a Reflective Tutorial (FM 400). The Reflective Tutorial (RFT) is either a full-time internship in the film industry or a rigorous project of the student's own design (short film, film analysis paper, etc.).

Note: For all concentrations in the major, and for the minor, the lists of electives below are not comprehensive. Other classes, both within the Film and Media Studies program and in other areas of study, can fulfill elective requirements for majors and minors. Please contact Film and Media Studies program directors to find out whether a given course might count toward your electives for the major or minor.

REQUIREMENT FOR A MAJOR IN FILM/MEDIA STUDIES

A total of 12 units with the following distribution:

Core Requirements – 5 units as follows:

FM 201 Introduction to Film Studies or EN 230 Introduction to Film
 FM 291 Navigating the Film Industry or AA 460 The Film Business
 FM 210 Introduction to Fiction Filmmaking
 FM 222 Introduction to Documentary Filmmaking
 FM 223 Introduction to Media Studies

Senior Learning Community – 2 units:

FM 400: Reflective Tutorial: Senior Project in Film, Media or Related Industry
 FM 490: Capstone Course: Advanced Film and Media Criticism and Theory

Concentration – 5 units

Film/Media Studies Majors must complete one of the following concentrations:

Filmmaking/Digital Arts Concentration:

Five courses with the following distribution:

Three units as follows:

FM 221 Video Editing

FM 224 Cinematography
 FM 322 Screenwriting I

Two units of the following:

FM330 New Modes in Documentary Film
 FM 422 Screenwriting II
 AR 114 Photography I
 AR 130 Digital Photography
 AR 203 Advertising Art I: Computer Design
 AR 303 Advertising Art II: Computer Design
 TH 103 Script Analysis
 TH 106 Introduction to Acting
 TH 228 History of Costume and Fashion
 TH 255 Acting for the Camera
 TH 240 Stage Makeup
 AA 475 Entertainment Business Law

Civically Engaged Media Concentration:

Five courses with the following distribution:

Three units as follows:

FM 221 Video Editing
 FM 224 Cinematography
 JR 261 Introduction to Journalism

Two units of the following:

FM 291 Radio Production
 FM 291 Ethnographic Film
 FM 291 Screenwriting II
 FM 291 Narrative Filmmaking Workshop
 FM 291 Director Actors and Non-Actors for Film and TV
 FM 291 Digital Animation
 FM 291 Voice Acting and Animation
 FM 291 New Modes in Documentary Film
 AR 130 Digital Photography
 AR 114 Photography I
 AR 203 Advertising Art: Computer Design
 JR 373 Ethics in Journalism (or any other single 300-level Journalism course)
 CS 132 Object Oriented Software Development for the World Wide Web
 GOV 236 Politics in Literature and Film
 AN 325 Culture, Power and Place
 AN 201 Comparative Cultures
 PS 249 Psychology of Media
 SO 257 The Sociology of Television
 SO 101 Principles of Sociology
 SO 103 American Society

Any upper-level modern language class not taught in translation.

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Film Studies and Media Criticism Concentration:

Five courses from the following:

Two units of the following:

FM 291 Hollywood and the US Film or TH 218 History of American Film
ML 316 International Filmmakers or EN 331 Topics in World Cultures and Cinemas
FM 291 Television Theory or FM 291 Women and Hollywood

Three units of the following (at least one must be a foreign-language or non-US film class):

EN 356/FR 356 French Cinema: Retrogrades, Rebels, and Realists
EN 323 Aliens, Cyborgs, and Time Travel in Literature and Film
EN 357/IT 367 Italian Cinema
EN 226 American Cultures and Literatures
SP 314 Topics in Hispanic Cinema
SP 230 Intimate Stories: The Short Film Genre
FM 291 Screening Films of Spain and Latin America
IT 357 Italian Cinema
FR 356 French Cinema: Retrogrades, Rebels, and Realists
HI 286 On the Screen: Gender, Class, and Culture in Film
GO 236 Politics in Literature and Film
GO 375 Feminist Film
PS 249 Psychology of Media
MU 246 Music in Film

REQUIREMENT FOR A MINOR IN FILM/MEDIA STUDIES:

Core Requirements – 2 units as follows:

FM 201 Introduction to Film Studies, or FM 223 Introduction to Media Studies, or EN 230 Introduction to Film
FM 210 Introduction to Fiction Filmmaking, or FM 222 Introduction to Documentary Filmmaking

Elective Requirements – 3 units of the following:

FM201 Introduction to Film Studies or EN230 Intro to Film
FM 210 Introduction to Fiction Filmmaking
FM 221 Video Editing
FM 222 Introduction to Documentary Filmmaking
FM 224 Cinematography
FM 291 Radio Production
FM 291 Ethnographic Film
FM 291 Screenwriting II
FM 291 Narrative Filmmaking Workshop
FM 291 Director Actors and Non-Actors for Film and TV
FM 291 Digital Animation
FM 291 Voice Acting and Animation
FM 291 New Modes in Documentary Film
FM 322 Screenwriting I
AR 130 Digital Photography
AR 114 Photography 1
AR 203 Advertising Art I: Computer Design

AR 303 Advertising Art II: Computer Design
 AA 460 The Film Business
 EN 331 Topics in World Cultures and Cinemas
 EN 323 Aliens, Cyborgs, and Time Travel in Literature and Film
 FM 223 Introduction to Media Studies
 FM 322 Screenwriting I
 IT 357 Italian Cinema
 FR 356 French Cinema: Retrogrades, Rebels, and Realists
 SP 230 Intimate Stories: the Short Film Genre
 SP 314 Topics in Hispanic Cinema
 FM 291 Screening Films of Spain and Latin America
 GO 236 Politics in Literature and Film
 GO 375 Feminist Film
 HI 286 On the Screen: Gender, Class, and Culture in Film
 HI 322 The History of Minorities in the Media
 JR 3XX – any one 300-level journalism course (but only one can be applied to the minor)
 MU 246 Music in Film
 PS 249 Psychology of Media
 SO 257 The Sociology of Television
 TH 218 History of American Film
 TH 255 Acting for the Camera

FILM AND MEDIA STUDIES COURSE DESCRIPTIONS

FM 201 Introduction to Film Studies. (A) (C) (RR) (WC) One Unit. This course instructs students in the terminology of film analysis, including a breakdown of film style– genre, mise-en-scène cinematography, sound, and editing. Students will analyze films from a variety of periods and countries, and will apply this understanding through creative projects, analytical essays and journalistic writing. This course will focus on the artistry and history of the medium, as well as the social and political concepts that are illuminated by a thorough analysis of a film.

FM 210 Introduction to Fiction Filmmaking. (A) (CC) (TT) One unit. This course introduces students to the fundamentals of digital video production and narrative filmmaking: script analysis, pre-production, working with actors, cinematography, sound recording, and editing. We won't cover screenwriting, although we will explore what makes for a good story. Students will receive training on digital video cameras and editing software, and will develop their storytelling skills through a series of directing exercises and scenes. In addition, scenes from classic and contemporary films will be analyzed and discussed in class.

FM 221 Video Editing. (A) (CC) (TT) One unit. The great film editor Walter Murch says, “Every film is a puzzle really, from an editorial point of view.” Students will walk away from this class with a hands on understanding of the great cerebral, organizational, and creative work that go into editing a film. We will also study the technological history of moving image editing. Students will work with found footage and their own media to edit in varying styles, including documentary, narrative, and experimental.

FM 222 Introduction to Documentary Filmmaking. (A) (CC) (TT) (U) One unit. This course introduces students to the fundamentals of documentary production. Students will learn about style and process in non-fiction film and apply this knowledge to their own

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documentary production work. Central to this course is a close observation and understanding of the world around us— from the microcosm of Wagner College to the metropolis of New York City. Students will learn how to be respectful and acute observers in order to focus their lenses on the world around them.

FM 223 Introduction to Media Studies. (A) (C) (RR) (WC) *One unit.* This course introduces students to the history and analysis of different forms of media including, radio, television, video games and the Internet. Students will gain an understanding of why media is so pervasive in society and how to properly read and decode it. They will also analyze the artistry and technique of media production — from radio plays of the 1920s to present day interactive media art.

FM 224 Cinematography. (A) (CC) (TT) *One unit.* In this class students will learn how to use cinematography to further their skills as storytellers. They will be introduced to advanced concepts in video lighting, lenses, multiple camera shoots and camera movement. Through the creation of their own projects, students will better understand the role of the cinematographer.

FM 250 Navigating the Film Industry. (A). *One unit.* This course will be a broad survey of the film industry, designed primarily for filmmakers (screenwriters, directors, producers) but open to all. Special attention will be paid to independent filmmaking, from fundraising and budgeting to film festival strategies, distribution platforms, and more. Students will deliver in-class presentations and write research papers. Guest speakers will provide working professionals' perspectives on different aspects of the business.

FM 260 History of Film. (A) (R) (U) *One unit.* This course is a survey of film history from its beginnings in the 1890s to the present day. We'll study a wide range of important films, creators, and movements from around the world, and we'll look at some influential schools of thought in film criticism and film theory. Our primary focus will be on the evolution of cinema as an art form, but we'll also take into account technological developments, economic/industrial factors, and questions of culture/politics/ideology.

FM 322 Screenwriting I. (A) (CC) (WW) *One unit.* Throughout this course you will learn the foundational elements of a successful screenplay: character development, narrative structure, and of course, proper formatting. Through careful study of professional screenplays, you will analyze and learn to recognize positive strategies and unique styles. In addition, you will also write your own original short screenplays and workshop the work of your fellow classmates. By semester's end, you should understand how writing for the screen has infinite possibilities, and equally unique challenges.

FM 330 New Modes in Documentary Film (A) (CC) (T) (U) *One unit.* This course introduces students to the wide panorama of contemporary documentary film theory and practice, with an emphasis on new technologies and hybrid forms. Students will receive hands-on experience in cutting-edge documentary production practices including use of GoPro cameras, drone/webcam technology and the making of interactive narratives, as they are exposed to relevant films, filmmakers, artists and thinkers.

FM 400 Senior Reflective Tutorial. (A) *One unit.* This course offers the senior major the opportunity to embark on a field-based thesis project aligned with their particular concentration. The project will be decided upon in conjunction with their advisor, and might take the form of an internship with a film or media-based firm, an independent production project, and/or an in-depth research project. In addition to spending a minimum of 100 hours on independent work for the project, the student will be responsible for meeting with the instructor/advisor on a regular basis and completing a series of journal entries documenting their progress.

FM 422 Screenwriting II. (A) (WW) (CC) *One unit.* This intermediate-level class is for students who want to explore more deeply into the art and craft of screenwriting. Students will continue the feature-length scripts they began in Screenwriting I, or will begin an entirely new project. The class will primarily be a writing workshop in which students will present their work for critique and discussion; there will also be lectures on topics such as story structure and scene structure, outlining, character, dialogue, the business of screenwriting, and more. Prerequisite: Screenwriting I (FM322) or permission of instructor.

FM 490 Capstone Course: Advanced Media Criticism and Film Theory. (A) *One unit.* This course will provide a broad overview of some major currents in film criticism and film theory, past and present. We'll examine ideas of authorship; the influence of economic, cultural, and political factors on artistic creation; questions of gender, race, and nationality; subjectivity and spectatorship; the evolving role of technology; and more. We'll also closely analyze a selection of classic and contemporary films. In addition, students will begin work on their senior thesis projects, which will be completed during the spring Senior Reflective Tutorial (FM 40

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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.

Travel to Wagner

The main entrance to the Wagner College campus can be found at 631 Howard Ave., Staten Island, N.Y.

Parking for visitors is available in the Lower Tiers lot, located just past the public safety kiosk on the main entrance drive.

WAGNER COLLEGE

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