St. John Fisher University

2025-2026 Undergraduate Catalog

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Academic Programs

Undergraduate Program Offerings

Choose from majors in humanities, social sciences, sciences, business, education, and nursing, as well as pre-professional programs and numerous minors and concentrations.

Disclaimer: The St. John Fisher University *Undergraduate Catalog* does not constitute a contract or offer to contract between the University and its students on either a collective or an individual basis. It is the student's responsibility to know and follow current requirements and procedures at the department, program, and University levels. The University reserves the right to make such changes as it deems necessary in its academic regulations, course offerings, staff, and financial policies without notice.

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Degrees and Certificates

St. John Fisher University is empowered by the Board of Regents of the State of New York to offer courses leading to and to grant the degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Master of Science (M.S.), Master of Science, Education (M.S.Ed.), Master of Business Administration (MBA), Doctorate in Education (Ed.D.), Doctorate in Pharmacy (Pharm.D.), and Doctorate of Nursing Practice (DNP).

Undergraduate Degrees

B.A. Degrees with HEGIS Codes

- American Studies – 0313
- Biology – 0401
- Chemistry – 1905
- Computer Science – 0701
- Criminology and Criminal Justice – 2209
- Data Analytics – 1702
- Economics – 2204
- English – 1501
- History – 2205
- Interdisciplinary Studies – 4901
- International Studies – 2210
- Legal Studies – 1499
- Mathematics – 1701
- Media and Communication – 0601
- Philosophy – 1509
- Physics – 1902
- Political Science – 2207
- Psychology – 2001
- Public Health – 1214
- Religious Studies – 1510
- Sociology and Anthropology – 2208

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- Spanish – 1105
- Sustainability – 0420

B.S. Degrees with HEGIS Codes

- Accounting – 0502
- Athletic Performance – 1299
- Biology – 0401
- Biochemistry – 0414
- Business Administration (Degree Completion Program) – 0506
- Chemistry – 1905
- Chemistry – Pharmaceutical Chemistry – 1910
- Computer Science – 0701
- Cybersecurity – 0799
- Finance – 0504
- Film and Television – 0605
- Human Services – 2101
- Inclusive Education – Adolescence – 0808
- Inclusive Education – Childhood – 0808
- Interdisciplinary Studies – 4901
- Management – 0506
- Marketing – 0509
- Mathematics – 1701
- Neuroscience and Behavior – 0425
- Nursing – 1203
- Pharmaceutical Studies – 1211
- Physics – 1902
- Psychology – 2001
- Public Health – 1214
- Public Relations – 0601
- Sport Management – 0599

Undergraduate Certificate Programs with HEGIS Codes

- *Accounting Certificate (HEGIS Code 5002):* Designed for individuals who already hold a baccalaureate degree in a major other than accounting.
- *Spanish/Latino Culture for the Health Professions Certificate (HEGIS Code 5611):* Designed for individuals working in the health care field who already hold a baccalaureate degree.
- *Museum Studies (HEGIS Code 1099):* Designed for individuals who plan to pursue graduate study or who are in entry level positions in a museum, archive, or historic site.
- *Public and Professional Writing (HEGIS Code 1501):* Designed for individuals who plan to pursue careers in writing.

Graduate and Doctoral Degrees and

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Graduate Degrees with HEGIS Codes

- MBA: Master of Business Administration – 0506 (Accounting – 0502)
- M.S.: Primary Care Family Nurse Practitioner – 1203.10
- M.S.: Adult/Gerontology Acute Care Nurse Practitioner – 1203.10
- M.S.: Adult/Gerontology Primary Care Nurse Practitioner – 1203.10
- M.S.: Psych/Mental Health Nurse Practitioner – 1203.10
- M.S.: Adult/Gerontology Clinical Nurse Specialist – 1203.10
- M.S.: Mental Health Counseling – 2104
- M.S.: Literacy Education – 0808
- M.S.Ed.: Building and School District Educational Leadership – 0827
- M.S.: Inclusive Adolescence Education – 0808
- M.S.: Inclusive Childhood Education – 0808
- M.S.: Library Media – 0899.01
- M.S.Ed.: School Building Leadership – 0828

Doctoral Degrees with HEGIS Codes

- DNP: Adult/Gerontology Acute Care Nurse Practitioner (AGACNP) – 1203.10
- DNP: Adult/Gerontology Primary Care Nurse Practitioner – 1203.10
- DNP: Certified Registered Nurse Anesthetist (CRNA) – 1203.10
- DNP: Primary Care Family Nurse Practitioner – 1203.10
- DNP: Psych/Mental Health Nurse Practitioner – 1203.10
- DNP: Adult Clinical Nurse Specialist – 1203.10
- Ed.D.: Executive Leadership – 0506
- Pharm.D.: Pharmacy – 1211

Graduate Certificates with HEGIS Codes

- Advanced Certificate: Primary Care Family Nurse Practitioner – 1203.12
- Advanced Certificate: Adult/Gerontology Acute Care Nurse Practitioner – 1203.12
- Advanced Certificate: Adult/Gerontology Primary Care Nurse Practitioner – 1203.12
- Advanced Certificate: Psych/Mental Health Nurse Practitioner – 1203.12
- Advanced Certificate: Adult Clinical Nurse Specialist – 1203.12
- Advanced Certificate: Mental Health Counseling – 2104
- Advanced Certificate: Special Education Leadership – 0808

Note: *Regulations of the Commissioner of Education of the State of New York require the listing of code numbers. These do not alter in any way the character of programs, nor do they reflect on the priority or academic demands of programs. Regulations also require a statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid*

awards. All programs listed are registered as required by law.

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Disclosure of Institutional Graduation/Completion Rates

St. John Fisher University is pleased to provide information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. At St. John Fisher University, the normal time to complete a bachelor's degree is four years. The graduation rate describes the completion status of full-time, first-time degree/certificate-seeking undergraduate students at 150% of the normal time to complete all requirements of their program of study. Thus, the graduation rate will reflect the percentage of students who graduated within six years.

- The graduation/completion rate is based on the cohort of full-time, first-time degree/certificate-seeking undergraduate students enrolled at the University on the October 1 census date.
- The calculation of the graduation/completion rate does not include students who left the school to serve in the armed forces, in the foreign aid service of the federal government, or on official church missions. Students who died or were totally and permanently disabled are also excluded from the calculation.

The graduation/completion information can be found on the **Institutional Research webpage**. Questions related to this report should be directed to the Office of Institutional Research.

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Core Requirements

Core Requirements for New First Year Students

The Core curriculum has been a fundamental part of the undergraduate degree at St. John Fisher University since its founding by the Basilian fathers in 1948. The Basilian educational tradition emphasizes the critical importance of truth, intellectual freedom, the welfare of every student, and education for justice. “Basilian-sponsored colleges and universities have always attached great importance to teaching the liberal arts with creativity and academic discipline, with accompanying respect for the integrated scholarship of teaching research.” [1] A liberal arts education provides a model of education that continues to be well-suited to the demands of an ever-changing and increasingly complex world. The Core at St. John Fisher University prepares students with the appropriate breadth and depth to recognize and confront the emerging issues of contemporary life and work. By focusing on the development of skills and competencies, the Core Curriculum at St. John Fisher University provides students with a liberal education experience that prepares them for life immediately after graduation, as well as the life-long journey that lies ahead.

[1] The Congregation of St. Basil, “Elements of the Basilian Contribution to Catholic Higher Education in North American.” University of St. Thomas, January 14, 2019.

The Core Curriculum facilitates students’ growth as learners with intentional pathways. By aligning the Core to students’ development of skills, student in Core courses are exposed to increasing levels of sophistication which prepare them for the complex world that will greet them after graduation. The Core experience complements all other academic experiences of students by helping them to develop skills and perspectives that are enhanced and applied throughout the course of their undergraduate studies.

Core courses address specific outcomes for student learning. Many departments offer courses within and across Core areas, but all courses within each are meet the same learning outcomes.

The Core curriculum consists of 10 courses which student must successfully complete to graduate from St. John Fisher University. ***These courses are required to be taken at St. John Fisher University and may not be transferred from another institution.*** The Core is comprised of three tiers of study: Foundation courses, Exploration courses, and Culminating Writing and Cardinal Experience courses.

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Foundations Courses

The foundations courses are designed to provide students with the knowledge and skills necessary for success in college. Since these are primarily skills courses, they may not be applied to satisfy requirements in majors or minors. There are four Foundation level courses in the Core:

- **Learning Community* (LC, DEPT 10XX):** Students learn about a topic and engage issues related to that topic from at least two disciplinary perspectives, improving their writing, reading, information literacy, and group work skills. (Two linked courses; taken fall of first year).
- **Research-Based Writing (RW, DEPT 1299):** Students learn the basics of writing an academic research paper. Emphasis is on including more than one perspective on an issue, elements of persuasive argumentation, proper use and documentation of sources, revision, and oral presentation. (One course; taken spring of first year).
- **Data Analysis (DA, DEPT 11XX):** Courses in this core area explore the nature of numerical literacy and quantitative reasoning skills. Students learn to use appropriate tools and technologies to explore and analyze data in a systematic fashion. With these skills, students are equipped to evaluate the strength of a conclusion that can be drawn from specific data and measure these conclusions against what is known about the real world. (One course, taken spring of first year).

In each case, students may only earn credit once for courses in each of these categories.

Note: *Foundations core courses may not be applied to major or minor degree requirements. Explorations core courses may apply as electives in both majors and minors as applicable.*

***In the case where a student fails one or both courses in his or her Learning Community**, that student must arrange, in consultation with the Associate Dean of the School of Arts and Sciences, to successfully complete the Learning Community (LC) requirement. Successful completion of the LC core requirement is necessary to remain in good standing at the University and ultimately, to graduate from St. John Fisher University.*

In Core, all 1299 Research-Based Writing courses are repeats of each other; all Data Analysis courses are also repeats of each other. Students may repeat one of these core requirements to achieve a better grade, but additional credits are not earned for this repeated course if a passing grade was originally earned. Any student considering a repeat of a Learning Community course for any reason must consult with the associate dean of the School of Arts and Sciences for advisement. Failure of one or both courses in a Learning Community necessitates a special course arrangement for completion of this core requirement.

Exploration Courses

Exploration courses are designed to further develop students' progress toward the Core learning outcomes. There are four Exploration level courses in the Core. Students must successfully complete at least one course out of each category. These courses may apply as electives to major and minor disciplines and are typically taken during a student's sophomore year.

- **Citizenship and Civic Engagement (CCE, DEPT 21XX):** Students gain the knowledge, skills, and perspectives they need to become contributing citizens in a diverse and complex society. These experiences help to ensure a commitment to collaboratively working across and within community contexts and structures to achieve civic aims in a democracy.
- **Creative Inquiry and Analysis (CIA, DEPT 22XX):** Students demonstrate the ability to analyze issues, concepts, and artifacts in determining valid evidence, developing sound arguments, and making informed decisions. Students engage in concrete problem-solving frameworks including quantitative, scientific, logical, critical reasoning, and information literacy.
- **Diversity, Equity, and Inclusion (DEI, DEPT 23XX):** Students demonstrate an understanding of the sociocultural, historical, and political underpinning of (in)equality and (in)justice and develop the understanding necessary to participate in a variety of diverse communities. Students further use these learning experiences to increase their self-awareness; that is, to understand and explore the cultural basis of their own values, beliefs, and priorities.
- **Ethical Reasoning (ER, DEPT 24XX):** Students learn to discern the moral aspects of a situation in order to produce ethically justifiable positions. Through the study of theoretical ethics and moral reasoning, students learn to develop well-reasoned positions and practical action plans that model what it means to live and act well in community and society.

These courses are identified with attributes that allow for a web-based search at the time of registration.

Culmination Courses

The Culmination courses are the developmental pinnacle of the Core. Students integrate all of their prior experiences both within the Core and their respective disciplines, leading to a summative experience that encapsulates their overall Fisher Experience.

- **Advanced Research-Based Writing (AWC, DEPT 39XX)**: This junior level Core course serves as a preparatory springboard for students to engage in their pinnacle Cardinal Experience. The focus on writing and analysis provides students with the appropriate skills to tackle the breadth and complexity expected in their final, culminating Cardinal Experience.
- **Cardinal Experience (CE, DEPT 49XX):** This senior level experience is meant to provide students with an opportunity to collectively apply the skills and knowledge that have been built throughout the length and breadth of their undergraduate experience, incorporating knowledge and skills developed and honed both in the major and in the Core.

In each case, students may only earn credit once for courses in each of these categories.

Core Requirements for Transfer Students

The new Core Requirements begin for transfer students in spring 2021. As with new first-year students, all courses required to be completed in the Core must be taken at St. John Fisher University. Advanced Placement, International Baccalaureate and other test credit, as well course credits taken at other colleges do not apply to the St. John Fisher University Core. However, in order to facilitate ease of transfer, the Core

Requirements apply according to the following guidelines:

- New students who enter St. John Fisher University with no previous credits earned or with only Advanced Placement (AP) credit, International Baccalaureate (IB) credit, or other college credit earned while in high school, are considered first-semester students and begin the Core with the foundational Learning Community requirement and must complete all remaining Core requirements.
- Transfer students who attended college as matriculated students ***for only one semester,*** begin the Core with the foundational Research-Based Writing (1299) course and must complete all remaining Core requirements except the Learning Community, regardless of how many credits are transferred.
- Students who attended college as matriculated students for two or more semesters and initially transfer fewer than 30 credits begin the Core with the foundational Research-Based Writing (1299) course and must complete all remaining Core requirements except the Learning Community.
- Students who attended college as matriculated students for two or more semesters and initially transfer between 30 and 44 credits, are exempt from all foundational core courses and begin the Core with the exploration core courses, completing one course from each of the four categories, as well as both culmination core courses.
- Students who attended college as matriculated students for two or more semesters and initially transfer between 45 and 59 credits, begin the Core with the exploration courses but are required to complete only two courses from any two separate categories, as well as both culmination core courses.
- Students who initially transfer 60 credits or more are exempt from all of the foundational and exploration courses and only need to complete the two culmination core courses.
- Students who initially enter St. John Fisher University with a previous bachelor's and/or higher degree from a regionally accredited institution are exempt from all Core requirements.

Note: *Foundations core courses may not be applied to major or minor degree requirements. Explorations core courses may apply as electives in both majors and minors as applicable.*

Core Courses as Liberal Arts Electives

Although transfer students may be exempt from some areas of the core, they may still choose to take core courses from liberal arts disciplines as electives, as determined by their interests and to reach the required number of liberal arts credits for their degrees (60 credit hours for B.S. degrees and 90 credit hours for B.A. degrees). In particular, transfer students, together with their advisors, might determine that taking ***foundational core courses*** may help them achieve academic success. Likewise, if a student has completed sections of the core but wishes to take additional courses from an exploration core area, they are able to do so. The ***exploration core courses*** are especially designed without restrictions, to allow students to take multiple courses from each of the four areas as liberal arts electives or as electives within their majors or minors. Students should consult with their academic advisors for guidance in choosing appropriate elective courses.

All Core courses are identified with attributes as indicated above, that allow for a web-based search at the time of registration. Course numbers also identify the core category to which courses belong; see examples above.

Foundations		
Usually taken	**How many credits?**	**Which course?**
Fall semester, First year	Two courses: 6 credits	Learning Community (LC) (DEPT 10XX)
Spring semester, First year	One course; 3 credits	Research-Based Writing (RW) (DEPT 1299)
	One course; 3 credits	Data Analysis (DA) (DEPT 11XX)
	Explorations	
Sophomore year	One course; 3 credits	Citizenship and Civic Engagement (CCE) (DEPT 21XX)
	One course; 3 credits	Creative Inquiry and Analysis (CIA) (DEPT 22XX)
	One course; 3 credits	Diversity, Equity and Inclusion (DEI) (DEPT 23XX)
	One course; 3 credits	Ethical Reasoning (RE) (DEPT 24XX)
	Culminations	
Junior Year	One course; 3 credits	Advanced Research-Based Writing (AWC) (DEPT 39XX)
Senior Year	One course; 3 credits	Cardinal Experience (CE) (CORE 49XX)

Core Tracking Worksheet

Learning Community (LC) (DEPT 10XX)

1._____ 2._____

Research-Based Writing (DEPT 1299)

1._____

Data Analysis (DEPT 11XX)

1._____

Citizenship and Civic Engagement (DEPT 21XX)

1._____

Creative Inquiry and Analysis (DEPT 22XX)

1._____

Diversity, Equity, and Inclusion (DEPT 23XX)

1._____

Ethical Reasoning (DEPT 24XX)

1._____

Advanced Research-Based Writing (DEPT 3990)

1._____

Cardinal Experience (CORE 4990)

1._____

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Standards of Academic Progress

In order to graduate from St. John Fisher University, a student must earn a 2.00 cumulative grade point average for all courses at the University. In addition, the student must earn a 2.00 cumulative GPA in the major and minor department in courses completed in residence. (See **Degree Requirements**.) Academic standing is calculated whenever grades are entered or changed. This standing is based on the cumulative grade point average (cumulative GPA) and falls into one of the categories listed below.

Cumulative Grade Point Average* For:

Semester Credit Hours Earned Toward Degree**	**Minimum Satisfactory Academic Performance**		**Unsatisfactory Academic Performance**	
	Good Standing	**Warning**	**Early Intervention**	**Probation*** or Academic Dismissal/Post-Dismissal with GPA Below:**
0–35	**2.00**	1.80–1.99	1.50–1.79	1.50
36–50	**2.00**	1.85–1.99	1.65–1.84	1.65
51–65	**2.00**	1.90–1.99	1.80–1.89	1.80
66–80	**2.00**	1.95–1.99	1.90–1.94	1.90
81–92	**2.00**	—	1.95–1.99	1.95
93 and over	**2.00**	—	—	2.00

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**Averages will not be "rounded." For example, 1.49 will not be rounded to 1.50. Therefore, 1.49 will be within the academic disqualification range.*

***Includes all hours (Fisher and transfer hours) applied toward the St. John Fisher University bachelor's degree. However, only Fisher credits are used in calculating the grade point average.*

****Students may only be placed on Probation standing after their first semester at the University, whether as first-year students or transfers. First semester students will* ***not*** *be academically dismissed. Students may however, continue on Probation standing.*

Academic Standing and Athletic Participation

Students whose academic standing is Good Standing or Warning are considered to be making satisfactory academic progress and are eligible to continue competing on the University's NCAA athletic teams. However, students who are placed on either Early Intervention, Probation, or Post-dismissal status are not considered to be in Good Academic Standing and are therefore ineligible to engage in NCAA athletic competition as defined by NCAA Bylaw 14.01.2.1. They may, however, continue to practice with their athletic teams at the discretion of the institution's athletic director and individual coaches.

Good Standing

All students with a cumulative GPA of 2.00 or higher are considered to be in Good Standing.

Warning

Students with a cumulative GPA within the appropriate Warning range, though making satisfactory academic progress, are placed on Warning. These students receive a letter from the Committee on Academic Standing cautioning them that their academic performance is not completely acceptable.

Early Intervention Academic Contract

Students with a cumulative GPA within the relevant Early Intervention range receive a letter from the Committee on Academic Standing stating that the student is being given an Individual Success Plan and must have a meeting with an academic counselor in the Center for Career and Academic Planning for a discussion of their academic performance, registration choices/adjustments, and a success plan.

The academic standing for these students is Early Intervention. Each student in Early Intervention status designs an Individual Success Plan with an academic counselor. The terms of this plan must be met at the end of the specified semester.

Students enter the Early Intervention category as a result of the cumulative GPA declining from the Good Standing or Warning categories:

- At the end of the semester in Early Intervention status, if the student's cumulative GPA rises above a 2.0, the student is placed into the Good Standing category.
- At the end of the semester on Early Intervention status, if the student has met the terms of the Success Plan (semester GPA of 2.00 or higher), but the cumulative GPA remains below 2.00, the student will be placed into the appropriate category according to the Standards of Academic Progress chart and will not be dismissed.
- At the end of the semester on Early Intervention status, if the student has not met the terms of the Success Plan (semester GPA of 2.00 or higher) and the cumulative GPA remains below 2.00, the student will be placed into the appropriate category according to the Standards of Academic Progress chart and may be dismissed.

The Committee on Academic Standing reviews students on Early Intervention Success Plans at the end of each semester, evaluating their performances and compliance with the terms of the Success Plan.

Probation

Any undergraduate student in their first semester at Fisher with a cumulative GPA below the appropriate threshold for Probation receives a letter from the Committee on Academic Standing stating that the student is being placed on Probation. The student must schedule a meeting with an academic counselor in the Center for Career and Academic Planning (CCAP) for a discussion of the student's academic performance, registration choices/adjustments, and a success plan. This meeting is mandatory; the student's account is not active until this meeting takes place and failure to schedule this meeting before the end of the first week of classes in the new semester may result in withdrawal from the term.

The academic standing for these students is Probation status and each student designs an Individual Success Plan with a CCAP advisor. The student must meet the terms of this plan at the end of the specified semester.

- At the end of the semester on Probation status, if the student's cumulative GPA rises to or above 2.00, the student is placed into the Good Standing category.
- At the end of the semester on Probation status, if the student has met the terms of the Plan (semester GPA of 2.00 or higher), but the cumulative GPA remains below 2.00, the student is placed into the appropriate category according to the Standards of Academic Progress chart and will not be dismissed or remains on Probation if the cumulative GPA has not risen to another category.
- At the end of the semester on Probation status, if the student has not met the terms of the Plan (semester GPA of 2.00 or higher), the student is dismissed.

The Committee on Academic Standing reviews all students on Probation at the end of each semester,

evaluating their performances and compliance with the terms of the Success Plan.

On Hold

Students with one or more Incomplete grades at the end of the term have an academic standing of **On Hold** until the Incomplete grade(s) is resolved. When all Incomplete grades are converted to letter grades, the term and cumulative GPA are recalculated and academic standing is set according to the Standards of Academic Progress.

Academic Dismissal/Post-Dismissal Contract

Students with a cumulative GPA below the appropriate threshold for Academic Dismissal are sent a letter informing them of their dismissal from the University.

A student who is academically dismissed may appeal this decision to the Committee on Academic Standing. Information concerning such appeals is sent with the dismissal letter, and is also available from the Center for Career and Academic Planning. How to appeal and the appeal form can be found on the Center for Career and Academic Planning's website at **Academic Appeals & Dismissal.**

If the appeal is granted, the student receives a letter from the Committee on Academic Standing stating that the student is allowed to return and will be placed on a Post-Dismissal Success Plan once the student has met with an academic counselor in the Center for Career and Academic Planning (CCAP) for a discussion of their academic performance, registration choices/adjustments and a success plan.

The academic standing for these students is Post-Dismissal status and each student designs an Individual Success Plan with an academic counselor. The student must meet the terms of this plan at the end of the specified semester.

Students who enter the Post-Dismissal category as a result of having their appeals for reinstatement granted by the Committee on Academic Standing must adhere to the follow contract requirements:

- At the end of the semester on Post-dismissal status, if the student's cumulative GPA rises to or above 2.00, the student is placed into the Good Standing category.
- At the end of the semester on Post-dismissal status, if the student has met the terms of the Success Plan (semester GPA of 2.00 or higher), but the cumulative GPA remains below 2.00, the student will be placed into the appropriate category according to the Standards of Academic Progress chart and will not be dismissed.
- At the end of the semester on Post-dismissal status, if the student has not met the terms of the Success Plan (semester GPA of 2.00 or higher), the student is dismissed.

If a student appeals the dismissal and the appeal is denied, the academic standing remains dismissal. Students who have been dismissed for academic reasons and who later reapply for admission to the

University are reviewed by the Committee on Academic Standing in order to determine their readiness to return to St. John Fisher University.

Students placed into either type of Academic status receive a letter from the Committee on Academic Standing directing them to arrange a meeting with an academic counselor in the Center for Career and Academic Planning (CCAP) for a discussion of their academic performance at the University and to finalize the Individual Success Plan. This meeting is mandatory; failure to schedule this meeting before the end of the first week of classes in the new semester may result in withdrawal from the term.

The Committee on Academic Standing reviews all students who have Individual Success Plan at the end of each semester, evaluating their performance and compliance with the terms of the plan.

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General Grading Information

St. John Fisher University operates on a semester basis with final examinations at the close of each semester.

These grades indicate passing work:

- Outstanding: A, A-
- Good: B+, B, B-
- Satisfactory: C+, C, S
- Passing: C-, D+, D, D-

These grades indicate work below the passing standard:

- Failure: F
- Unsatisfactory: U
- Failure due to excessive absence: FA

To earn credit, a student must repeat and pass the course in which a grade of “F,” “FA,” or “U” has been received.

Other grades:

- Audit: AU
- Incomplete: I
- Withdrawal: W
- Grade Forgiveness: FE

Calculating the Grade Point Average (GPA)

- **A:** 4.00 points per credit
- **A-:** 3.70 points per credit
- **B+:** 3.30 points per credit

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- **B:** 3.00 points per credit
- **B-:** 2.70 points per credit
- **C+:** 2.30 points per credit
- **C:** 2.00 points per credit
- **C-:** 1.70 points per credit
- **D+:** 1.30 points per credit
- **D:** 1.00 points per credit
- **D-:** 0.70 points per credit
- **F:** 0 points per credit

The grade point average is calculated by dividing the total number of grade points by the total number of graded credits attempted. Thus, a student who has attempted 60 credit hours and has accumulated 120 grade points would have a grade point average of 2.00 or a "C" average. Failures are included in the calculation of the grade point average until the course has been repeated and passed.

Dean's List

Each semester, a list of students who have excelled academically is produced. To be eligible, a student must have:

- A 3.50 or higher term GPA
- No grade lower than "C"
- At least 12 undergraduate credit hours earned in residence in addition to credits earned S/U
- No grades of "U", "UA", or "I"

The Dean's List students will be identified at the end of each semester when academic standing is determined and again at the end of the six-week Incomplete grade period. Students with approved ADA Accommodated Part-Time status are eligible for the Dean's List as long as they meet all Dean's List criteria, even though they may not carry full-time credit loads. Students engaged in student teaching during a semester may be eligible to be named to the Dean's List provided they receive the grade of "S" for student teaching, obtain a grade no lower than "B" in a regular course (if they are enrolled in one), and have been on the Dean's List for two semesters prior to their student teaching semester. All students with approved incomplete grade extensions or in Study Abroad or Washington Semester Programs are eligible for the Dean's List when their grades are submitted as long as the incomplete grades did not first change to grades of "F" or default grades.

Honors in Major

In order for the statement "with honors in (major)" to be added to a transcript, the student must:

- Qualify and be awarded a bachelor's degree, cum laude, or higher
- Complete an honors project approved by a faculty supervisor, the department chair, and the provost and present and defend the project at a colloquium

- Declare the intent to develop an honors project prior to the beginning of the senior year

See individual departments for additional requirements.

Audit Grade

The grade of "AU" is assigned to students who have officially registered to audit a course. With permission of the instructor, any student may register to audit a course. Although the student does not earn credit, the course appears on the student's transcript with the grade "AU." Students must choose between credit and audit by the date published in the **academic calendar**. At the time of approval for the audit, the instructor and student will agree upon the amount of work the student is required to complete and the nature of the student's participation in the course and the assignments. Generally, an auditor listens to the lectures, reads the material, writes brief quizzes, and may participate in class discussions. Courses which require ongoing, active participation in the work of the course, such as Independent Study and Elementary Foreign Language, are not open for audit. The current per-credit tuition charge applies to audited courses.

Note: *Non-matriculated students who wish to audit a course should consult with the Center for Career and Academic Planning.*

Incomplete Grade

The grade of Incomplete (I) is used ONLY when required assignments are not completed due to serious circumstances which are clearly beyond the student's control. The instructor, after consultation with the student, submits an Incomplete (I) grade. The final grade must be submitted to the Registrar's Office by the published Incomplete grade deadline date* found on the academic calendar. Therefore, missing coursework should be submitted to the instructor in advance of the Incomplete grade deadline. If the final grade is not submitted by the Incomplete grade deadline, the Incomplete grade will be converted to a Failing (F) or Unsatisfactory (U) grade as appropriate. The instructor and students can review their outstanding Incomplete grades in Fish 'R' Net until the Incomplete grade is resolved. An extension of the Incomplete grade may be requested by the instructor and approved by the department chair, using the online Grade Change form.

Note: *A student may not graduate from St. John Fisher University with an incomplete grade on his/her record.*

**The Incomplete grade due deadline is six (6) weeks from the Friday of final exam week for the term.*

Withdrawal Grade

The grade "W" is assigned administratively when a student withdraws from a course within the appropriate

time frame as published in the **academic calendar**. The grade of "W" may be requested by the provost or school dean when there is evidence presented before the end of classes to show that the student is compelled to withdraw for a non-academic reason, such as a serious health emergency or call to military service. The withdrawal grade does not affect the grade point average. After the deadline date to withdraw from a course has passed, all appeals for late grades of "W" must be directed to the Committee on Academic Standing.

The last day on which the grade of "W" can be assigned is indicated in the **academic calendar**. Withdrawal forms submitted to the Registrar's Office after this date will be assigned a grade of "F."

When a student withdraws on or before the last day for "withdrawal without academic record," the course does not appear on the transcript.

Note: *Students who have a repeated pattern of withdrawals from some or all courses in a semester will be reviewed by the Undergraduate Committee on Academic Standing and may be placed on an Academic Success Plan.*

Satisfactory/Unsatisfactory Grading

To encourage students to enroll in courses for which they might be reluctant to register on the basis of the traditional grading system, a student may elect to take courses on a satisfactory/unsatisfactory (S/U) basis.

Any course may be taken S/U except:

- Courses in the major department (some internships may be taken S/U).
- Courses outside the major department, which are specifically required for the major.
- Honors courses for students in the University Honors Program.

Credit is earned only by the grade of "S," which is given for work equivalent to a "C" or higher. A grade of "U" is given for work which merits a grade below "C" and no credit is earned. Neither the "S" nor the "U" grade is included in the calculation of the grade point average.

No more than four courses may be taken using the S/U grading option. First-year students may not take a course S/U, sophomores may take one course per semester; juniors and seniors may take two courses per semester. If a student enrolls in a course S/U and subsequently changes to traditional letter grading prior to the deadline or withdraws, the course will not be included in the four-course S/U limit. Courses graded solely as S/U are not included in the four-course limit.

A student electing S/U grading may designate a minimum acceptable grade "A" through "C." If the earned grade equals or exceeds this minimum grade, then the actual earned grade will be recorded on the transcript and computed in the GPA. This does not change the course's S/U basis, and the course counts toward the maximum of four. The student shall declare an intention to be graded S/U by the deadline published in the **academic calendar**.

To be considered for honors, a student must have earned at least 54 credits beyond those earned S/U (except for those courses *only* graded S/U, such as Student Teaching and some Internships). Transfer students should be aware of this requirement when considering the decision to take a course S/U.

Repeating Courses

A course may be repeated as many times as desired. When a course is repeated, the original grade is not removed from the student's record, but will be excluded from the GPA. The most recent grade is calculated in the GPA *even if the second grade is lower than the first grade earned*. If a previously passed course is excluded and the most recent grade is a failing grade, the previously earned credits are lost. When a student repeats a course in which any passing grade has been earned, additional credits are not earned for the course. The S/U option is not available for the repeat of a failed course.

In Core, all 1299 Research-Based Writing courses are repeats of each other; all Data Analysis courses are also repeats of each other. Students may repeat one of these core requirements to achieve a better grade, but additional credits are not earned for this repeated course if a passing grade was originally earned. Any student considering a repeat of a Learning Community course for any reason must consult with the associate dean of the School of Arts and Sciences for advisement. Failure of one or both courses in a Learning Community necessitates a special course arrangement for completion of this core requirement.

Note: *Repeated courses cannot be used to achieve the full-time status required for TAP funds.*

Grade Reporting

Final grades are available at the end of each semester on the University website. Mid-semester grades are available through the mySJF portal for students enrolled in 100 and 200-level courses.

Parental Access to Grades

The University does not routinely send reports of final grades to parents. Information, including grades, concerning dependent students as defined by the Family Educational Rights and Privacy Act of 1974 may be released to parents upon request. To obtain a grade report, parents must submit to the Registrar's Office a written request citing the specific information desired and stating that the student is a dependent.

The Registrar's Office will verify the dependency of the student in question with Student Financial Services or the parent can submit a copy of the most recent tax return that shows the student is claimed as a dependent. If documentation exists proving dependency, a grade report may be sent to the parent(s) and the student will be notified. If dependency cannot be proven, the grade report will not be released.

Academic Amnesty

In recognition of the various paths students take in pursuit of their undergraduate degrees, St. John Fisher University has developed a policy of academic amnesty that provides eligible students with the opportunity to renew their studies at Fisher by beginning their cumulative averages anew. The program is available to all students who attend Fisher in matriculated status for a period of time, then do not take Fisher classes, either matriculated or non-matriculated, for a period of four consecutive calendar years (eight academic semesters). Not every student will be served well by selecting to participate in the academic amnesty program.

For those students who do elect to take part, credit will be lost for every previous Fisher course taken in which a grade below "C" was obtained. Credits earned in courses in which grades of "C" or above were obtained will be retained as "Previous Fisher Credit" and will be treated the same as transfer credit. No courses or grades will be removed from the transcript of participating students; however, their Fisher cumulative GPA will begin "anew" upon their return.

Each student requesting academic amnesty will be required to complete at least 30 credits in residence at Fisher after returning to the University. Academic honors will be based on at least 60 credits for grades taken at Fisher after the student returns with academic amnesty.

Students who elect academic amnesty will have a statement placed on their transcripts indicating that academic amnesty was requested and granted. Students will have until the end of the Drop/Add period of the second consecutive semester they are in attendance at Fisher, after their return, to apply for the amnesty program. Once the student completes the form to request academic amnesty, the request cannot be revoked.

Questions regarding academic amnesty should be directed to the Registrar's Office.

Grade Forgiveness Policy

The Grade Forgiveness Policy gives students the opportunity to remove from GPA calculation "F" grades in courses that were taken as part of the requirements for a previous major. The GPA-excluded courses remain on the student's academic transcript.

Eligibility: In order to be eligible for the policy, the student must change majors. The change can be from 1) a declared major to a different declared major, 2) a declared major concentration to another major concentration, 3) an undeclared major to a declared major, a Bachelor of Arts (BA) degree to a Bachelor of Science (BS), or BS to a BA, or changing to a different catalog year (and the degree requirements for that catalog year).

The earliest a student can utilize the forgiveness policy is the first semester following the change of major.

Students cannot remove credits from GPA and credit calculation in the same semester in which the major change was completed.

A student must meet with an Academic Counselor (CCAP) to initiate and complete the grade forgiveness process.

Limitations on eligible courses:

- Students can elect to remove up to 18 credits from GPA and credit calculation.
- Grade forgiveness will only be considered for courses or credits that
  - are taken at St. John Fisher University;
  - are specifically required by the previous major, and are not required for the new major; and
  - have received a grade of F or FA
- Grade forgiveness will **not** be considered for:
  - courses taken solely to complete Core requirements or liberal arts electives;
  - courses required for an academic minor; or
  - any course in which a failing grade (F) is earned as the direct penalty for academic dishonesty.
- A student can choose to remove courses from more than one previous major, provided none of the courses are required for the new major, and the total number of removed credits does not exceed 18.
  - Any credits that were removed from GPA and credit calculation will be reinstated should the student return to the previous major.
  - If a student later wishes to bring a previously removed course grade and credits back into GPA and credit calculations, they may appeal to the Committee on Academic Standing to do so.
  - The course grades that are removed from GPA calculation will remain on the student's academic transcript, and will include a notation that the grade has been removed from GPA calculation.
  - A course failed more than once would only be counted once in the total of 18 credits allowed.
  - Grades cannot be removed from GPA calculation once a degree is conferred, but students can remove courses from their GPA calculation at any time prior to degree completion.
- Students should consult with the Office of Student Financial Services to discuss any aid-related implications.

Transcripts

Official transcripts of the St. John Fisher University record can be ordered by each student. Unofficial transcripts may be printed directly from Fish 'R' Net. No transcript will be issued for students whose accounts with the University are unsatisfactory. Once a student graduates, the transcript is considered "sealed" for that particular degree and changes cannot be made. For more information, visit the Registrar's

Office's **Request a Transcript** page.

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A student must be officially registered to earn credit for a course in the semester in which credit is sought. Registration is complete only when the student has officially registered and satisfied all financial obligations to the University or has made satisfactory financial arrangements with Student Accounts. New students course-register prior to the first day of classes; returning students course-register during the current semester for the following semester. All financial obligations must be met prior to the first day of classes, and until they are, registration is not complete. The deadlines for late registration are found in the **academic calendars**.

Registration takes place in November for the spring semester, and April for the summer and fall semesters using **Fish 'R' Net**. This process generates a tuition bill for which payment is due approximately three weeks before the semester begins.

Undergraduate Students Petitioning to Take Graduate Courses

Students matriculated in undergraduate programs at St. John Fisher University may be eligible to take graduate classes at the University. Students interested in pursuing this option should meet with the chair to discuss their interest, qualifications, and plans to pursue the graduate degree. If deemed appropriate, the student must complete the appropriate Petition to Take Graduate Classes form. If approved, the undergraduate student may take up to two graduate courses (maximum six credits).

To be eligible to enroll in a graduate course, undergraduate students must have an undergraduate cumulative GPA of 3.00 or higher and have completed at least 90 undergraduate credits. These courses carry graduate credit and are taken in addition to those required to earn the baccalaureate degree at St. John Fisher University. Participation does not guarantee acceptance into the graduate program after completion of the baccalaureate degree. Registration will be on a space-available basis and is determined the week before classes begin.

For students already attending full-time as undergraduates (12 credits or more) and paying the prevailing full-time tuition, the tuition charge for the graduate courses will be waived. Students attending part-time (11

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credits or less) will pay the prevailing per-credit graduate tuition for the graduate course. Exception: Matriculated undergraduate nursing students may petition to take an approved GNUR graduate course for undergraduate credit. The completed course will appear on the undergraduate transcript until the graduate program is begun, at which time the course(s) will also appear on the graduate transcript. For further information on this program, contact the Wegmans School of Nursing Office.

Change of Course/Course Withdrawal (Drop/Add)

No change of course is permitted after the last date for such change as listed in the semester **academic calendar**. Students may withdraw from courses without record through the fourth week of the semester. See the **academic calendar** for specific dates. Students may withdraw from courses without penalty of "F" but with a grade of "W" through the ninth week of the semester. See the **academic calendar** for specific dates. Tuition and other appropriate charges will be fully assessed in keeping with the published University Refund Policy.

Note: *Withdrawal or course change after the published calendar deadline is not guaranteed and will be considered by the dean and/or the Committee on Academic Standing. Tuition and other appropriate charges will be fully assessed in keeping with the published University Refund Policy.*

Withdrawal of Course Offerings

The University reserves the right to withdraw, without prior notice, any course offering. University, departmental, and academic requirements are also subject to change.

Withdrawal from the University

Withdrawal from all courses in a semester should be considered only for serious reasons. A student withdrawing from the University must inform the registrar in writing of his or her intention and leave all affairs with each department concerned (Office of Residential Life, Office of Student Conduct, Library, Student Financial Services, Athletics Department, Student Accounts) in a satisfactory condition. A student must officially submit the online Withdrawal Request Form to complete the **withdrawal process**. Final grades will be issued in compliance with the **academic calendar**. Failure to officially withdraw may result in grades of "F" and "FA" being assigned. Tuition and other appropriate charges will be fully assessed in keeping with the published University Refund Policy.

Note: *Students will not be able to withdraw from their last class using **Fish 'R' Net**. Dropping the last class is considered a withdrawal from the University and the online Withdrawal Request Form must be*

completed.

Withdrawals for military or medical reasons are evaluated on a case-by-case basis.

A student who withdraws and is away from the University for more than four calendar years from the semester of last attendance will be held to the degree requirements in place at the time the student returns to St. John Fisher University.

A student on leave who does not return at the end of a leave will be withdrawn from the University as of the date the leave began. If enrollment has been discontinued for more than two semesters, but less than two years, a student must contact the Office of Transfer and Graduate Admissions to complete a modified re-admission process. If enrollment has been discontinued for more than two years a student must repeat the full admission process.

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Upon admission, a student is a candidate for the Bachelor of Arts or Bachelor of Science degree in the major for which he or she indicated a preference. Entering first-year students must fulfill all the requirements for graduation contained in the St. John Fisher University catalog in effect in the year in which they enter the University. Transfer students must fulfill the requirements for graduation in effect when their transfer credit is evaluated. If academic requirements change, students may choose any single subsequent catalog to satisfy their graduation requirements. University-wide policy changes (such as the Core) with specific implementation dates may be exceptions. It is the student's responsibility to know and fulfill all the requirements for the declared degree and major.

Academic advice is offered to all students through first-year seminar, departmental and program advisors, as well as the Center for Career and Academic Planning. *Ultimately, the final responsibility for knowing and meeting all graduation requirements rests solely with the student.*

Catalog

Students will be approved for graduation based on the degree requirements outlined in the University catalog they are following. First-year students follow the catalog that is published in the fall semester they enter the University. Transfer students follow the catalog under which their transfer credits were evaluated. **Note:** *Transfer students who enter in the fall semester follow requirements in the previous year's catalog.*

Catalog information is available in Fish 'R' Net, and, unless changed, the online degree evaluation will be based on the entering catalog. Students may stay with the catalog under which they entered the University or choose to follow any subsequent catalog in place while they are in attendance. A change in catalog is a serious decision since it will affect the major, minor, and degree requirements. Core Requirements will remain unchanged. A change of major, concentration or minor does not result in a change of catalog unless requested by the student. A request to change a student's catalog must be made on the online Academic Program Change form submitted to the Center for Career and Academic Planning.

Students who are away from the University for more than four calendar years will be readmitted under the degree requirements outlined in the current University catalog. Readmitted students continue to follow the Core Requirements in effect during their first period of attendance.

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Bachelor's Degree Requirements

To earn a bachelor's degree from St. John Fisher University, the student must:

- Complete a minimum of 120 credits and have no incomplete grades.
- Earn a minimum cumulative grade point average (GPA) of 2.00 for all courses taken in residence and for all courses taken in residence for the major and minor, unless otherwise specified.
- Satisfy the residency requirement by earning at least 30 credits at St. John Fisher University. At least 30 of the last 36 credits must be earned in residence, unless waived in individual cases by the Academic Standing Committee. In addition to credit hours earned at St. John Fisher University, credits earned in approved study abroad programs will be considered in residence. Credits earned through St. John Fisher University's Credit by Examination are considered in residence.
- Satisfy the degree requirements of the declared major. At least one-half of the required credits in the major must be completed in residence unless this requirement is waived in writing by the department chair and the provost or his designee.
- Complete the appropriate Core Requirements. Core requirements are determined by the semester that a student begins study at St. John Fisher University and not by the catalog that a student may be following.
- First-year students who enter the University in the fall of 2020 or after, and transfers who enter the University in the spring of 2021 or after, ***and who are pursuing B.A. degrees***, must demonstrate proficiency in a foreign language at the 112 level. See *Language Proficiency Requirement* below.
- Complete the courses required for the declared minor. A minor is required in all B.A. degree programs.
- File an Application for Graduation. Students who qualify for graduation must notify the Registrar's Office by completing the online graduation application. Submission of this form initiates an administrative process in which the student's record is reviewed with regard to program requirements for graduation and potential difficulties. Notification of the availability of the online application will be sent to students using their Fisher email accounts. Failure to apply on time may result in a delay in graduation. St. John Fisher University confers degrees three times per year, in May, August, and December.
- Once a student graduates, the transcript is considered "sealed" for that particular degree and changes cannot be made.

Note: *A student who has been certified as a graduate will be allowed to remain in attendance at St. John Fisher University in matriculated status only if pursuing a second degree.*

Liberal Arts and Sciences Requirements

The Board of Regents of the State of New York has established minimal credit requirements in the liberal arts and sciences for the bachelor's degree:

- At least 90 of the credits for the B.A. degree must be in the liberal arts and sciences.
- At least 60 of the credits for the B.S. degree must be in the liberal arts and sciences.

At St. John Fisher University, the following courses are not considered to be in the liberal arts and sciences: accounting, accounting law, cybersecurity, finance, human resources, management, marketing, nursing, education, as well as certain computer science, interdisciplinary, criminology and criminal justice, and sport management courses. Certain courses transferred to Fisher in other disciplines, such as arts, communication, and computer science may not be accepted as liberal arts courses; consult with the Registrar's Office in doubtful cases.

B.A. Language Proficiency Requirement

All B.A. candidates, including transfer students, must demonstrate proficiency in a language other than English at a level equivalent to one academic year of college-level language instruction. This level of proficiency provides basic communication skills in a second language as well as knowledge of the cultures connected to the language.

Students are strongly advised to complete this requirement during their first year at Fisher to avoid problems with retention of language structures.

Students may fulfill this requirement by choosing **one** of the following options:

- Complete with a "C" or better Elementary II (112), or above, in a language other than English offered at Fisher.
- Complete with a "C" or better the equivalent of a second semester course in a language other than English at another college or university.
- Complete with a "C" or better the equivalent of a second semester course in a language other than English through a **study abroad program** approved by Fisher.
- Score the equivalent of the second semester level on the University's **Language Placement/Proficiency Exam** page. No credit is awarded for taking this exam. Fisher also offers its own Credit by Examination through individual academic departments.
- Achieve a qualifying score on a related Advanced Placement (AP), International Baccalaureate (IB), College Level Exam Program (CLEP) exam or other credit-by-examination sources accepted by Fisher. Consult the **AP, IB, and CLEP Scores** page or contact the **Registrar's Office** for further information.
- Achieve a qualifying score on an approved language proficiency test through **ACTFL.** Contact the modern languages and cultures department chair for specific information on this.

Students who have achieved proficiency in a language are encouraged to pursue a minor or major in languages, or to study a new language.

Dual Degrees

Students may receive degrees in two distinct academic disciplines. Official recognition of such dual degrees will be made on the transcript of a student who has met all the requirements set by the two academic departments and the liberal arts requirements for each degree as established by the State of New York. In addition, a student desiring to obtain dual degrees will be required to complete a minimum of 30 credits beyond the credits used for the first degree. In the case of a student pursuing both a B.A. and a B.S. degree, the minor required for the B.A. degree may not be in the discipline of the major for the B.S. degree. In the case of a student pursuing two B.A. degrees, a minor is required for each degree. The two minors must be in separate fields and distinct from either major.

Graduation Honors

Students certified as graduates who have consistently maintained a high average and have successfully completed all requirements for the bachelor's degree will have the degree awarded cum laude (with honors). To be considered for such honors, a student must have earned at least 54 credits (in addition to credits earned S/U) in residence. Courses which are only graded S/U may be counted as part of the 54 credits required to be taken "for grade" in the determination of graduation with honors as long as the course fulfills a major requirement.

- Students who have earned a cumulative grade point average of 3.50 and have taken at least 54 credits at St. John Fisher University, as noted above, will be awarded the bachelor's degree, cum laude.
- Students who have earned a cumulative grade point average of 3.70 and have taken at least 54 credits at St. John Fisher University, as noted above, will be awarded the bachelor's degree, magna cum laude.
- Students who have earned a cumulative grade point average of 3.85 and have taken at least 54 credits at St. John Fisher University, as noted above, will be awarded the bachelor's degree, summa cum laude.

Participating in Commencement

Candidates for degrees are required to submit the online Graduation Application in FishRNet by the deadlines posted below. Students must apply for graduation to earn their degree or certificate, whether or not they choose to participate in the ceremony. To apply to graduate: Fish 'R' Net > Student Services > Student Records > Apply to Graduate.

Degree Completion Term:	**Deadline for submitting a graduation application**	**Who should apply**
May	The 1st of October in the fall semester prior to graduating/commencement	Students who plan to be completely finished by May, as well as those who will be within 15 credits of completion and wish to attend the May ceremony.

August	The 1st of June prior to graduating	Students who will be finished by August, and who did not apply for the preceding May
December	The 1st of June prior to graduating	Students who will be finished by December, and who did not apply for the preceding May

The purpose of this application is to initiate the process of a senior audit and to develop a list of students anticipating degree conferral in a given term. Students who fail to apply for graduation will not be reviewed for degree conferral and they will not be eligible to participate in the commencement ceremony.

Potential August and December graduates who will need no more than 15 credits to complete their degrees may choose to attend the May commencement ceremony by submitting a graduation application for May before the deadline posted above. For those students who complete their graduation requirements after the commencement ceremony, the official date of graduation noted on the diploma and all official University records will be the graduation date at the end of the semester in which the student completes the requirements. A student may participate in the undergraduate commencement ceremony only once.

Any student graduating in May or planning to participate in the May ceremony who has not completed a graduation application prior to the deadline above must check with the Registrar's Office.

Participating in the commencement ceremony does not indicate the completion of a degree or certificate but is to recognize the achievements for all students who apply for graduation and are within 15 credits. Graduation is the official awarding of a degree or certificate to a student's records after all degree requirements and proficiencies are verified as completed by the Registrar's office. This is otherwise known as degree conferral.

If a student is more than 15 credits away from completing graduation requirements, the student may appeal to the Committee on Academic Standing to participate in the commencement ceremony. A student whose appeal is approved by the Committee after the commencement program has been published will not have a name printed in the program, but the student may still participate in Commencement.

Extended Absence from the University

A student who is away from the University for more than four calendar years from the semester of last attendance will be held to the degree requirements in place at the time of the student's return to St. John Fisher University. Upon return to the University, the student's previous coursework will be evaluated by the appropriate department chair. Depending upon the age of prior credit, the chair may require that some or all coursework be repeated.

Attending Fisher After Degree Completion

Earning a Second Degree

Individuals who have already earned a bachelor's degree from St. John Fisher University or from another institution may apply for admission to pursue a second degree. This second degree must be in a discipline that is distinct from the major of the first degree. For example: a first degree in English with a second degree in history would be appropriate. A first degree in English with a second degree in English with adolescence education would not be appropriate. Pursuit of a second degree qualifies for matriculated status, and the student is eligible for federal and state financial aid.

Completion of the requirements for the second degree requires that the student:

- Earn a minimum of 30 credits beyond the credits earned for the first degree.*
- Complete at least half of the credits for the major at St. John Fisher University.
- Satisfy the residency requirement for the second degree.**
- Satisfy the liberal arts and science requirements (90 credits for the B.A., 60 credits for the B.S.) for the second degree.***

If the first degree was a B.S. from Fisher or any degree from another institution, and the second degree is a B.A., the student must satisfy the requirement of completing a minor in another discipline. This minor may not be in the same field as the first major or a minor that was part of the first degree. The coursework to complete the minor may be coursework taken as part of the first degree.

*Example: If the first degree was awarded with 126 credits, the minimum necessary for awarding the second degree is 156.

**If only 30 credits are required for the second degree, all 30 must be taken at St. John Fisher University. If more than 30 additional credits are required, then 30 of the last 36 credits for the second degree must be completed at St. John Fisher University.

***Students pursuing a second degree are exempted from the Fisher Core.

When the requirements are completed, the second degree is awarded and noted on the official transcript with a distinct award date. If qualified, based on the cumulative GPA, the second degree may be awarded with honors. The student must apply for graduation according to the published deadlines. A second diploma is issued.

Earning an Additional Major after Graduation

Individuals who have completed a bachelor's degree at St. John Fisher University may return to complete the requirements for a second major. Pursuit of a second major does not qualify for matriculated status and therefore the student is not eligible for any financial aid. The decision to pursue a second undergraduate major should be carefully weighed against the benefits of pursuing this new field of study at the graduate level.

Completion of the requirements for an additional major requires that students complete at least half of the credits for the major at St. John Fisher University and as outlined in the catalog in force at the time they return to the University. When the requirements are completed, the second major is noted on the official transcript with a statement indicating the date on which the requirements were completed.

At the point in time when the requirements are completed, it is the responsibility of the student to inform the Registrar's Office so that completion may be noted on the student's transcript.

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In specific courses or academic disciplines in which standardized examinations are not available, students may obtain credit for a St. John Fisher University course by satisfactorily completing a testing procedure developed by the appropriate department of the University. Faculty may accommodate students with a specific need for this type of testing but are under no obligation to do so. Examinations are written tests but may also involve oral examination, laboratory demonstration, or the satisfactory completion of a major essay.

These are not placement examinations but are designed to provide students with the opportunity to demonstrate knowledge gained outside of the traditional classroom environment. This program is not meant to alter the traditional educational orientation of the University. Therefore:

- Only matriculated students who have earned 30 credits in residence may apply for credit by a St. John Fisher University examination.
- Credit for the examination will count toward meeting the residence requirement. The examination grade will appear on the transcript at the end of the semester in which the examination is taken.
- An unsuccessful attempt will be recorded as an “F” grade and will be calculated into the GPA until the examination is repeated and passed or the course is taken. If unsuccessful, the examination may be repeated once, after a six-month waiting period.
- The fee for the examination for one three-to-four-credit-hour course will be the equivalent of the current charge for one undergraduate credit and must be paid prior to taking the examination.

Completion of the Application for Undergraduate Credit by St. John Fisher University Examination is required at least two weeks before the exam may be taken, and is available in the Registrar’s Office. The form requires verification by the registrar; documentation of fee payment and approval of the examiner; approval of the chair of the department in which the examination will be taken; and approval of the appropriate School dean.

A student may not receive credit for successful completion of an examination if he or she has taken and passed the same examination or course (or its equivalent) or a higher-level course in the same subject area or has ever audited or enrolled in the course at St. John Fisher University. Exceptions may be made at the discretion of the chair of the department in which the exam is to be taken.

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Credit for a maximum of two courses may be earned by St. John Fisher University examination. Exceptions to this limit require approval of the provost or the provost's designee.

Note: *Students who have studied successfully in a school where primary instruction was conducted in a language other than English will not receive credit by examination in that language at the 111/112 level. Exceptions may be made at the discretion of the Department of Modern Languages and Cultures.*

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It is expected that students will attend all course-related activities. The attendance policy for a course is outlined on the course syllabus.

Absences, for any reason, do not relieve the student from responsibility for completing the essential requirements of a course. Whenever possible, it is the student's responsibility to discuss an anticipated absence with the faculty. For unexpected absences, the student should contact the faculty as soon as possible to discuss a plan for the missed coursework.

Extended Absence

If a student is absent from classes for three days or more due to extenuating circumstances (including illness, death in immediate family), the student or designee should notify the Center for Career and Academic Planning. Once notified, the Center will share the report with faculty and appropriate University staff. If the absence exceeds one week, documentation may be required.

When possible, the student and faculty are encouraged to work collaboratively to outline a plan to make up the missed course work or to find equivalent ways for the student to complete the essential course requirements without compromising course standards. A professor may suggest that it is in the student's best interest to withdraw from a course, but it is ultimately the student's decision whether or not to withdraw. If the student decides to withdraw, the student must follow through by dropping the course through Fish 'R' Net by the published deadline. If the student withdraws from all enrolled courses in a semester, the online *Withdraw from University* form must be completed.

Repeated Absence

Where an instructor judges that repeated absence from a course has prevented a student's satisfactory achievement, a grade of "FA" (failure due to absence) for that course may be submitted. Repeated absence is sufficient cause for suspension.

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No instructor is obligated to admit a student to class who arrives late. A late arrival may be considered an absence.

Policy on Students, Employees and Religious Observance

To extend protection to students and employees when their religious observances or "holidays of conscience" (to include the official observance of Dr. Martin Luther King, Jr.'s birthday) may conflict with academic and work responsibilities and to reasonably accommodate individuals' religious obligations and practices without penalty, based on good faith of all persons concerned, St. John Fisher University has established the following policy and procedures:

- No student will be dismissed from or refused admission at St. John Fisher University because he or she is unable to participate in any examination, study, or work requirements because of his or her religious obligations and practices.
- St. John Fisher University will accept the responsibility of making available to each student who is absent from school because of his or her religious obligations and practices an equivalent opportunity to make up any examination, study, or academic work requirements that may have been missed because of such absence on any particular day or days. No fees will be charged to the students for costs incurred by the University's provisions of special classes, examinations, or academic work requirements.
- Faculty members who miss classes because of their religious obligations and practices will work with their department chairs to assure that the classes will be conducted and the coursework carried on during such absence on any particular day or days. Staff members will use a vacation day or days for such absence.
- In effecting the provisions of this policy, the University's administration and faculty agree to exercise the fullest measure of good faith and agree that no adverse or prejudicial effects will result to any student, who avails himself or herself of the institution's policy on religious observances.
- St. John Fisher University requires students to notify their instructors, in writing, no later than the fifteenth day after the first day of the semester of each class scheduled for a day on which the student or faculty member will be absent.
- St. John Fisher University will annually publish this policy regarding religious observance for students, and employees in both the University Catalog, and in the **Employee Handbook**. Dates for written notification mentioned in the preceding paragraph will be listed in the semester academic calendar.
- All employees are advised to consult the Employee Handbook for details on Religious Observation Policies.
- Faculty members who miss classes for any reason, including for religious observance in accordance with the **Employee Handbook**, work with division chairs to assure that the classes are conducted and coursework carried on during such absence.

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Overall information about the University's student complaint process can be found here: **https://www.sjf.edu/about/student-consumer-information/**

Students wishing to make appeals or to bring forward complaints or concerns about instructional matters including final grades should first discuss the issue with the faculty member. If the issue is not satisfactorily resolved at that point, the student should then meet with the division chair. If further discussions are necessary, students should contact the appropriate School dean.

To ensure a fair and systematic review, students must follow the steps outlined below.

Process to Reconcile Academic Decisions

If a student wishes to appeal an academic decision of an instructor, he or she must follow the process described below.

The student is to initiate a discussion with the instructor responsible for the initial decision in question.
The instructor is responsible for documenting the outcome of the discussion with the student. Copies of that document are to be provided to the student and to the department chair.
If the student is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the department chair within five business days of receipt of the instructor's communication.
When the student meets with the department chair, the role of the chair is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable academic policies. The department chair has the option of scheduling a subsequent meeting to include the instructor. The department chair is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the student, the instructor, and the School dean.
If the student is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor, the department chair, and the School dean of his or her desire

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within five business days of receipt of the department chair's communication.
The School dean will forward all relevant information to the School's Grade Appeal Committee or other comparable committee within the School. This committee will review all pertinent facts and make a recommendation to the School dean for final review. The School dean shall notify the student, the instructor, and the department chair in writing of the decision to maintain or modify the original academic decision. The School dean's decision is final.

Process to Reconcile Policy and/or Grade Issues Related to Academic Deadlines

Appeals relating to academic policy, withdrawal, or to a student's academic status are considered by the Committee on Academic Standing, a standing committee of the Faculty Assembly. This committee meets monthly and considers appeals only from students. For information, the student should contact Academic Advising in the Center for Career and Academic Planning.

Note: *Appeals related to a final grade must be made within one year from the end of the term in which the grade was received.*

NC-SARA Member Student Complaints

St. John Fisher University is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and follows the policy for complaints outlined here: **https://www.nc-sara.org/student-complaints**.

If all grievance procedures have been followed, all avenues of appeal exhausted, and documentation provided that such procedures have been exhausted, and

a) The student resides in New York, then the student has the right to file a complaint with the NYS Office of College and University Evaluation. Details on the New York State Education Department's complaint procedures can be found here: **http://www.nysed.gov/college-university-evaluation/complaints**

b) The student resides in a NC-SARA state other than New York, please follow the policy for complaints outlined here: **https://www.nc-sara.org/student-complaints**. Additional information can be reviewed and followed on New York State's Department of Education complaint procedures website: **https://www.nysed.gov/college-university-evaluation/complaints**

Please note: NC-SARA consumer protection complaints do NOT include complaints related to grades or student conduct violations, and the New York State Education Department does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the institution's faculty.

Non-SARA Member Out-Of-State Student Complaints

Students who have complaints that have not been resolved through contact with the University and do not reside in a SARA member state (**https://www.nc-sara.org/directory**) may seek advisement from the appropriate office in the student's state of residence.

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Experiential Learning: Internship/Practicum/Fieldwork/Student Teaching

Experiential learning at St. John Fisher University refers to learning that 1) results from experiences students have outside the traditional classroom and 2) includes reflection on those experiences. Experiential learning places students in settings external to the traditional classroom where they engage in hands-on experiences, gain knowledge, and develop skill-sets applicable to realistic career and professional opportunities. Essential elements of experiential learning include active participation, reflection, and the application of theoretical knowledge to practical experiences. Experiential learning offers opportunities for career exploration and fosters personal and professional development.

Experiential Learning includes:

- Internship — A credit-bearing, free-standing activity in an area of student interest. The student will gain hands-on experience, professional development, and career exploration through work with practicing professionals. The student may or may not be paid for the experience.
- Clinical Experience — This is a more specifically defined internship experience in which students practice learned didactic and experiential skills, most frequently in health care, human services, or education under the supervision of a credentialed practitioner; it may be in person or simulation based.
- Student Teaching — This experience is specific to students in pre-professional and pre-service teacher education who are gaining required and evaluated experience in supervised teaching.
- Practicum/Fieldwork — A relative of the internship, this form of experiential learning usually is a course or student exercise involving practical experience in a work setting (whether paid or unpaid) as well as theoretical study, including supervised experience as part of professional pre-service education.
- Community Engaged Learning — This is a method of teaching and learning in which students apply academic knowledge and skills from academic courses to client support or capacity-building projects, to meet identified needs of a community partner and enhance students' academic learning and civic and professional development. This opportunity moves beyond the traditional

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understanding of community service, charity, or volunteerism through its integration into academic courses and focuses on mutually beneficial outcomes.

- Research Experience & Creative Work — Mentored, self-directed work that enables students to make an original, intellectual or creative contribution to a field-of-study. Students typically explore an issue of interest to them, create original work, and share the results of their work with others.
- Study Abroad — Students usually engage in courses at higher education institutions, either domestic or international based. The experiential learning component is cultural immersion which provides novel challenges for navigating living in a new place. The coursework connected to studying abroad can also include internships.

*While not included as experiential learning, we recognize Community Service, Civic Engagement, Entrepreneurship, Work Study, and Academic/Professional Competitions are additional opportunities for personal and professional growth.

Many departments offer opportunities for experiential learning, which can serve to enhance a student's overall academic program. The goals of experiential learning can be fulfilled by courses such as internships, practicum, and fieldwork. These credit courses enable students to work in an area related to their academic or career interests and use their knowledge and skills in an actual work experience. Since students will be expected to blend theoretical and practical approaches in experiential courses, these courses may include traditional academic assignments such as readings or research to complement the practical work experience.

- Departments establish clearly defined minimal requirements for participation in credit-bearing internships.
- Credit-bearing experiences require registration and tuition payment in the semester in which the internship is done.
- The mechanism for evaluation of the student's performance will be set by the department. This could include: a journal of work accomplished and a log of meetings with the professor and work supervisor; the work supervisor's evaluation; and a post-experience report describing the relationship to courses taken, new skills acquired, and problems encountered.
- Registration for an off-campus experiential learning, including internships, practicum, and field work, requires departmental permission. The process for enrolling in student teaching follow the policies set up in the *Student Teaching Handbook* published by the School of Education.
- A student may register for only one experience each semester. A student cannot receive credit in two programs for the same internship experience (i.e., a single internship can only fulfill the requirements of one internship course).
- Depending on departmental policy, a student may be limited in the number of experiential credits they may fulfill program requirements. All internship and other experiential courses in each department, whether or not they fulfill major/minor requirements will be used in computation of the major or minor GPA if the students in the course receive a letter grade. S/U courses do not count in the GPA.
- Fisher Sponsored Transportation to Placement Sites: Students are ultimately responsible for finding their own transportation to off-campus placement sites. Nevertheless, subject to availability,

budgeting limits and other transportation demands, St. John Fisher University will endeavor to provide transportation to off-campus programs for students who live on campus. Fisher has no liability for any transportation method used by any student, other than transportation on official Fisher vehicles. Please plan accordingly.gly.

Course-Related Off-Campus Experiences and Liability

All procedures described herein apply to students engaged in internship, fieldwork, practicum, clinical, student teaching, and all other forms of classroom-based off-campus experiences, whether in schools, hospitals, clinics, community programs and agencies, or corporate settings. More detailed information concerning the expectations of students is outlined in the appropriate course syllabus.

Professionalism

Students are expected to exhibit appropriate professional dispositions in their classes, class-related off-campus experiences, and in their interactions with others. Dispositions are identified as the values, beliefs, and professional ethics of the student's discipline that influence behaviors toward others and affect student learning, motivation, and development. Dispositions are guided by the beliefs and attitudes related to the Fisher Creed and the values of goodness, discipline, and knowledge. Professionalism involves, among other things, personal responsibility, reliability, respect for others, effective interpersonal relationships, valuing diversity, and ethical behavior including honesty and integrity.

Students are expected to demonstrate professional behavior, both on and off campus. Students who exhibit inappropriate behavior in course-related off-campus experiences may be recommended for removal from the experience.

Registration Guidelines for Internship, Practicum, Fieldwork

The student should be aware of the minimal requirements for participation in off-campus experiences in the department. These may include class and/or major restrictions, course prerequisites, minimal GPA requirements, and instructor approval.

The student must verify with the program/department that they meet the minimal course requirements.

The student and assigned faculty/staff member will agree on the number of credits for the experience if the credits are variable. Note: there should be a reasonable expectation that required hours for the number of credits can be completed during the semester, barring unforeseen circumstances.

Both the student and faculty/staff member should be aware of the extended registration deadlines for experiences of fewer than 3 credits. Note: if the experience begins late in the term, the student may not be allowed to earn credits beyond that which could be completed in the time remaining in the term.

Expectations

Prior Approval

Students must obtain prior approval from the designated faculty/staff member before registering for any course-related off-campus experience. This approval pertains to both the number of credit hours for the experience and the actual site. To be placed in a course-related off-campus experience, a student must be in good academic standing.

Time Frame for Completion

Students are expected to complete their required hours, as outlined in the syllabus, during the semester in which they are registered. The dates published by the Registrar's Office are the official dates of the semester. The only exception applies when a student requests and receives an "Incomplete" grade in the course from the instructor. In this situation, the student must develop a plan for completion with the faculty instructor within the six-week deadline for removal of "I" grades. The insurance coverage under the University's liability policy would extend to those on-site activities required to complete the course.

Note: If a student wishes to continue at the placement site after the completion of the course, he or she will have to be hired in some capacity by the site or register as a volunteer. He or she will not be covered by the University's liability insurance, will not receive supervision from the faculty, and cannot use the additional hours to meet the requirements of subsequent courses.

Liability Insurance

Students registered in course-based off-campus experiences are covered by the University's general liability insurance. In addition, students in professional programs will be covered by the University's professional liability policies.

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Annual Notification of Rights Under the Family Educational Rights and Privacy Act

St. John Fisher University complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA). Under FERPA, students have, with certain limited exceptions, certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the appropriate official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Only records covered by FERPA will be made available. Students may have copies made of their records, except for an academic record for which a financial "hold" exists or a transcript of an original or source document. Copies will be made at the student's expense at prevailing rates.

Type, Location, and Custodian of Education Records Maintained by the University

Admissions Records

Location: Office of Admissions

Custodian: Director of Admissions

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Academic Records

Location: Registrar's Office
Custodian: Director of Academic Information and Registrar

Health Records

Location: Health and Wellness Center
Custodian: Director of Health and Wellness Center

Financial Aid Records

Location: Office of Student Financial Services
Custodian: Director of Student Financial Services

Financial Records

Location: Office of Student Financial Services
Custodian: Director of Student Accounts

Graduate Placement Records

Location: Career Center
Custodian: Director of Career Services

Disability Records

Location: Center for Student Accessibility Services
Custodian: Coordinator of Student Accessibility Services

Student Conduct Records

Location: Office of the Vice President for Student Affairs
Custodian: Vice President for Student Affairs

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable

information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception is disclosure to parents of dependent students. Another exception is disclosure to school officials with legitimate educational interests, on a "need-to-know" basis, as determined by the administrator responsible for the file. A "school official" includes: anyone employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); any person or company acting on behalf of the University (such as an attorney, auditor, or collection agent); any member of the Board of Trustees or other governance/advisory body; and any student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility; to perform a task that is specified in his or her position description or contract; to perform a task related to a student's education or to student discipline; to provide a service or benefit related to the student or student's family (e.g., job placement, health insurance); or to maintain safety and security on campus. Upon request, the University may disclose education records without the consent of the student to officials of another school in which the student seeks or intends to enroll.

Other exceptions are described in the FERPA statute and regulations at 34 CFR Part 99.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Directory Information

The University has designated the following information as directory information:

- Student's name
- University email address
- Address
- Telephone number
- Date and place of birth

- Photo
- Hometown
- High school
- Field(s) of study
- Advisor name(s)
- Full-time/part-time status
- Class year
- Dates of attendance
- Date of graduation
- Degrees and awards received
- Most recent previous educational institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

The University may publicize or respond to requests for such information at its discretion. However, the use of the records for commercial or political purposes is prohibited unless approved by the appropriate dean.

Currently enrolled students may request that directory information be withheld from disclosure by filing the appropriate form with the Registrar within two weeks after the first day of classes for the fall semester. Requests made after this date should still be forwarded since they will prevent directory information from being released in the future. The University assumes that failure on the part of the student to specifically request the withholding of any directory information indicates approval of disclosure.

Request for nondisclosure will be honored by the institution and remain in effect until withdrawn by the student in writing. Students are advised to exercise caution in requesting nondisclosure of directory information since the inability to verify attendance and/or graduation may adversely affect future employment. For nondisclosure, complete the St. John Fisher Request to Prevent Disclosure of Directory Information form available in the Registrar's Office.

Note: *Notification to students of their rights under FERPA is sent via University email each year at the start of the fall semester.*

Release of Personal Information to Military Recruiters

At the request of military branches, the regulations under the Solomon Amendment, 32 CFR Part 215, require the University to release select information on currently enrolled students to military recruiters for the sole purpose of military recruiting. Before releasing the requested information, the University will ask if the intent is to use the requested information only for military recruiting purposes. The military is entitled to receive information about students who are "currently enrolled," which is defined as registered for at least one credit hour of academic credit during the most recent, current, or next term.

Under the Solomon Amendment, the military is entitled to receive the following student information:

- Name
- Age or year of birth
- Address
- Major
- Telephone number
- Level of education (i.e., first-year, sophomore, or degree awarded to a recent graduate)

If a student has requested that his or her directory information not be disclosed to third parties, as is permitted under FERPA, that student's information will not be released to the military under the Solomon Amendment. In such instances, the school will remove the student's information sent to the military and note "We have not provided information for X number of students because they have requested that their directory information not be disclosed as permitted by FERPA."

Release of Disciplinary Records

The University may disclose only the final results of a disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclose of the final results may occur regardless of whether the institution concluded that a violation was committed. The offenses that constitute a crime of violence or a non-forcible sex offense include arson, assault offenses, burglary, criminal homicide (manslaughter by negligence), criminal homicide (murder and non-negligent manslaughter), destruction/damage/vandalism of property, kidnapping/abduction, robbery, forcible sex offenses, statutory rape, and incest. FERPA prohibits the victim from re-disclosing this information.

Assessment

Fisher is committed to and responsible for assessing student learning, as well as program and institutional effectiveness. This work is necessary to demonstrate compliance with accreditation standards. To accomplish these goals, we are required to collect student course work and data (including grades when necessary). When collecting all work and using such data, student and instructor information is either anonymous or confidential. If any student does not want their work to be used for general institution-wide learning outcome assessment, they have the right to opt out by informing any course instructor about their choice not to have their work shared outside of the class.

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Full-Time

**On leave, fall 2025*
***On leave, spring 2026*
****On leave, fall 2025 and spring 2026*

Alexis C.D. Abbott
Visiting Instructor of Psychology
B.A., University of British Columbia
M.A., The College at Brockport, State University of New York
Ph.D., University of Rochester

Kylene D. Abraham
Associate Professor of Nursing
AAS, Finger Lakes Community College, State University of New York
B.S., Nazareth University
M.S., DNP, St. John Fisher University

Noveera T. Ahmed
Associate Professor of Biology
B.S., St. John Fisher University
Ph.D., Upstate Medical University, State University of New York Health Science Center at Syracuse

Nabila Ahmed-Sarwar
Associate Professor of Pharmacy Practice and Administration
B.S., Ph.D., Midwestern University

Remah Ali
Visiting Assistant Professor of Pharmaceutical Sciences

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B. Sc., University of Kalamoon, Syria
M.S., Wright State University
Pharm.D., University of Bradford, England, UK
Pharm.D., Department of Health, Syria
Ph.D., Purdue University

Katrina Arndt
Professor of Education
B.A., Grinnell College
M.A., University of Minnesota
Ph.D., Syracuse University

Lisa R. Avery
Professor of Pharmacy Practice and Administration
B.S., Pharm.D., University at Buffalo, State University of New York

Stephanie A. Bakker
Visiting Instructor of Nursing
AAS, Alfred State College, State University of New York
AAS, Monroe Community College, State University of New York
B.S., The College at Brockport, State University of New York
B.S., M.S., University of Rochester

David M. Baronov
Professor of Sociology
B.A., University of Massachusetts, Amherst
Ph.D., Binghamton University, State University of New York

Gail Begley
Visiting Assistant Professor of Mental Health Counseling
B.S., M.A., The College at Brockport, State University of New York

Alec O. Berenbaum
Visiting Assistant Professor of Computer Science
B.S., M.S., Rochester Institute of Technology

Matthew Bereza
Associate Professor of Psychology
B.A., Hiram College
M.A., M.Ed., Heidelberg University
Ph.D., The Ohio State University

Priyanka Bhatt
Assistant Professor of Pharmaceutical Sciences

B.Pharm., Gujarat University, Gujarat, India
M.Pharm., The Maharaja Sayajirao University of Baroda, Gujarat, India
Ph.D., The Maharaja Sayajirao University of Baroda, Gujarat, India

Christine Bianco
Assistant Professor of Political Science
B.A., Rollins College
M.A., Ph.D., Florida International University

Douglas Bicket
Associate Professor of Media and Communication
B.A., Glasgow Caledonian University
M.A., Ph.D., University of Washington, Seattle

Melissa Bissonette
Associate Professor of English
B.A., Union College
Ph.D., Graduate Center of the City University of New York

Christine A. Boev
Professor of Nursing
B.S., Allegheny College
B.S., Binghamton University, State University of New York
M.S., Georgia College and State University
Ph.D., University of Rochester

Michael L. Boller
Associate Professor of Biology
B.S., M.S., University at Buffalo, State University of New York
Ph.D., University of Rhode Island

Kaitlin M. Bonner
Associate Professor of Biology
B.S., Allegheny College
M.S., University of New Hampshire
Ph.D., Oregon State University

Marina Bonilla-Conejo
Assistant Professor of Spanish
B.A., University of Màlaga, Spain
M.A., University of Nebraska
Ph.D., University at Albany, State University of New York

Melissa J. Bourne

Assistant Professor of Nursing
B.A., M.S., St John Fisher University

James Bowman
Associate Professor of English
B.S., Villanova University
M.A., Northern Arizona University
Ph.D., University of Arizona

Desiree M. Branson
Assistant Professor of Nursing
A.A., Erie Community College, State University of New York
B.S., State University College at Buffalo
B.S., M.S., FNP, DNP, University of Rochester

Brittany M. Broderick
Visiting Instructor of Psychology
B.A., M.S., St. John Fisher University

Kathleen Broikou
Associate Professor of Education
B.S., Nazareth University
M.S., Ph.D., University at Albany, State University of New York

Danielle M. Bronson
Visiting Instructor
B.S., St. Lawrence University
M.S., Nazareth University

Daniel Thomas Brown
Visiting Instructor of Cybersecurity
B.S., St. John Fisher University
M.S., SUNY Polytechnic Institute

Katharine A. Burakowski
Associate Professor of Sport Management
B.A., Valparaiso University
M.A., Canisius College
Ph.D., University of Northern Colorado

Kevin P. Callahan
Associate Professor of Chemistry
B.S., Gettysburg College
M.S., Ph.D., University of Rochester

****Lipika Chablani**

Professor of Pharmaceutical Sciences

B.S., Mumbai University

M.S., Campbell University

Ph.D., Mercer University

Jinyan Chang

Assistant Professor of Economics

B.A., Tianjin University of Finance and Economics, China

M.A., University at Buffalo, State University of New York

M.A., Ph.D., Clark University

Ronald J. Chesterton

Visiting Instructor of Education

B.S., SUNY Oswego, State University of New York

M.S., Nazareth University

****Kimberly Chichester**

Associate Professor of Chemistry

B.A., University of North Carolina at Charlotte

Ph.D., Wake Forest University

Marie E. Cianca

Associate Professor of Executive Leadership

B.S., M.S., The College at Brockport, State University of New York

Ed.D., University of Rochester

Gabriela Cipriano

Associate Professor of Pharmacy Practice and Administration

B.S., California State University, Fresno

Pharm.D., Washington State University

Angela Clark-Taylor

Associate Professor of Executive Leadership

A.A., Farmingdale State College, State University of New York

B.A., Old Westbury, State University of New York

M.A., The College at Brockport, State University of New York

M.S., Ph.D., University of Rochester

Kelly Conn

Associate Professor of Pharmacy Practice and Administration

B.S., Edinboro University of Pennsylvania

M.P.H., Ph. D, University of Rochester

Kathryn Ann Connor

Associate Professor of Pharmacy Practice and Administration

AAS, Schoolcraft College

Pharm.D., Wayne State University

Luisa Cordaro-Mammano

Visiting Assistant Professor of Modern Languages and Cultures

B.A., Nazareth University

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D.N.S., University at Buffalo, State University of New York

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M.A., Ph.D., Rice University

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Rubén L. Gómez

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M.A., University of South Florida

Ph.D., University of North Carolina at Chapel Hill

Susan Hildenbrand

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M.Ed., DePaul University

Ed.D., University of Rochester

Richard S. Hillman

Professor of Political Science

Vere C. Bird Senior Professor of International Studies

B.A., Bates College

Diploma, Universidad de Madrid

Ph.D., New York University

Selim Ilter

Dean, Professor of Management

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MBA, University of Notre Dame

Ph.D., Georgia State University

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M.A., Ph.D., Princeton University

Nathan R. Kollar

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B.A., St. Bonaventure University

S.T.B., San Alberto (Lateran), Rome

M.A., University of Notre Dame

S.T.L., S.T.D., Catholic University of America

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M.S., Rochester Institute of Technology

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M.A., New York University

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Ph.D., Georgia State University

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M.S., Rensselaer Polytechnic Institute

Ph.D., Clark University

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M.S., University of St. Francis
Ph.D., University of Illinois

Fang Zhao
Professor of Pharmaceutical Sciences
B.A., Ph.D., University of Kansas

Part-Time

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Melissa Ahart, Library Media Specialist
Intekhab Alam, School of Business
Keith Beer, Criminal Justice
Beverly Blackwell, School of Nursing
George Bovenzi, School of Business
Kimberly Brandt, Modern Languages and Cultures
Marla Broetz, Modern Languages and Cultures
Mark Brown, School of Business
Michael Burns, Accounting and Finance
James Cala, Mathematical and Computing Sciences
Jennifer Cannell, Library Media Specialist
Amber Charlebois, Chemistry
Jacqueline Coates, School of Nursing
Amanda Coffey, School of Business
Michael Costik, Religious Studies
Anna Crescent, Psychology
Robin DiPasquale, Sociology
John Fadden, Religious Studies
Sean Farnsworth, Sport Management
Stephanie Fix, Economics
James Forbes, School of Business
Amie Gamble, Biology
Jessica Gasbarre, Gender and Women's Studies
Rhianna Gordon, English
John Hall, Mathematical and Computing Sciences
Terry Hartmann, School of Business
Corey Hepburn, Executive Leadership
Laura Hernandez-Krebs, Modern Languages and Cultures
Sierra Hoffman, English

Scott Hunsinger, Sport Studies
Nikisha Johnson, Sociology
Marissa Kenrick, School of Education
Andrew Lambiase, Psychology
Brian Langenfeld, Political Science
Kristina Lantzky-Eaton, Chemistry
Jennifer Lapinski, Sport Management
Danielle Latore, Psychology
Tracy Lause, Mathematical and Computing Sciences
Jeffrey Liles, School of Arts and Sciences
Robert Linton, Media and Communication
Gary Maggs, Economics
Martha Majsak, English
Carla Marsocci Mancuso, Media and Communication
Jessica Minney, Economics
Dennis Mucenski, Biology
Rashid Muhammad, American Studies
Kathryn Mulheron, Accounting and Finance
Brenda Nickerson, School of Pharmacy
Jeffrey Nutting, Sport Studies
Erin Ontiveros, Biology
Sean Ossont, School of Nursing
James Otis, Philosophy
David Pinto, School of Nursing
Timothy Powers, Psychology
Salvatore Puglia, School of Business
Catherine Railey, English
Justin Ramsey, History
Michael Ripple, Psychology
Liliana Rucci, Modern Languages and Cultures
Charles Ruff, Accounting and Finance
Kevin Ryan, Philosophy
Alexandra Salas, School of Business
Robert Schneider, American Studies
Hoshiar Sher, Mathematical and Computing Sciences
Casie Sikora, Mathematical and Computing Sciences
Elliot Spengler, Psychology
Mary Stone, Honors Program
Anthony Tardugno, Management
Josephus Tisdale, Economics
Angela Uttaro, School of Business
Kendal Vaarwerk, Psychology
Amy Valente, School of Business
Nicole Waskie-Laura, Library Media Specialist

Graham Wilcox, English
Alexandra Willmes, Psychology

Library

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St. John Fisher University offers a variety of services that foster student learning by developing skills necessary to grow academically, personally, and professionally.

Library

The Charles J. Lavery Library underwent extensive renovations in 2024 – 2025 to modernize the building's infrastructure and adapt the spaces to meet the changing needs of our users. A variety of study spaces are available in a three-story building with abundant natural light. Silent study and whisper study areas are on the third floor, and study rooms and tables are available throughout the building for group study. Gathering with friends is easy with additional outdoor seating space available in the academic quad, as well as tiered seating in the first-floor atrium. Library Services are located primarily on the second floor. The library building houses several additional departments that help all students to succeed. Accessibility Services and Testing, Career Services, and Academic Advising are on the first floor; and Writing and Tutoring Services are located on the third floor. Food and beverages are available on the second floor at Beaks' Bites with vending and grab and go options.

Lavery Library meets the information needs of 21st-Century students. A blend of traditional and electronic resources covering a broad range of subjects is available to the Fisher community. The library's print collection is complemented by an extensive offering of online scholarly resources available at **Lavery Library**. Information resources include over 408,000 volumes and access to over 86,000 print and electronic periodicals.

Research Assistance

Professional librarians support student research and are available for in-person assistance and video appointments, as well as answering questions via phone and email. Our librarians are information specialists committed to the academic success of all students; there is a **librarian assigned to every major**. **Make an appointment with a librarian.** Their schedule is supplemented by a **24/7 Chat-with-a-Librarian service**, so students can get assistance with their research whenever they need it.

K-12 Resource Collection

Located on the third floor, this space is geared toward educators and pre-service educators at all levels. We

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offer a range of fiction, non-fiction, school textbooks, and lesson-planning resources all aligned with NYS standards.

Center for Career and Academic Planning

The **Center for Career and Academic Planning** offers an integrated approach to student success at St. John Fisher University. Counselors help students to excel academically, explore careers and industries, develop professional skills and experiences, and finish their degree on time.

Academic Advising

These resources include academic dedicated first-year and major academic advisors, long-range academic planning, guidance through major, minor and concentration changes, advisors for students in academic difficulty, and course registration support. Additionally, academic advising maintains close cross-divisional communication with student life and student financial services to help remove barriers to student progress. For more details about academic advising please visit **https://www.sjf.edu/student-life/academic-support/.**

Career Services

Career Services offers comprehensive support for students and alumni throughout their career journey. They provide tailored assistance and resources for defining career goals, writing résumés and cover letters, finding internships, applying to graduate programs, and pursuing first jobs after graduation. Career Services actively connects students with employers and opportunities through job fairs, events, and workshops focusing on four key pillars to ensure career readiness: Explore, Prepare, Practice, and Pursue. The dedicated Career Services team is available to support students in navigating their academic and professional lives.

Center for Student Research and Creative Work

The St. John Fisher University Center for Student Research and Creative Work is the hub for students seeking to engage in research across all fields of study. It actively supports initiatives like the Summer Fellows Research Program, a fantastic opportunity for undergraduate students to immerse themselves in intensive research projects under faculty mentorship during the summer months. The Center also partners with the Library Committee to organize the annual Fisher Showcase, a vibrant platform for students, faculty, and staff to present their research findings, creative works, and scholarly achievements to the university community. Furthermore, the Center offers funding opportunities to help students travel to academic conferences to present their work and participate in other valuable experiential learning events, broadening their academic horizons and professional networks.

Tutoring

Writing support: Specially trained peers can assist students with writing tasks from all disciplines and during all stages of the writing process. Individualized service and extensive writer participation enable students to become more skillful writers. Writing support services are included in your tuition for all Fisher students. Appointments can be made by "raising your hand" in FisherLink.

100-200 Level Courses support: Tutoring is available for most 100 and 200 level courses, and some upper level courses in the sciences, math, business, languages and more. Specially trained peers who have been successful in these courses will assist you. Peer support services for specific courses are included in your tuition for all Fisher students. Appointments can be made by "raising your hand" in FisherLink. For more information visit: **Tutoring Services**

In addition to SJF writing and tutoring support services, all students have access to 24/7 academic assistance through Brainfuse Online Tutoring. Brainfuse can be accessed anytime, anywhere via the my.sjf.edu apps dashboard. Students can receive on-demand tutoring in Business, Computer & Tech, English, Math, and Science courses through the "Live Help" service, or asynchronous feedback on drafted writing via the "Writing Lab" service; asynchronous feedback can be accessed through the student's message center within 24 hours of submission.

Student Accessibility Services

St. John Fisher University is committed to providing support services and assistance for students with disabilities. Student Accessibility Services (SAS), in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendments Act (ADAAA), provides reasonable accommodations and appropriate services to students with documented disabilities. SAS advocates, advises, and connects students with campus resources. Students who may need reasonable accommodations are advised to contact the office at 585-385-7272 or **sas@sjf.edu** to schedule an appointment. Additional information can be found on the **Student Accessibility Services website.**

Veterans Affairs

The Veterans Affairs Certifying Official, located in the Registrar's Office, Kearney 201, provides students with information and assistance relating to veterans' benefits and concerns. The certifying official may be contacted by phone at **(585) 385-8031** or by email : **veteranservices@sjf.edu** For additional resources for veterans, military students, and their families please visit **Student Financial Services** web page. For information on Veteran Education benefit eligibility, visit the VA online at: **benefits.va.gov/gibill/** or call 1 (800) 442-4551.

Information Technology

For compete details about information technology on campus, visit the **Office of Information Technology (OIT) website**.

Computer Labs

Computer labs across campus offer access to a variety of software, including productivity and academic applications, on both PCs and Macs. For complete details about information technology on campus, visit the **Office of Information Technology (OIT) website**.

Educational Technology Support

Fisher offers a wide variety of educational technologies that may be used by the instructors of the courses you take. The DePeters Family Center for Innovation and Teaching Excellence offers documentation and video tutorials for faculty, staff, and student users of these tools. Please visit the **Educational Technologies page** to find the tool you are looking for and then access the student specific documentation available.

If you are looking for assistance with Brightspace specifically, check out this **Getting Started with Brightspace page** built for student users.

*Please be aware, not all courses use Brightspace for course management. Please look at your course syllabi for what course management system each course will use and special instructions provided by the instructor if it is a system other than Brightspace.

Online Learning

Some courses at Fisher are taught as fully online courses, meaning there is no in-person meeting on campus. Some may be taught solely through the course management system, and others may have both online activities and synchronous meetings via Zoom. Check each course syllabi carefully to understand the instructor's plan for each online course. If you are wondering if online learning is right for you, check out **Fisher's Online Learning Readiness Assessment** tool. If you are taking your first online course, make sure to complete the **Online & Hybrid Student Orientation** course found on Brightspace. Look under **Discover** in the red navigation bar on your Brightspace homepage to self-enroll in this course. Some instructors may require you to complete this orientation as part of their first-week course activities.

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St. John Fisher University seeks to admit students whose academic records indicate their willingness and ability to benefit from instruction at the University. St. John Fisher University admits students of any gender, age, race, color, creed, national or ethnic origin, or disability. For detailed information regarding admissions to St. John Fisher University, visit the University's **Admissions and Aid website**.

Categories of Applicants

High School Students

The decision of the Office of Admissions to admit an applicant to St. John Fisher University is based primarily on the following areas of consideration: the high school record, scores on standardized tests (SAT/ACT scores are optional), extracurricular activities, personal statement/essay, and the high school evaluation of the candidate. St. John Fisher University subscribes to the "Candidates Reply Date Agreement" of May 1. Admitted students are expected to submit an enrollment deposit by May 1. For more information, visit the University's **First-Year Admissions website**.

Transfer Students

St. John Fisher University welcomes qualified transfer applicants from other regionally accredited two- and four-year institutions. The Admissions Committee makes decisions on a rolling basis. For more information, refer to the **Transfer Student's page** or the University's **Transfer Admissions website**.

International Students

International students who wish to apply for admissions to St. John Fisher University must submit the required documents for first-year or transfer admissions, depending on their status. Students whose native language is not English must complete a standardized test as required by the First-Year Admissions Office. For more information, visit **First-Year Admissions for International Students** or **Transfer Admissions for International Students**.

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Arthur O. Eve Higher Education Opportunity Program (HEOP)

The Arthur O. Eve Higher Education Opportunity Program (HEOP) at St. John Fisher University is funded by New York State and the University. HEOP offers educational opportunities to students by providing them with academic and financial assistance based on students' needs, along with a variety of academic support services to assist them in completing a college education. More information on applying and program requirements can be found on the University's **HEOP website**.

Credit By Examination

St. John Fisher University recognizes AP, IB, and CLEP scores. For information related to how these scores translate to credits at St. John Fisher University, visit the University's **Credit by Examination page**.

Maximum Transfer Credits

The maximum transfer credit awarded for any combination of Community College coursework, Advanced Placement (AP), Defense Activity for Non-Traditional Education Support (DANTES), Excelsior College Examinations (ECE), International Baccalaureate (IB), College-Level Examination Program (CLEP), and ACE and NYSED recommendations for credit based on study in non-collegiate institutions will be 66 credit hours or their equivalent. This limit includes courses and examinations taken through inter-institutional registration before the student has enrolled at St. John Fisher University, as well as courses or examinations taken after enrolling at the University. This limit does not include credit earned though American Council on Teaching of Foreign Languages (ACTFL) testing.

Immunization Requirements

All entering matriculated students are required to provide a completed Health History form with a physical as well as a record of current immunizations. These documents must be presented to the Health and Wellness Center prior to course registration. For more information visit the Health and Wellness Center's **Immunization Requirements page**.

Policy for Admissions Review Involving Prior Convictions, Pending Criminal Charges, and Prior Suspensions/Dismissals

St. John Fisher University recognizes its role in maintaining a safe community for its students and University employees. As part of this effort, applicants for admission to the University (undergraduate or graduate) are required to disclose any prior criminal convictions or pending criminal charges (felony or misdemeanor, with the exception of any proceedings involving "youthful offender adjudication" as defined in NYS Criminal procedure Law Section 720.35 or any conviction sealed pursuant to NYS Criminal procedure Law Sections 160.55 or 160.58) as well as any past disciplinary suspensions or dismissals from higher educational institutions. For the full policy, refer to **Policy for Admissions Review Involving Prior Convictions, Pending Criminal Charges, and Prior Suspensions/Dismissals** on the University's website.

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Transfer Students

St. John Fisher University welcomes qualified transfer applicants from other regionally accredited two- and four-year institutions. The Admissions Committee makes decisions on a rolling basis and notifications are communicated to applicants two to three weeks after an application is complete. Transfer Credit Evaluations are provided to students upon or soon after being accepted to the University. For more information, refer to the University's **Transfer Admissions website.**

Procedures for admission are:

- Submit application.
- Submit official transcripts of all previous college work, including official score reports from Advanced Placement, CLEP, International Baccalaureate, if relevant. Once St. John Fisher University receives these transcripts, they become part of the student's official academic record and cannot be released and/or forwarded to any other individual, including the student.
- Official high school transcripts (if you have completed fewer than 2 full-time semesters at the college level).

Admissions Requirements

Transfer candidates must have a cumulative GPA of at least 2.00 (4.00 scale) in order to be considered for admission, for some programs, a higher GPA may be required. Exceptions will be reviewed on an individual basis. Students transferring to St. John Fisher University from colleges operating under the quarter system will have their credits evaluated by taking two-thirds of the total number of acceptable hours taken at the other college(s). For example, if a student takes and passes 60 acceptable quarter hours at another college, a total of 40 hours will be transferred to Fisher's semester-hour system.

Procedures applicable to the various types of transfer students/credits are listed below.

Students With Associate Degrees

The University guarantees acceptance of a minimum of 60 credits in transfer to applicants who hold A.S., A.A., or A.A.S. degrees from fully accredited* colleges at the time of transfer, provided the courses are in reasonable conformity with the St. John Fisher University curriculum and no Fisher credits were used to earn that degree. Normally, the University does not accept credit for courses with earned grades below "C;"

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however, in some cases this policy may be waived to ensure that associate degree holders receive the minimum 60 credits. In most cases, these associate degree holders will be able to complete their bachelor's degree in four semesters of full-time study at St. John Fisher University. For transfer of credit, courses must be in reasonable conformity with the curriculum of St. John Fisher University

**Fully accredited means that a college is accredited by both the State Department of Education and the appropriate regional accrediting association.*

Students transferring to the University with an associate degree may require more than an additional 60 credits (or more than two academic years) to complete the requirements for a bachelor's degree.

- In certain majors/programs, state regulations require that a specific number or level of courses be completed either at the upper-division level or at the college conferring the bachelor's degree.
- Transfers from an associate degree program to one at the bachelor's degree level may involve a significant change in academic orientation similar to a change in major within the same college (for example, from history to chemistry). Therefore, it may be necessary for the student to enroll in certain prerequisite courses at St. John Fisher University before completing the major requirements.
- In certain programs (for example, Education), some courses require a minimum grade of "C" for successful completion. If a course transferred as part of an associate's degree carried a grade lower than "C," that particular course must be repeated at St. John Fisher University to satisfy the major requirement. Since credit cannot be awarded twice for the same course, the transfer credit will be lost when the course is repeated at the University. If extra credit exists on the associate degree transcript, the lost credit will be replaced with other credit. If no additional credit is available, the student's transfer total will be reduced.

Students From Two-Year Colleges Without Associate Degrees

Students who transfer to the University without an associate degree but with coursework from programs which grant A.S., A.A., or A.A.S. degrees will be able to transfer credit for courses in which grades of "C" or above are obtained. Regardless of whether the student has an associate degree or not, the maximum amount of credit that can be applied to a degree from St. John Fisher University from a two-year college or a combination of two-year colleges will be 66 credits or their equivalent. This limit includes courses taken in the summer, in the evening, or through inter-institutional registration before the student has enrolled at the University, as well as courses the student may take at any two-year college after enrolling at St. John Fisher University. This limit also applies to credits a student may have obtained through testing sources such as CLEP, DANTES, IB, and AP. The one exception to this is credit earned through the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL credit earned through the appropriate score and test does not apply to the 66 credit hour limit. For transfer of credit, courses must be in reasonable conformity with the curriculum of St. John Fisher University.

St. John Fisher University 2+2/Dual Admission Transfer Agreement

This agreement establishes cooperative degree programs between select community colleges and St. John

Fisher University. Students currently enrolled at a participating community college are eligible to be considered for this cooperative degree program. In most cases, students selected for this program will, upon completion of a prescribed sequence of courses leading to an associate's degree from the participating community college, be able to complete the appropriate bachelor's degree in two years of full-time study at St. John Fisher University. All coursework must be completed in conformity with St. John Fisher University's Standards of Academic Progress.

Student Selection

Candidates must present strong records of academic achievement and preparation. Candidates selected for the program will receive confirmation from the participating community college. Participants in the 2+2/Dual Admission cooperative degree program must complete their associate degree with a cumulative GPA of at least 2.00. Some agreements may require a higher GPA. In addition, they must complete the prescribed sequence of courses for their designated academic program.

Program Selection

2 + 2/Dual Admission agreements are available in all undergraduate majors at Fisher. A complete list of 2 + 2/Dual Admission agreements and the participating community colleges is available by contacting the Office of Admissions at **(585) 385-8064**.

Application Procedures

Students who are applying for admission into a 2 + 2/Dual Admission agreement are initially required to file only the community college application for admission. Formal application to Fisher is necessary for students participating in the 2 + 2/Dual Admission program. Participants are required to submit an application the semester prior to enrolling at St. John Fisher University.

Transfer Students From Four-Year Colleges

For transfer of credit, courses must be in reasonable conformity with the curriculum of St. John Fisher University and a grade of at least "C" must have been earned in these courses. There is no limit to the number of credits that can be transferred from four-year institutions; however, students must be aware of the St. John Fisher University residency requirements.

Credit From Non-Collegiate Institutions

The American Council on Education (ACE) and the New York State Education Department (NYSED) evaluate selected educational programs in non-collegiate institutions, such as the armed forces, industries, the Chartered Life Underwriters (CLU), and American Institute of Banking (AIB) programs. ACE and NYSED recommend appropriate baccalaureate credit; St. John Fisher University accepts these recommendations in awarding transfer credit, provided that the courses are compatible with the character of the University.

Transferring Course Credit

Current students desiring to take courses at other colleges must complete the online **Transfer Credit Equivalency Request form** in order to ensure that the course(s) they plan to take will be accepted in transfer. Credit will not transfer for courses in which a student earns grades below "C," unless the student is guaranteed these hours as part of an associate degree at the time of the original transfer. Students should keep in mind that grades earned in courses taken at other colleges are not calculated into their Fisher grade point average (GPA). Exceptions are made for students majoring in a modern language at Fisher who enroll in courses in that major at Nazareth University. In this case, both the credit and the grade will be transferred and averaged into the Fisher GPA.

Credit will not be granted for the same course more than once whether earned at St. John Fisher University, at another institution, or by examination. It is the student's responsibility to be certain not to enroll again in the same course for which credit has been received. In doubtful cases, consult with the Registrar's Office.

New incoming transfer students should consult with the Office of Admissions if they have questions concerning their transfer credit evaluations or have additional transfer credit to submit for evaluation.

Maximum Transfer Credits

The maximum transfer credit awarded for any combination of associate's degree, Advanced Placement (AP), Defense Activity for Non-Traditional Education Support (DANTES), Excelsior College Examinations (ECE), International Baccalaureate (IB), College-Level Examination Program (CLEP), and ACE and NYSED recommendations for credit based on study in non-collegiate institutions will be 66 credit hours or their equivalent. This limit includes courses and examinations taken through inter-institutional registration before the student has enrolled at St. John Fisher University, as well as courses or examinations taken after enrolling at the University. This limit does not include credit earned though American Council on Teaching of Foreign Languages (ACTFL) testing.

Residency Requirement

Every student must complete a minimum of 30 credits in residence at the University and take a minimum of one-half of the major courses in residence. All students must complete 30 of their last 36 credits in residence at the University.

Deferral Admissions and Readmission

Admitted students who wish to delay their entrance may do so for one semester. Students may request a deferral by contacting the Office of Admissions. Students who do not request a deferral must reapply with the Office of Admissions when they are ready to begin their studies. Official updated transcripts may be required to ensure minimum admissions requirements are still being met.

Readmission

Readmission to the University is required for returning matriculated students who meet at least one of the following criteria:

- It has been more than two semesters (NOT including summer) since you last attended Fisher.
- You have graduated from Fisher and are returning to earn a second bachelor's degree or certificate.
- You have been dismissed from Fisher for academic and/or disciplinary reasons.

A student readmitting to the University after an absence of 4 calendar years from the date of last attendance, will be held to the degree requirements in place at the time of re-admittance.

Process for Readmission

- Application: Complete and submit the **Application for Undergraduate Readmission** online for the semester you intend to return.
- Transcripts: Submit official transcripts from each college and/or university that you attended since you last attended St. John Fisher University.

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Tuition and Fees for Summer 2025 – Spring 2026

	Per Semester	Per Year
Full-Time*	$21,037	$42,074
Comprehensive Fee	$550	$1,100
Nursing Fee (J1-S2)	$290	
Part-Time	$1,142/credit hour	
Comprehensive Fee	$20/credit hour	
RN to BS Cohort	$571/credit hour	
Comprehensive Fee	$20/credit hour	
Summer Online @ Fisher	$571/per credit hour	
Comprehensive Fee	$20/credit hour	

**This rate applies to undergraduate students registered for 12–19 credits. Students enrolled in more than 19 credits will be billed per credit for each additional credit at the part-time rate.*

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Room and Meal Plans Costs (Per Semester)

- Room – $5,008
- Ultimate Meal Plan (available to all students) – $4,404
- Tier I Dining Hall Plan (available to all students) – $3,306
- Tier 2 Dining Hall Plan (available to all students) – $2,815
- Tier 3 Dining Hall Plan (available to resident students in their second year and all non-residential students) – $2,327
- Commuter Meal Plan (available to all non-residential students) – $1,199
- Commuter Small Meal Plan (available to all non-residential students) – $546

For meal plan descriptions, please visit the **Dining Services Meal Plan Options page**.

Miscellaneous Charges

- Study Abroad Program Fee* – $500/term abroad
- Late Payment Fee – $200 max/term
- Registration Fee (billed in term admitted to the University) – $300
- Replacement Check Fee – $35/occurrence
- Returned Check Fee – $38/occurrence
- Commuter Vehicle Registration Fee – $100/year
- Resident Vehicle Registration Fee – $150/year

Note: *All rates are subject to change.*

** The Study Abroad fee is assessed to all students studying abroad. These students have additional charges billed to their accounts (airfare, room and board, etc.) as dictated by each program.*

Note: *Courses taken on an audit basis are billed as credit courses. Since no academic credit will be earned for an audited course, student eligibility for financial aid may be affected.*

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All student accounts must be settled by the date established by the University each semester. An account is considered settled when it reflects a credit or zero balance. This can be achieved by any combination of the following:

- Establishing adequate financial aid
- Setting up a payment plan
- Paying the balance in full
- Submitting the Payment/Reimbursement from Employer Plan (PREP) form
- Arranging for direct billing to your employer

More information about these options can be found online on the **Student Accounts website**. Students will receive a financial aid deferment of the amount they are borrowing once their loan approvals are received by Student Financial Services.

Students whose bills are not settled may not be allowed to drop or add classes, move into residence halls, participate in University-sponsored activities. Additional restrictions may also be imposed.

The University reserves the right to transfer past due accounts to an external collection agency when internal efforts have been exhausted. Collection costs and other legal fees incurred will be billed to the student account and become the responsibility of the student.

Penalties

The University reserves the right to deny admission or registration to any person who has not paid in full all outstanding financial obligations to the University. The University may, at its sole discretion:

- Refuse to admit or register the student
- Cancel the student's registration
- Bar the student from attending class
- Remove the student from residence housing

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Payment Plan

St. John Fisher University allows students to finance their balance over the course of the semester. Students/families that choose to establish a payment plan must enroll online and set up automatic deductions from a checking account or savings account, There is a $40 enrollment fee per semester.

Payment/Reimbursement from Employer Plan (PREP)

The Payment/Reimbursement from Employer Plan, or PREP, enables students to defer the amount of tuition and fees that their employer indicates it will pay. Students who qualify to use PREP to defer their tuition will not be required to submit payment until the semester has ended and grade reports are available. PREP is only available to students who are in good financial standing with the University and who receive payment of their tuition from their employers.

If Student Accounts does not receive payment for the balance in full by the deadline, a late fee of $200 will be assessed. St. John Fisher University reserves the right to rescind or refuse this payment option if the University is notified that the student is no longer eligible to receive tuition benefits. Failure to earn a required minimum grade in order to receive payment from an employer and/or withdrawal from a class does not excuse the student from being charged all applicable tuition and fees for that semester.

Direct Billing to Your Employer

Your balance may be deferred if your employer will pay the University in full upon receipt of a bill. To obtain this deferment, submit a letter from your employer stating this, and a bill will be generated directly to your employer for payment.

Forms

Further details and downloadable forms can be found on the **Student Accounts website**. For more information, please contact Student Financial Services by phone at **(585) 385-8042** or by email at **sfs@sjf.edu**.

Refund of Overpayment on Student Account

An overpayment refund is processed only when there is an actual credit balance on a student account. If the application of loans, scholarships, grants, or any other payment creates a credit balance, a refund will be generated. Students will be notified by email that a refund has been generated and will be informed of when and where it will be available.

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Refund Policy

Students who withdraw (from all courses or from an individual course) will be charged tuition on a proportionate basis according to the schedules below based on the part of term for the course. The term "refund" below refers to the percentage of the tuition reduction. Fees are not refundable. As such, the percentage of any payment and/or aid that may be returned to you (if any) may be different.

A student who is considering withdrawing from the University or dropping a class is strongly encouraged to discuss academic implications with his/her advisor and discuss the financial repercussions with Student Financial Services.

For refunding purposes, the 1st week is defined as the first 7 calendar days in the term. Ex: If classes start on a Tuesday, the first week runs from Tuesday through Monday of the following week.

Refund Schedules

Full Term Courses* (Part of Term 1)

- Withdrawal in the 1st Week – 100% Refund
- Withdrawal in the 2nd Week – 80% Refund
- Withdrawal in the 3rd Week – 60% Refund
- Withdrawal in the 4th Week – 50% Refund
- Withdrawal in the 5th & 6th Week – 20% Refund
- Withdrawal after the 6th Week – 0% Refund

**Study abroad programs are excluded from this policy as refund amounts vary by destination. Contact the director of study abroad for information.*

Part of Term 7A, 7B, X, and Z

- Withdrawal in the 1st Week – 100% Refund
- Withdrawal in the 2nd Week – 75% Refund
- Withdrawal in the 3rd Week – 50% Refund
- Withdrawal in the 4th Week – 25% Refund

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- Withdrawal after the 4th Week – 0% Refund

Special Parts of Term (Part of Term S)

- Withdrawal prior to 10% completion point – 100% Refund
- 10% – 19.9% completion point – 75% Refund
- 20% – 29.9% completion point – 50% Refund
- 30% – 39.9% completion point – 25% Refund
- At the 40% completion point – 0% Refund

Return of Title IV Funds

The Federal Government specifies how St. John Fisher University determines the amount of Title IV program assistance a student earns when they withdraw from the University. The Title IV programs that are covered by this law are: Federal PELL Grants, TEACH Grants, Federal Direct Student Loans, Federal Direct PLUS Loans, and Federal Supplemental Educational Opportunity Grants (FSEOGs).

When a student who is a Title IV fund recipient withdraws, the amount of Title IV funds earned is based on the amount of time the student spent in academic attendance. Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period of enrollment, a student has earned 100% of the Title IV funds.

For complete details on the return of Title IV funds when a student withdraws, please review our **Return of Title IV Funds Policy [pdf]**.

Title IV fund recipients who are withdrawing from classes that are part of two 6 or 7-week modules should review our **Part of Term Withdrawal Policy [pdf]**.

Students studying abroad with a Fisher-affiliated program should notify the applicable parties immediately of a withdrawal and review the **Study Abroad Withdrawal Process & Refund Policy [pdf]**

Return of Non-Title IV Funds

When a student withdraws who has paid using non-Title IV funds, any credit balance resulting from refund calculations will be returned to the student.

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The financial aid programs at St. John Fisher University have been developed to assist students with financing their education. Eligibility is based primarily on need and/or merit. Since the family and the student bear the primary responsibility for a student's education, each student and family are expected to make a reasonable effort to provide sufficient funds to enable the student to complete his or her education. The Office of Student Financial Services has prepared a realistic budget that is based on the current tuition and fees and on probable miscellaneous expenses.

The following is intended to give basic information about the financial assistance that is available. Often, financial aid packages will consist of a combination of the forms of aid described in this section. Sources of aid awarded at the discretion of St. John Fisher University are not available for summer study, even if the student enrolls in a full-time course load during summer semesters.

Forms Required for Applying

The FAFSA is completed at **FAFSA.gov.**

In order to apply for financial aid from programs not administered by the University (e.g., state grants), different applications and deadlines are required, as indicated in the program descriptions.

Academic Progress Requirements

The academic progress requirements for New York state, federal, and institutional aid are detailed in **Standards of Academic Progress for Financial Aid Recipients**.

Consortium Agreements

A consortium agreement is a written agreement between two schools which allows a Fisher student to take courses at another institution and count those courses toward his or her degree at St. John Fisher University.

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A consortium agreement allows the St. John Fisher University Office of Student Financial Services to count courses at both institutions when determining a student's enrollment level for the purposes of awarding aid. However, the courses taken at the host institution must be applicable toward the student's degree in order to be counted at St. John Fisher. Consortium agreements can be done on a limited appeal basis based upon mitigating circumstances. The student must contact the Office of Student Financial Services to complete the Request for Financial Aid to take Course(s) at Another Institution form.

Renewal of Financial Aid

Financial aid is reviewed annually and requires you to file the Free Application of Federal Student Aid (FAFSA) each year that aid is requested. The FAFSA filing deadline for returning Fisher students is January 15 of each year. Late filers will be considered for aid renewal on a funds-available basis. An award is continued if the student is making satisfactory progress toward a degree, is in need of financial assistance, and meets academic requirements of merit scholarships. Substantial adjustments in aid from year to year are seldom made unless there is a major change in family financial need. The maximum number of semesters of St. John Fisher University grants and scholarships that an entering first-year student can receive is eight (8) semesters (4 years).

Students are strongly encouraged to consult with the Office of Student Financial Services prior to changes in housing status, major, financial need, or participation in a study abroad program. These changes may affect a student's eligibility for renewal of certain types of financial aid.

For further information, please see **Terms and Conditions of Financial Aid Awards [pdf]**.

Change from Full-Time to Part-Time Status

Part-time students are not eligible for many forms of financial aid. Students who drop to fewer than 12 credits within the first six weeks of the semester will be considered part-time students for financial aid purposes. Therefore, any student contemplating a change from full-time to part-time status should consult with the Office of Student Financial Services before finalizing any change in registration.

Loan Exit Interviews

A student who drops below half-time status or graduates is required by the federal government to complete exit counseling if he or she borrowed a Federal Direct Student Loan, a Federal Perkins Loan, and/or received the Federal TEACH Grant. Exit counseling is required for each type of loan. Federal Direct Student Loan exit counseling and TEACH Grant exit counseling can be done at: **http://studentaid.gov**. Federal Perkins Loan borrowers will be contacted by our loan servicer, ECSI, to complete the exit counseling. Failure to do so may result in withholding of the diploma and/or academic transcripts.

Special Circumstances

Changing economic conditions today call for a careful re-evaluation of financial need. Parents and students with altered family situations must notify the Office of Student Financial Services for consideration.

Office of Student Financial Services
St. John Fisher University
3690 East Avenue
Rochester, New York 14618
Phone: **(585) 385-8042**

Standards of Academic Progress for Financial Aid Recipients

State Financial Aid Awards

Criteria of Program Pursuit and Satisfactory Academic Progress for Recipients of State Financial Aid Awards

In addition to all other criteria, students must be in "good academic standing" in order to establish eligibility for New York state awards. "Good academic standing" consists of meeting the following state-approved minimum standards of "program pursuit" and "satisfactory academic progress" and is evaluated each term.

These criteria apply only to the establishment of eligibility for state awards. They are not the general University criteria of good academic standing and are not used in determining the academic status of students. Since the University standards are generally higher than these state-approved standards, students may be required to withdraw from the University for academic reasons, even if their academic record is above the minimum state standards.

The requirements that students must "pursue a program of study" and make "satisfactory academic progress" toward the completion of academic requirements will apply to all students receiving their first state awards in the fall of 1981 or thereafter.

Standards of Program Pursuit for State Awards

State regulations define "program pursuit" as receiving a passing or failing grade in a certain percentage of a full-time course load depending on the number of state awards the student has received. The standards are as follows:

- In each semester of study in the first year for which an award is made, the student must receive a passing or failing grade in at least six semester hours (i.e., 50 percent of the minimum full-time

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load).

- In each term of study in the second year for which an award is made, the student must receive a passing or failing grade in at least nine semester hours (i.e., 75 percent of the minimum full-time load).
- In each term of study in the third and each succeeding year for which an award is made, the student must receive a passing or failing grade in at least 12 semester hours (i.e., 100 percent of the minimum full-time load).

Generally, the state will accept as a passing or failing grade the grades “A” through “F” and any grade that indicates that the student (1) attended the course for the entire semester and (2) completed all the assignments. The grades of “S” (satisfactory) and “P” (passing) are acceptable. The grade of “I” is acceptable only if it automatically changes to a standard passing or failing grade before completion of the next term of studies. The grade of “W” does not constitute a grade that may be used to meet the requirement of program pursuit.

Standards of Satisfactory Academic Progress for State Awards

In addition to the above standards of “program pursuit,” students generally must meet the standards of satisfactory academic progress outlined on the chart below unless they have special circumstances. The progress of students with special circumstances, such as those who have transferred from another institution or who have used their waiver (see explanation in waiver procedures below), is monitored on an adjusted schedule. See description of special circumstances (below).

“C” Average Requirement for State Awards

Students who have received two annual payments of state-funded financial aid must have a cumulative “C” average or its equivalent (2.00 grade point average) in order to continue receiving payment in subsequent semesters. This requirement is in addition to the standard of satisfactory academic progress.

Repeated Coursework

New York state regulations mandate that courses in which the student has already received a passing grade cannot be included in meeting full-time study requirements for state aid. Repeated courses may be counted toward full-time study requirements if a student repeats a failed course, if a student repeats the course for additional credit (i.e. internships or research courses), or when a student has received a grade of C- or lower in a course that is required for the major they have declared.

One-Time Waiver Procedures

The standards of satisfactory academic progress for state student financial aid awards may be waived once as an undergraduate student and once as a graduate student if an institution certifies and maintains documentation that such a waiver is in the best interests of the student. A student must submit a written request for a waiver to the director of student financial services. The granting of a waiver is at the discretion of the institution.

The waiving of standards of good academic progress will require documentation by the student of extraordinary circumstances such as illness or death in the student's family, serious illness of the student, or academic hardship. Use of the waiver option must be requested and agreed to in writing by the student.

Transfer Student Eligibility

Transfer students (and students readmitted after a period of absence from college) will be subject to procedures slightly different from those applied to students in continuing status. For example, when a student transfers from a TAP-eligible program at one institution to another TAP-eligible program at a second institution, the receiving institution (in this case, St. John Fisher University) must make a determination, based upon an evaluation of the student's academic and, to the extent possible, financial aid record, that the transfer student is able to benefit from and is admissible to the new program of study. The receiving institution will assign a certain number of transfer credits it is willing to accept from the student's previous study, and on the basis of this assessment, the student will be placed either at the appropriate point on the chart of satisfactory academic progress (below) that corresponds to the number of transfer credits accepted or at the point that corresponds to the number of payments previously received by the student, whichever is more beneficial to the student.

Special Circumstances

An applicant for the state financial aid awards covered by these regulations must be enrolled full-time. However, upon presentation of satisfactory medical evidence to substantiate that serious illness or mental or physical disability precludes attendance on a full-time basis, work performed during two or more terms of study may be approved as equivalent to a regular term for scholarship, tuition assistance program, or other benefits.

Loss and Reinstatement of Student Eligibility

The penalty for not meeting state-approved criteria of good academic standing (i.e., criteria of "program pursuit" and "satisfactory academic progress") is suspension of a student's New York state financial aid award.

The award will remain suspended until the student is restored to good academic standing by either:

- Pursuing for a period of one semester the program of study in which he or she is enrolled and "making satisfactory progress" toward the completion of his or her program's academic requirements.

OR

- Establishing in some other way, to the satisfaction of the Commissioner of Education, evidence of his or her ability to successfully complete an approved program.

OR

- Be granted a one-time waiver

In general, students who lose their awards must seek reinstatement as noted above.

The second bullet above provides a way for students who have lost their awards and who either are transferring to another institution or who wish to return to college after an absence of at least a year to achieve good standing and thus to regain their awards. For such students, the detailed record of a student's readmission to the institution, or admission to another institution, will be accepted as evidence of his or her ability to successfully complete an approved program.

Waivers that are approved will receive a one-time waiver from NYS to receive NYS grants and scholarships that semester. Once a one-time waiver is used the student is not eligible to receive another waiver if they fall below academic standards for NYS scholarships and grants. If a waiver is denied, students will not receive NYS scholarships and grants until they meet the standards defined by the state for satisfactory academic progress.

If you have a question concerning these regulations, please contact the director of student financial services.

Satisfactory Academic Progress for New York State Aid

Before being certified for this payment of state aid, a student must have accrued at least this many semester credit hours. This applies to non-remedial students in a baccalaureate program, receiving their first NYS award in 2010-11 and after.

Semester	Credit Hours	Minimum GPA
1st	0	0.00
2nd	6	1.50
3rd	15	1.80
4th	27	1.80
5th	39	2.00
6th	51	2.00
7th	66	2.00
8th	81	2.00
9th*	96	2.00
10th*	111	2.00

Before being certified for this payment of state aid, a student must have accrued at least this many semester credit hours. This applies to ADA part-time students in a baccalaureate program, receiving their first NYS award in 2010-11 and after.

Semester	Credit Hours	Minimum GPA
1st	0	0.00
2nd	3	1.50
3rd	9	1.80
4th	21	1.80
5th	33	2.00
6th	45	2.00
7th	60	2.00
8th	75	2.00
9th*	90	2.00
10th*	105	2.00

Note: *The 2011-12 enacted NYS budget mandates the following standards of progress, enacted in 2006-07, shall be used for non-remedial students who first receive state aid in 2007-08 through 2009-10 and for students who meet the definition of "remedial student" (HEOP) in 2010-11 and thereafter. The enacted budget defines remedial for purposes of SAP.*

Effective 2006-07 for HEOP students.

Semester	Credit Hours	Minimum GPA
1st	0	0.00
2nd	3	1.10
3rd	9	1.20
4th	21	1.30

5th	33	2.00
6th	45	2.00
7th	60	2.00
8th	75	2.00
9th*	90	2.00
10th*	105	2.00

**Education law requires that no undergraduate student shall be eligible for more than four academic years (eight semesters) of state awards or five academic years if the program of study normally requires five years. Students in the Higher Education Opportunity Program are permitted five years (ten semesters) of eligibility.*

Federal and University-Funded Financial Aid Awards

The following minimum standards of satisfactory academic progress apply to all federally funded and University-funded assistance:

For purposes of determining satisfactory academic progress, the time frame for completion of an undergraduate program cannot exceed 150 percent of the published program length for a full-time student; that is, for a 120-credit-hour (four-year) program, the maximum time frame is set to 180 attempted hours. This method does not consider the length of time each student spends in the program, so that the same maximum number of attempted hours is used for all students regardless of full-time or part-time enrollment status. All credit hours attempted, whether or not they are completed or passed, are counted toward the maximum time-frame limit.

A student who exceeds the 150 percent time-frame limit is ineligible for all types of federal programs (Pell Grants, Perkins Loans, University Work-Study, Supplemental Educational Opportunity Grants [SEOG], Direct Student Loans [subsidized and unsubsidized], Direct Parent Loans for Undergraduate Students [PLUS], TEACH Grants and University-funded financial aid).

In addition to the above standards, all full-time students must earn twenty (20) credit hours during each academic year and must have at least the following cumulative grade point average (GPA):

Semester Hours Earned Toward Degree	**Cumulative Grade Point Average at or Above**

0–35	1.50
36–50	1.65
51–65	1.80
66–80	1.90
81–92	1.95
93+	2.00

Students placed on warning or probation status, as defined in this bulletin, can continue to receive financial aid provided they are maintaining the academic standards outlined above.

All students are required to have a minimum cumulative grade point average of 2.0 by the end of their second academic year. Academic year is defined by Federal Student Association as no less than 30 weeks of instructional time. For undergraduate students two semesters would make up an academic year. To complete a second academic year for a student they must finish four 15 week semesters.

Appeals

Policy stipulates that you are not eligible to receive your financial aid until you are in compliance with academic requirements. However, you have the right to appeal this policy if you feel that unusual mitigating circumstances were a factor in your academic performance (i.e., an injury, illness, death of a relative etc.). All appeals must be submitted in writing to the director of student financial Services, stating the mitigating circumstance, supporting documentation, and a plan for academic success. Students will be notified of the appeal decision.

Students will be placed on a probation status upon approved appeal. If after the probation period of one semester of receiving federal and University funds it is seen that a student will not meet Satisfactory Academic Progress (SAP) standards for the year, they will not receive an additional payment of financial aid. Students will be notified of this decision.

All appeals must be received and reviewed prior to the end of the payment period that the appeal is being submitted for.

Regaining Eligibility

If an appeal is denied, students will not continue to receive federal and/or University funded assistance. Eligibility may be reinstated by successfully completing coursework that improves a student's cumulative GPA and/or overall credits earned without receiving the assistance of federal and/or University funds. The Office of Student Financial Services should be informed of the student's intention to do so, and supplied

with a transcript of grades after the completion of courses. Remember that only courses taken at St. John Fisher University will affect a student's GPA. Repeat courses which have been previously passed will not be counted. Students who lose eligibility for financial aid as a result of an insufficient GPA and/or number of credit hours at the end of an academic year can make up the deficiency by attending summer school at their own expense. Only courses taken at St. John Fisher University will affect a student's GPA.

Repeated Coursework

Recent federal regulations change the way enrollment status is determined for students who are repeating coursework in which they previously received a letter grade of D- or higher. Fisher may pay a student **one time** for retaking previously-passed coursework. To determine a student's enrollment status (full-time vs. part-time), Fisher **cannot** include more than one repetition of a previously passed course.

Note: *Repeated courses that a student has passed will not count toward this requirement.*

Course Incompletes

Course incompletes will delay satisfactory academic progress evaluation until the incomplete has been updated to an A-F or S/U grade. No federal or Fisher aid will be awarded or paid during this timeframe.

Part-Time Matriculated Students

A student taking at least six credit hours but fewer than 12 credit hours during the semester is defined as part-time. All part-time students must maintain a GPA comparable to that required of a full-time student with the same number of credit hours accumulated toward a degree (see above chart).

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Federal Grants

For more information on Federal Grants, please visit **Federal Grants and Scholarships** and **St. John Fisher University Scholarship and Grant Information**.

Federal Pell Grant

The student must file the **Free Application for Federal Student Aid (FAFSA)**. Federal Pell Grants usually are awarded only to undergraduate students who have not earned a bachelor's or a professional degree. Maximum and Minimum Pell grant eligibility is determined based on tax filing requirements, family size and composition, Federal poverty guidelines, and state of residence. An SAI calculated Pell Grant is determined by subtracting the student's calculated SAI from the annual published maximum Pell grant amount, then rounding to the nearest $5. A student can receive the Federal Pell Grant for no more than 12 semesters. To receive the grant in successive years, the student must make satisfactory progress towards a degree, complete the FAFSA application and meet eligibility requirements.

Federal Supplemental Education Opportunity Grant (SEOG)

The student must file the **FAFSA.** SEOG is awarded to Federal Pell Grant recipients who have demonstrated the highest calculated need. The average award is $1,500. Funds are limited and subject to availability. To receive the grant in successive years, the student must make satisfactory progress towards a degree, complete the FAFSA application and meet eligibility requirements.

Teacher Education Assistance for College and Higher Education (TEACH) Grant

The student must file the **FAFSA** and complete the **St. John Fisher University TEACH Grant**

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Recipients must be in good academic standing in accordance with the commissioner's regulations and must not be in default on a federal or state made student loan or on any repayment of state awards.

Note: *Where any question of eligibility exists, the student or prospective student should contact the Office of Student Financial Services.*

Tuition Assistance Program

All TAP applicants must file the Free Application for Federal Student Aid (FAFSA) annually at **FAFSA.gov** in order to determine eligibility for the Tuition Assistance Program (TAP) grant. Students must also complete a separate application at the **NYS TAP application**. The application deadline is June 30 of the award year for which aid is requested. The Higher Education Services Corporation determines the applicant's eligibility and mails an award certificate directly to the applicant indicating the amount of the grant. The post-secondary institution may defer payment based on the receipt of the award certificate and verification of TAP eligibility requirements (such as high school completion, residency, citizenship).

Undergraduate students may generally receive TAP awards for four years of study. Students enrolled in approved five-year programs, or in a state-sponsored opportunity program, may receive undergraduate awards for five years.

**Independent status under the state definition does not necessarily ensure independent status for federal aid programs.*

The amount of the TAP award is scaled according to the number of TAP payments previously received, tuition charge, and New York state net taxable income. The income measure is the family's (for independent students) net taxable income from the preceding tax year plus certain non-taxable income and (for dependent students) support from divorced or separated parents. This income is further adjusted to reflect other family members enrolled full-time in post-secondary study.

More information regarding the NYS TAP award, including the selection of recipients and allocation of awards, can be found on the **Higher Education Services Corporation website**.

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Part-time TAP

Part-time TAP helps eligible New York residents attending in-state postsecondary institutions on a part-time basis pay for tuition. Part-time TAP is a grant and does not have to be paid back. To apply, students must file the Free Application for Federal Student Aid (FAFSA) annually at **FAFSA** and the TAP application at **NYS TAP application**. Students are required to notify the Office of Student Financial Services to receive part-time TAP. Learn more about **TAP eligibility and income limits**.

Veterans Tuition Awards

Veterans Tuition Awards (VTA) are awards for full-time or part-time study for eligible veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York state. Students must complete the **FAFSA** and a **NYS TAP application**. Students must also complete the **NYS Veterans Tuition Award Application**

For full-time study, veterans shall receive an award of up to the full cost of undergraduate tuition for New York state residents at the State University of New York, or actual tuition charges, whichever is less. Full-time study is defined as 12 or more credits per semester (or the equivalent) at a degree-granting institution. For part-time study, awards will be prorated by credit hour. Part-time study is defined as 3–11 credits per semester (or the equivalent) at a degree-granting institution.

Combined tuition benefits cannot exceed tuition.

Learn more about **Veterans Tuition Awards**.

Arthur O. Eve Higher Education Opportunity Program (HEOP)

Application Procedures

Application is through the independent institution of higher education at which the applicant is enrolled.

Selection of Recipients and Allocation of Awards

Recipients must be HEOP-sponsored students at this University. The total possible amount of each individual grant is determined by factors such as other available funds, NYSED-HEOP Bureau guidelines, student financial need, NYS-legislated appropriations, and a joint decision by the HEOP director and the

director of student financial services.

Criteria of Program Pursuit and Satisfactory Academic Progress for Recipients of State Financial Aid Awards (HEOP)

HEOP students must meet the same criteria as recipients of the Tuition Assistance Program (see above). NYS standards of progress chart for HEOP students can be found in **Standards of Academic Progress**. For further information, contact the Academic Opportunities Program Office or the Office of Student Financial Services.

New York State Scholarships

For eligibility requirements, application process and award information on the following:

- Flight 3407 Memorial Scholarship
- American Airlines Flight 587 Memorial Scholarship
- Military Enhanced Recognition Incentive and Tribute – MERIT Scholarship (MSRS)
- NYS Math and Science Teaching Incentive Scholarship
- NYS Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers
- NYS Scholarships for Academic Excellence
- New York State Achievement and Investment in Merit Scholarship (NY-AIMS)
- NYS World Trade Center Memorial Scholarship
- NYS Aid to Native Americans
- NYS Child Welfare Worker Incentive Scholarship Program
- NYS Regents Awards for Children of Deceased and Disabled Veterans
- Segal AmeriCorps Education Award

For more information please visit the Higher Education Services Corporation webpage on **Grants, Scholarships, and Loan Programs**.

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Scholarships/Grants

St. John Fisher University offers a generous academic scholarship program to full-time undergraduate students. The Office of Admissions automatically notifies students who are eligible for academic scholarships. Prospective students should contact the Office of Admissions for specific scholarship program information.

Transfer Achievement Scholarships and Awards (Transfers Only)

Transfer Achievement Scholarships and Awards are awarded to full-time transfer students. All transfer applicants are automatically considered for merit scholarships without regard to financial eligibility. For information on the scholarship, please visit the **Transfer Scholarships page**.

Phi Theta Kappa Scholarship (Transfers Only)

Phi Theta Kappa Scholarships are awarded to full-time transfer students who are participating members of the Phi Theta Kappa International Honor Society. This scholarship is **$3,000** per year for each year a recipient attends Fisher. For information on the scholarship, please visit the **Transfer Scholarships page**.

First-Year Student Merit Scholarships

All first-year applicants are automatically considered for merit scholarships without regard to financial eligibility. Scholarship eligibility is based on high school grade point average, strength of curriculum, and SAT or ACT scores (if submitted). Eligible students are automatically notified by the Office of Admissions. Merit awards cannot be combined with the Service Scholars and First-Generation Scholarships. Merit scholarships are not available for summer study and are applied to tuition only. Full time matriculated undergraduate students can receive the scholarship for a maximum of 8 semesters (4 years). A student must meet Satisfactory Academic Progress and meet the academic requirements for the scholarship awarded.

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For more information on the scholarships, please visit the **First-Year Scholarships** page.

Service Scholars Program (First-Year Only)

The scholarship is awarded to high school seniors who exhibit a commitment to service through activities in their schools, places of worship, non-profit agencies, and in their communities. This scholarship program provides awards equal to one-half of the total yearly cost of Fisher's tuition, and room and board for four years. The Service Scholarship may not be combined with other merit-based scholarship programs available at the University.

Recipients of the Fisher Service Scholarship will be high school seniors who plan to attend St. John Fisher University directly from high school. They will have performed community service throughout the four years of high school in their community, school or church. Applications are available in mid-September through the Office of First-Year Admissions. Once enrolled at Fisher, in order to retain their awards while engaged in full-time study as matriculated students, Service Scholars are required to participate in a two-course learning community, attend a community-engaged learning seminar, complete one community-engaged learning course, and make a commitment to community service hours. Upon graduation, students will have a degree in their major field of study and a Certificate in Service Leadership

For more information on program requirements, please visit the **Service Scholars Program page**.

First-Generation Scholars Program (First-Year Only)

The First-Generation Scholars Program is designed to provide financial assistance to high school students who exhibit a high degree of motivation and academic potential and whose parents did not graduate from a post-secondary institution. Applications are available in mid-September through the Office of First-Year Admissions. Recipients of the First-Generation Scholarship will receive yearly awards of one-half the total cost of tuition and room and board. In order to retain their awards while engaged in full-time study as matriculated students, First-Generation scholars are required to complete a community engagement workshop, at least 30 hours of community service during each of the succeeding seven semesters, complete the two-course learning community, and complete the service learning seminars offered by the program. They will also participate in a learning community and an academic mentoring program in the Rochester community.

The First-Generation Scholarship may not be combined with other merit-based scholarship programs at the University.

For more information on program requirements, please visit the **First-Generation Scholars Program**

page.

Fisher Urban Scholar Award (First-Year Only)

The Fisher Urban Scholar Award pledges $40,000 per student over the course of four years to any high school student who resides in the City of Rochester and enrolls full-time as a first year student at Fisher. The award may be combined with any other scholarships for which a student qualifies.

Honors Program

By providing select topics for exploration and creating an environment where students receive personal attention, the Honors Program helps participants expand their thinking and personal limits. Students admitted to the Honors Program beginning in 2019-2020 receive an $8,000 scholarship over four years ($2,000/year). The invitation to participate in the Honors Program is made after the student is admitted to Fisher. Students who qualify for Honors Program consideration are required to complete an Honors Program application. For information and qualifications about the Honors Program, please visit the **Honors Program page**.

Flower City Award

All new first-year and transfer out-of-state students, as well as students from Nassau and Suffolk counties, will automatically receive a Flower City Award of **$5,000 per year**. This award may be combined with any other scholarships for which a student qualifies.

Legacy Award

New first-year or transfer students with a grandparent, parent or sibling who is currently enrolled full-time, or who is an alumnus/alumna of the University will automatically receive a Legacy Award of **$1,000 per year**. This award may be combined with any other scholarships for which a student qualifies.

Rochester Urban League Black Scholars Scholarships

St. John Fisher University offers scholarships to the best qualified applicants from the Black Scholars Program of the Rochester Urban League. Scholarships may be renewed up to three years for full-time

recipients demonstrating satisfactory academic progress toward their degrees.

St. John Fisher University Restricted and Endowed Scholarships

Each year the University awards restricted and endowed scholarships, made possible through the generosity of hundreds of individuals and organizations. Awards are made by the St. John Fisher University Office of Student Financial Services or St. John Fisher University academic departments in accordance with the special criteria of each scholarship. All applicants for financial aid are automatically considered for scholarships for which they meet the established criteria. Because of funding fluctuations or renewals, not all scholarships are available to be awarded in any given year. Further information regarding each scholarship can be obtained by contacting the Office of Student Financial Services at (585) 385-8042.

Tuition Scholarships for Employees of St. John Fisher University and Immediate Dependents

Information on these scholarships is available in the **Employee Handbook [pdf]**.

St. John Fisher University Grants

These grants are awarded to students on the basis of financial need as determined through the Free Application for Federal Student Aid at **fafsa.gov**, and, to a lesser extent, the academic achievement of the applicant. Awards are made on a funds-available basis. The priority deadline for filing the FAFSA is January 15.

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Federal Direct Student Loan Program

The William D. Ford Federal Direct Student Loan Program provides low-interest long-term loans to matriculated students enrolled at least half-time for education expenses. Students must complete the FAFSA application at **FAFSA.gov.** The lender of these loans is the federal government and repayment is to the U.S. Department of Education. Learn more about the **Federal Direct Student Loan Program**, including how to apply, amounts, fees, and interest rates.

Federal Direct Parent PLUS Loans

The William D. Ford Federal Direct Parent PLUS Loan Program is available to the parents of a dependent student who is enrolled at least half-time in a degree program. The student must complete the FAFSA application at **FAFSA.gov.** The parent may borrow up to the student's cost of attendance, minus other financial aid. Learn more about the **Federal Direct Parent PLUS Loan**, including how to apply, amounts, fees, and interest rates.

Private Student Loan Programs

Private student loans are unique because the student can borrow this additional loan. However, students who have not established a credit history will be asked to apply with a co-signer. Although interest accrues while the student is in school, the payments on the loan **may be** deferred until the student ceases enrollment. A private student loan may provide enough funds to enable the student to attend and pay for the college of their choice. The annual loan limits are the cost of attendance minus other financial aid. The terms and conditions of the loan (including interest rate and fees) will be determined by the lender. Private student loan applications are completed directly with the lender of the student's choosing. Students may want to consider this option only after exhausting all other financial aid options such as government loans and scholarships.

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Federal College Work-Study Program (FWS)

The Federal College Work-Study Program provides on-campus jobs for students with financial need. Positions are posted on the University's **Handshake** website and are available on a first-come, first-served basis. It is the student's responsibility to find an employment position. Students must complete the FAFSA application at **FAFSA.gov**. Students earn at least the current federal minimum wage, but the amount might be higher depending on the type of work and skills required. Students are paid every two weeks for hours worked. Because they receive direct payment, FWS wages are not credited to a student's semester bill.

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Other Sources of Assistance

Additional **outside scholarships** information can be found on the Office of Student Financial Services website or by contacting the Office of Student Financial Services at (585) 385-8042.

New York State Programs

Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)

This program is designed assists individuals with disabilities to achieve and maintain employment and to support independent living through training, education, rehabilitation, and career development. Any resident of New York state who has a substantial emotional, mental, or physical disability who can become employable may apply for assistance. Recipients in a college are reviewed annually on an individual basis. Individuals should contact the local office regarding application procedures. More information can be found at **www.acces.nysed.gov/**.

Federal Programs

Resources for Veterans, Military Students, and Their Families

Qualified veterans of the United States Armed Forces admitted for study at St. John Fisher University may be eligible to receive military benefits from the following Chapters: 30, 31, 33 (Post 9/11), 35, 1606, or 1607. Some benefits are transferable to spouses and children.

The Military Tuition Assistance (TA) program is available to active duty, National Guard, and Reserve Component service members. Each military service branch and component has its own criteria for TA eligibility, military service obligation, application process, and restrictions. More information and a link to the application and procedures can be found on the **Military OneSource website**

More information regarding VA Benefits and Military Tuition Assistance and each of the Chapters can be

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found on the **Resources for Veterans, Military Students, and Their Families** page.

US Bureau of Indian Education: Higher Education Grant Program

More information can be found on the **Bureau of Indian Education website**.

Other Federal Programs

There are also a large number of different special-purpose federal programs: direct aid, scholarships, loans, traineeships. Many are administered through specific institutions for post-secondary education, and for this reason the Office of Student Financial Services is the single best source of information on the subject.

Most of these dozens of programs would be of interest to relatively small numbers of students and prospective students, by virtue of need, special interest, or both. Some are available only to graduate or professional students in certain fields. Some carry with them periods of obligated service.

Additional information on federal financial aid programs may be found at the U.S. Department of Education website (**www.ed.gov**) or at **studentaid.gov**.

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Student Life

For more information about student life at St. John Fisher University, visit the University's **Student Life website**.

Athletics

On the intercollegiate level, men compete in 13 varsity sports: basketball, baseball, golf, tennis, soccer, football, cross country, indoor track and field, outdoor track and field, lacrosse, volleyball, wrestling and ice hockey. Women compete in 14 varsity sports: basketball, soccer, tennis, softball, volleyball, golf, cross country, indoor track and field, outdoor track and field, field hockey, rowing, lacrosse and ice hockey. Cheerleading is also considered a varsity sport and open to men and women.

Participation in intramural athletics is open to current students not competing in the same sports at the varsity or junior varsity level. Intramural competition is available each semester.

The Ralph C. Wilson, Jr. Athletic Center houses a 30,000-square-foot open-span, multipurpose field house which hosts all the indoor intramural leagues, student recreational activities, and varsity team practices throughout the school year. The center also houses a two-tier fitness room and a weight room. Additionally, the facility boasts varsity locker rooms, a sports medicine suite, a state-of-the-art film room, ample meeting and office spaces, and fitness facilities.

Growney Stadium is home to numerous athletic programs and is an all-weather, lighted, artificial-turf stadium that allows for all-season and night-time play for intercollegiate contests, practices, and intramural activities

The Polisseni Track and Field Complex features a grandstand that seats over 1,000 fans, team locker rooms, public restrooms, and a press box. The lighted complex has an eight-lane, 400-meter competition track, which surrounds a natural grass multipurpose playing field.

On the south campus is Dugan Yard, one of the finest collegiate baseball facilities in New York State, along with the Dugan Player Development Center, the Softball Complex, track and field throws space, and two grass fields that provide additional opportunities for intramural leagues, recreation, and practices.

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St. John Fisher is the first collegiate partner of the Rochester Ice Center, located in Fairport, NY. The facility features three full-size hockey rinks with heated spectator seating. The men's and women's ice hockey teams will call this facility home for their inaugural season in 2025.

Clubs and Organizations

Fisher is proud of its nearly 50 student organizations. Each semester, the Student Government Association (SGA) and the Office of Student Engagement and Leadership hold an Involvement Fest with dozens of informational tables and enthusiastic student groups ready to recruit new members. Students will find many opportunities to pursue their interests, and new organizations form as students have the desire to create them. Membership and participation in all student organizations are open to all full time undergraduate students.

In addition to Involvement Fest, students can connect with clubs and organizations on campus by visiting The Cardinal Hub, student experience tool. Current Fisher students can log on to The Cardinal Hub to learn about campus resources, see a calendar of events, and meet club officers.

Dining Services

Fisher Dining Services provides a variety of convenient dining options across campus. All dining locations accept board meal plans, Cardinal Cash, and major credit cards. For up-to-date hours of operation, daily menus, and student events visit our **Dining Services website**.

Ward-Haffey Dining Hall

Located at the heart of campus, Ward-Haffey Dining Hall is the primary dining venue and is open seven days a week. This *all-you-care-to-eat* experience features a wide selection of rotating entrées, international cuisine, grill items, a salad bar, desserts, and more. For students on the go, Ozzi reusable takeout containers are available as a sustainable alternative.

Cyber Café (Golisano Gateway)

A campus favorite for coffee lovers and quick bites, Cyber Café proudly serves Starbucks beverages alongside freshly baked pastries, hot breakfast sandwiches, soups, grab-and-go salads, wraps, snacks, and desserts. Open Monday through Friday, it's the perfect stop for a pick-me-up between classes.

Fisher Sub Shoppe (Murphy Hall)

Fisher Sub Shoppe allows students to customize their sub sandwich just the way they like it. In the mornings, a full bagel bar and other breakfast options are available. Open seven days a week.

SONO Grill (Michaelhouse)

The SONO Grill offers made-to-order Latin American-inspired cuisine. The menu consists of bowls, tacos, and burritos with a variety of proteins, veggies, and toppings. Open Monday to Friday for lunch.

Pioch Commons Café

Located in the newly renovated Pioch Commons, this grab-and-go café offers a streamlined selection of Cyber Café favorites, including Starbucks Coffee, ready-made meals, and snacks — perfect for busy days. Open Monday to Friday for breakfast and lunch.

Student Government Association

The Student Government Association (SGA) is the student self-government that offers a variety of opportunities for democratic engagement. SGA serves as the representative student voice for University matters, and the SGA Senate operates as a deliberative assembly providing students with a means for expressing their views and debating important topics. SGA also stewards a portion of the Comprehensive Fee that supports clubs and organizations. All registered undergraduate students of the University are members of the Student Government Association.

Officers who are elected annually in the spring by students carry out the executive and administrative functions of the SGA. First Year and Transfer student Senator representatives are elected in the fall semester. The director of student engagement and leadership is the advisor to the Student Government Association.

Safety and Security

The Office of Safety and Security, located in Haffey Hall, is responsible for campus safety and operates 24 hours a day, seven days a week. Security officers are responsible for enforcing federal, state, and local laws, as well as University policies and regulations. Although security officers do not make arrests, the department works closely with the Monroe County Sheriff's Office in investigating and reporting criminal activity on our campus. The department will make timely reports to the campus community of incidents that represent a threat to students and employees. The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Crime Statistics reported to the Department of Education are publicly available on the **University website** as well as the **U.S. Department of Education's website** for campus crime statistics.

The Office of Safety and Security can be contacted at **(585) 385-8025** or for an emergency at **(585) 385-8111**.

Note: *All calls to the University switchboard and the Office of Safety and Security are recorded.*

Title IX Notice

St. John Fisher University is committed to maintaining a community in which learning and working can be carried out in an environment of respect, open-mindedness, and integrity. The University stands opposed to all forms of discrimination, harassment, and violence and will work to prevent such behavior within the University community. In accordance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and New York's Enough is Enough Law, the University does not discriminate on the basis of sex and prohibits sex discrimination in any program or activity that it operates, including admissions and employment. The Title IX Coordinator is the designated University official with primary responsibility for coordinating compliance with Title IX and related federal and state laws. The Title IX coordinator, Meg Flaherty, Ph.D., can be reached by phone at (585) 385-8232, email at **titleix@sjf.edu**, in-person in Campus Center 229, or outside of business hours by contacting the Office of Safety and Security at (585) 385-8111. The University non-discrimination policy and grievance procedure can be found on the University Title IX webpage.

School of Arts and Sciences
School of Business
School of Education
Wegmans School of Nursing
Wegmans School of Pharmacy

Academic Programs

St. John Fisher University offers majors in the humanities, social sciences, sciences, business, nursing, education, and pharmaceutical studies, spread across five schools: the School of Arts and Sciences, the School of Business, the Ralph C. Wilson, Jr. School of Education, the Wegmans School of Nursing, and the Wegmans School of Pharmacy. In addition, pre-professional programs and numerous minors are available. All academic programs are strongly rooted in the liberal arts.

Schools

- **School of Arts and Sciences**
- **School of Business**
- **Ralph C. Wilson, Jr. School of Education**
- **Wegmans School of Nursing**
- **Wegmans School of Pharmacy**

Undergraduate Majors

- **Accounting**
- **American Studies**
- **Athletic Performance***
- **Biochemistry***
- **Biology**
- **Business Administration (Online Degree Completion)***
- **Chemistry**
- **Computer Science**
- **Criminology and Criminal Justice**
- **Cybersecurity***
- **Data Analytics**
- **Economics**
- **English**

- **Film and Television**
- **Finance**
- **History**
- **Human Services***
- **Inclusive Adolescence Education***
- **Inclusive Childhood Education***
- **Interdisciplinary Studies**
- **International Studies**
- **Legal Studies**
- **Management**
- **Marketing**
- **Mathematics**
- **Media and Communication**
- **Modern Languages and Cultures**
- **Neuroscience and Behavior***
- **Pharmaceutical Studies***
- **Philosophy and Classical Studies**
- **Physics**
- **Political Science**
- **Psychology**
- **Public Health***
- **Public Relations***
- **Religious Studies**
- **RN to BS Online***
- **Sociology and Anthropology**
- **Spanish**
- **Sport Management**
- **Sustainability**
- **Traditional (Pre-Licensure) Nursing B.S. Program***

*No Minor Offered

Minors, Concentrations, and Certificate Programs

- **Accounting Certificate**
- **African American Studies (Minor)**
- **AI Literacy (Minor)**
- **Arts: Interdisciplinary Arts (Minor)**
- **Entrepreneurship and Innovation (Minor)**

- **Ethics (Minor)**
- **Gender & Sexuality Studies (Minor)**
- **Gerontology (Minor)**
- **Global Health (Minor)**
- **Health Communication (Minor)**
- **Information Technology (Minor)**
- **Philosophy and Classical Studies**
- **Professional Sales (Minor)**
- **Public and Professional Writing (Certificate)**
- **Spanish/Latino Culture for the Health Professions (Minor/Certificate Program)**

Special Programs and Academic Opportunities

- **First-Generation Scholars Program**
- **Honors Program**
- **Pre-Health Professions**
- **Pre-Law Opportunities**
- **Pre-Pharmacy**
- **Service Scholar Program**
- **Study Abroad Program**
- **The Washington Experience: Fisher Semester in Washington**

School of Arts and Sciences
African American Studies (Minor)
AI Literacy (Minor)
American Studies
Arts: Interdisciplinary Arts (Minor)
Athletic Performance
Biochemistry
Biology
Chemistry
Computer Science
Criminology and Criminal Justice
Cybersecurity
Data Analytics

School of Arts and Sciences

School of Arts and Sciences
- Overview

Overview

Ann Marie Fallon, *Dean*
Melissa Goodwin, *Associate Dean of Curriculum and Instruction and Director of the Fisher Core*
Tyler Woodward, *Assistant Dean of Assessment and Administration*

Arts and Sciences is at the core of a Fisher education. We offer graduate and undergraduate degrees and minors in more than 20 undergraduate academic disciplines. The Fisher Core, required of every undergraduate student, reflects the deeply held values of the University and provides students with a broad and engaged liberal arts education that prepares them to be lifelong learners and leaders in our community. Every degree program in the School allows students the freedom to explore their field and to understand how to apply their learning into future careers. Students often double major or minor in multiple areas, taking advantage of the clear pathways towards degree completion and the multiple opportunities to explore their favorite subjects and to pursue their passions and their vocations.

The School of Arts and Sciences prepares students for careers and graduate programs in a range of fields: from cybersecurity to the law, from film production to chemical analysis.

We offer pre-law, pre-medical and pre-dental programs. We collaborate closely with the School of Business to support an accelerated MBA. We have accelerated degrees in collaboration with the Ralph C. Wilson, Jr. School of Education, the Wegmans School of Nursing, and the Wegmans School of Pharmacy to enable students to complete accelerated graduate

Economics
English
Ethics (Minor)
Film and Television
First-Generation Scholars Program
Gender & Sexuality Studies (Minor)
Gerontology (Minor)
Global Health (Minor)
Health Communication (Minor)
History
Honors Program
Human Services
Information Technology (Minor)
Interdisciplinary Studies
International

educational programs in mental health counseling, education and pharmaceutical studies.

We offer a wide variety or undergraduate research experiences from students from life sciences to history, support robust study abroad programs and provide advising support for students to pursue internationally competitive scholarship programs like Fulbright and Goldwater.

Perhaps most importantly, our highly qualified faculty actively engage with all our students to support the pursuit of their goals and their passions.

Studies

Legal Studies

Mathematics

Media and Communication

Modern Languages and Cultures

Neuroscience and Behavior

Philosophy and Classical Studies

Physics

Political Science

Pre-Health Professions

Pre-Law Opportunities

Pre-Pharmacy

Psychology

Public and Professional Writing (Certificate)

Public Health

Public Relations

Religious Studies

Service Scholar Program

Sociology and Anthropology

Spanish

Spanish/Latino Culture for the Health Professions (Minor/Certificate Program)

Sport Management

Study Abroad Program

Sustainability

The Washington Experience: Fisher Semester in Washington

School of Business

School of Education

Wegmans School of Nursing

Wegmans School of Pharmacy

African American Studies (Minor)

Overview

Carolyn Vacca, *Chair of the Division of Humanities*

African American Studies is a minor that studies the history, culture, contributions, religion, and broad experience of Black/African Americans, their descendants, and the connections across time and space. The minor affords students an opportunity to understand and appreciate the diverse experiences of American people of the African diaspora. The curriculum explores Black American cultures and experiences in the United States. Students will examine the complex history, culture, and contemporary experiences of Black people in an ever-changing world. Students are encouraged to seek connections between Black/African American studies and their work in other disciplines and programs.

Program Requirements

Minor in African American Studies

Requirements

Introductory Course – *3 credits*

- AFAM 150D – P5 Introduction to African American Studies (3)

Electives – *15 credits*

Choose **FIVE** courses from the following (two MUST be at the 300-lvel or higher):

- HIST 304 – Hip Hop and Punk Rock
- HIST 322 – Reconstruction and Race
- HIST 353 – The Civil Rights Movement
- ENGL 335 – African American Literature
- SOCI 344 – Social Determinants of Health
- POSC 365 – Reproductive Rights through a Black Feminist Lens
- SUST 304 – Environmental Racism

Total: 18 credits

**May be applicable depending on topic; consult with AFAM program director for approval.*

Note: *Courses may not be used for credit in the student's major and the AFAM minor without permission of the minor program director. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.*

African American Studies (Minor) Courses

AFAM-150D P5 Int AfricanAmer Studies (3)

This course addresses the social, political, and economic issues confronting people of African descent, particularly in the United States. The course is comparative and focuses on Black history and contributions as essential perspectives within world history and development. The course exposes students to the formation, development, and persistence of the Black experience over time and space; establishes the scholarly, intellectual basis for the study of African American life and culture; and highlights various perspectives and modalities for the study of Black life. We review events, trends, and biographical materials that reflect how African Americans view themselves, as well as how they have been regarded by society. Developing an appreciation for the African American experience as a pivotal and central experience within the American mosaic assists students to become positive and productive citizens in a multicultural world.

Typically offered:
Variable

Attributes: AMSS P5 YLIB

AFAM-305P P5 BlackThought:20th/21stC (3)

This course introduces students to African America's economic, social, political, religious, gender, racial, and ethnic backgrounds through an exploration of the lives, words, and deeds of the most influential minds within the race. Scholars, religious leaders, and community activists guided the largest U.S. racial minority through segregation to the present participation in political and economic institutions. Their struggle inspired freedom movements throughout the world. The course promotes an understanding of multidisciplinary learning, self-examination, and intercultural unity. The long-term goal is that pupils understand the cycle of racial oppression in the United States and how African Americans have worked to break it.

Attributes: AMSS P5 YLIB

AFAM-450 African American Culture (3)

Participants conduct comparative research on the customs and mores of the social environments in communities of color in the greater Rochester area. The research methodology should infuse a deeper understanding of how factors such as poverty or race shape human lives. Students spend at least two hours weekly in the classroom and two hours on-site, interacting or working with a community-based organization. Through classroom and community activities, participants are guided to develop a comprehensive report that compares and contrasts the cultural environments.

Attributes: YLIB
Pre-requisites: AFAM-150P D- OR AFAM-150T D-

AFAM-1001 Civil Rights & Civil Wrongs (3)

In this learning community, students will explore historical and contemporary African American Civil Rights movements, examining legal, cultural, spiritual, and/or social reasons that inspired widespread peaceful activism across the country, including the involvement of various populations (religious communities, artists, students, teachers, children, etc.) committed to activism, and the key role of nonviolence in these efforts. Students will gain a historical understanding of the importance of the 1950s-1960s Civil Rights movement, as well as making connections to current protest movements, such as Black Lives Matter. Civil “rights” can be seen in multiple contexts, such as the legal human rights for which activists fight, as well as discussing whether there are “right” ways to go about achieving social change. Civil “wrongs” can also be seen in multiple contexts, such as denial of basic human rights to African American citizens, as well as whether there are “wrong” ways protestors (or counter-protestors) can achieve their goals.

Typically offered:
Fall

Attributes: LC YLIB

AFAM-1002 Presence of Impact:Leaders (3)

This course will provide students with a comprehensive understanding of the presence and societal impact of African American leaders in the Finger Lakes and Western New York regions. Through narrative and placed-based studies, classroom discussions and activities, and interactions with community leaders, students will investigate the historic and current impacts of African Americans on their respective communities. The course will focus on the societal settings and related leadership methods used by local African American leaders from the colonial period to the present time. Using a narrative approach, each student will independently examine and analyze an African American leader’s personal identity traits and leadership characteristics. Working in groups, the students will evaluate and demonstrate knowledge of how their selected leaders’ legacy or present-day actions relate to local community issues and challenges.

Typically offered:
Fall

Attributes: LC YLIB

AFAM-1003 Black Speculative Futures (3)

As a part of this course, students will explore black speculative narratives that focus on imaginings of the future. These narratives will take a wide range of forms, including but not limited to short stories, novels, podcasts, films, and music. Through these texts, students will explore how black speculative narratives are used to discuss our historical and current political realities and imagine and work toward utopic possibilities. As students better understand these narratives and how they function, they will be encouraged to develop their writing and communication skills by creating their own speculative narratives. This LC is paired with Political Science Fiction, creating a collaborative space that blends the spaces we imagine with the spaces we live, giving students a chance to explore the racialized political realities that we live in and begin developing the skills to shape these realities. Through this interdisciplinary set of Learning Collectives, students will see the applicability of their liberal arts education in forming their own critical perspectives and, at the same time, the utility of worldbuilding and fiction as a practice of making meaning, envisioning just futures, and growing them together in our uncertain world.

Attributes: LC YLIB

AFAM-1299 Research-based Writing (3)

Students study and practice skills relates to academic and professional research through the development of independent inquiry-

based projects. In their projects, students assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Typically offered:
Spring

Attributes: RW YLIB ZRES

AFAM-2101 Race Equity:Talk to Action (3)

In this course, students will read important and timely texts on racism in America today, with a particular focus on the fight for race equity of Black and Brown peoples. This course has different areas of focus each year, such as police brutality, healthcare, education, and other cultural and political issues of the moment. Each time the course is offered, students focus on a key issue, as students learn the skills to better communicate with one another and to better understand key aspects of this community issue from multiple perspectives. This class is primarily discussion-based, with multiple opportunities for self-reflection, group interaction, and dialogue. Students will engage with the community (in different forms, whether on campus or in Rochester), as students develop a group project (such as a speaker series or interviewing community members), in order to put learning into practice (through campus dialogues on race or written proposals to local politicians).

Focus for fall 2021 will be “police brutality,” with selected texts, such as All American Boys, The Hate U Give, and The New Jim Crow.

Typically offered:
Variable

Attributes: CCE YLIB

AFAM-2102 Intro to Anti-racism Prac (3)

This course offers an introduction to anti-racism practice. What are different definitions and types of racism? What does it mean to be an anti-racist? Students will engage with the Rochester community in their exploration of these questions, putting theory into practice. Depending on the semester, this could be achieved through speakers, workshops, and/or a group project. Students will also reflect upon their new learning throughout the course, as they connect scholarly and other readings with life experiences and collaborative efforts through writing exercises.

Typically offered:
Variable

Attributes: CCE YLIB

AFAM-2350 Equal v Equity:Afric Am Exp (3)

This course is designed to cultivate students’ cross-cultural understanding, relationships, and engagement among various groups within African American communities, as well as to deepen students’ understanding of the impacts of equality and equity in politics, economics, society, technology, law, and/or the environment. Students will be introduced to analytical frameworks through which they can explore, recognize, and honor the influence of a person’s cultural background on patterns of race equality and race equity. This course is designed to develop students’ cultural humility; to facilitate bridge-building; and to encourage engagement in diversity, inclusion, equality, and equity initiatives. Through personal reflection, group dialogue, and group interaction, students explore the changing demographics of our communities; become familiar with core, secondary, and organizational dimensions of diversity; participate in powerful reflection and identity exercises; and articulate opportunities for inclusion in all areas of the work of their future professions.

Typically offered:
Fall

Attributes: DEI YLIB

AI Literacy (Minor)

Overview

Carolyn Vacca, *Chair of the Division of Humanities*

The AI Literacy minor is designed to equip students with the critical knowledge and analytical skills needed to navigate a world where AI increasingly shapes both personal and professional spheres. This minor is open to all undergraduate majors and assumes no coding experience and *focuses on evaluating AI's capabilities, limitations, and societal implications.* By examining both the benefits and challenges of AI, students will be prepared to play an active role in shaping its ethical and effective implementation across industries. The curriculum prioritizes opportunities for students to understand AI's impact and thoughtfully engage with its applications in real-world contexts. Through this interdisciplinary approach, students will emerge as informed leaders and responsible stewards of AI's evolving role in society.

Program Requirements

Minor in AI Literacy

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Introductory Courses – 9 *credits*

- AILI 101 – Artificial Intelligence: Foundations & Impacts (3)
- AILI 102 – Computational Thinking and Artificial Intelligence for Creative Applications (3)
- AILI 201 – Philosophy and Culture of AI: Rethinking Humanity in the Machine Age (3)

Electives – *9 credits*

Choose **THREE** courses from the following group:

- COMM 2110 – Seeking Truth in Media (3)
- ENGL 346 – Hacking in the Humanities (3)
- MGMT 365 – AI for Business (3)

- WGST 272 – Digital Feminisms (3)
- ALL AILI courses

Total: 18 credits

AI Literacy (Minor) Courses

AILI-101 AI: Foundations & Impacts (3)

This foundational course provides a comprehensive overview of artificial intelligence (AI), tracing its historical development, examining its core concepts and diverse applications, and analyzing its profound impact on society. Students will explore the different types of AI, including narrow AI and generative AI, exploring how they work and delve into key milestones that have shaped the development of this technology over time. The course critically examines the strengths and weaknesses of AI technologies, addressing critical issues such as hallucinations, bias, ethical dilemmas, privacy concerns, and copyright implications. This course will also explore the recent developments in AI and its use in other technology fields. Through case studies and discussions, students will investigate AI's transformative role in various industries and its implications for the future of work. Students will gain hands-on experience using a variety of AI platforms through the course as well.

Attributes: YLIB

AILI-102 Comp Thinking & AI (3)

This course explores computational thinking within artificial intelligence (AI) and its creative applications. Students will develop an understanding of core concepts like algorithms, pattern recognition, and data representation, and how these inform AI systems. Through hands-on activities and case studies, students will investigate how AI technologies can enhance creative workflows, facilitate innovative problem-solving, and generate novel forms of expression.

Attributes: YLIB

AILI-201 Phil & Culture of AI (3)

This interdisciplinary course examines artificial intelligence (AI) through the lenses of philosophy, history, and cultural studies. Students will engage with fundamental questions about the nature of intelligence, consciousness, and creativity in the context of AI, exploring its potential impact on human identity and societal values. The course analyzes historical conceptions of AI and investigates its evolving portrayal in literature, film, and popular culture. Through critical analysis and discussion, students will develop a nuanced understanding of AI's role in shaping our understanding of ourselves and the world around us.

Attributes: YLIB
Pre-requisites: AILI-101 D- AND AILI-102 D-

American Studies

Overview

Carolyn Vacca, *Chair of the Division of Humanities*

St. John Fisher University American Studies graduates contribute to our democracy with a deeper understanding of American life, the motivation to improve our world, and cutting-edge skills employers want, including the ability to ask important questions, solve complex and relevant problems, collaborate across difference, lead difficult conversations, write for various audiences, and successfully present their results in public forums.

American Studies graduates often seek careers in education, teaching elementary school or high school social studies. Another popular path is law school or graduate school in American studies and related fields (such as business, communications, English, history, library science, political science, psychology, social work, and sociology). American studies graduates pursue careers in business, policy advocacy and community work, cultural organizations and non-profits, higher education and student affairs, and libraries and museums.

Some majors pursue the 4+1 Teacher Certification Program or the 3+3 Pre-law Program (see descriptions and links below), and others take advantage of post-graduation employment opportunities like *Rochester Youth Year*.

Why pursue American Studies at Fisher?

American studies courses give you the opportunity to better understand the cultures of the United States through the study of literature, arts, history, politics and social movements. American studies encourages you to approach intellectual and complex real-world problems from a variety of perspectives and to understand that different disciplinary approaches complement each other and can result in more creative answers to questions of both historical and contemporary interest.

The American studies major offers a balanced educational experience in the humanities and social sciences. Our major prepares you to live meaningful lives as informed citizens, aware of our rights and responsibilities in an increasingly complex global environment. The American studies department supports and encourages majors to consider taking advantage of one of the many study abroad opportunities offered by the University.

Through the study of various dimensions of past and present American society and culture, American studies majors:

- Understand interdisciplinary approaches to the study of American culture.
- Develop the ability to conduct research in areas in the general scope of American studies and communicate the results of such research.

Become qualified and prepared for careers in professions such as education, law, public administration, and business, as well as for advanced study in American Studies and related fields.

What makes Fisher American Studies unique?

In addition to the opportunity to intern or experience a semester abroad or in Washington, DC, participating in our nation's democracy through various organizations, majors work closely with our faculty, who specialize in place-based learning, working with archival resources, ArcGIS mapping expertise, leading difficult conversations, research writing, public presentation, and community-engaged partnerships.

American Studies graduates understand American identities and cultures, as well as thoughts and institutions, and engage in the democratic experiment as global citizens.

Teaching Certification

The American studies major provides both the content and the habits of mind necessary for students to become dynamic teachers with cutting-edge skills employers want, including developing an anti-racist understanding of American history and cultures, ArcGIS mapping expertise, skills to lead difficult conversations, and practice working with archival resources. American studies is an approved content major/area for inclusive childhood education and for adolescence social studies teaching certification.

4+1 Teacher Certification Program

The Ralph C. Wilson, Jr. School of Education offers a 4+1 program designed to provide an accelerated pathway to New York State Teacher Certification for highly qualified students in the liberal arts and sciences.

This competitive program allows you to complete your baccalaureate degree in the liberal arts and sciences and a master's degree in inclusive education with dual teacher certification in five years. For more information visit: https://www.sjf.edu/major-minors/american-studies/41-teacher-certification/

3+3 Pre-Law Programs

Earn a law degree in six years through the Legal Education Accelerated Program (LEAP) at Fisher.

St. John Fisher University, in conjunction with the State University at Buffalo School of Law, Michigan State University Law School, and Ohio Northern University Petit School of Law, offers the opportunity for a select number of qualified St. John Fisher University students to earn a bachelor of arts degree and a juris doctor degree over the course of approximately six years of full-time study. For more information visit: https://www.sjf.edu/major-minors/legal-studies/33-program/

Program Requirements

B.A. in American Studies

In addition to liberal arts Core requirements, 7 credits in concentrated American studies coursework are required for the degree major. You will also choose 27 credits of elective classes from content areas including American Studies and related disciplines: African American Studies, Arts, Economics, English History, Philosophy, Political Science, Religious Studies, Sociology, and Gender and Sexuality Studies (see electives list below).

For students majoring in American studies, all courses designated AMST and all elective courses chosen from the electives list (see below) that may apply to the major are included in the determination of the grade point average in the major.

Note: *There are additional specific requirements for American studies majors who are also majoring in inclusive adolescence education or inclusive childhood education. Please refer to these specific course requirements below under the Inclusive Adolescence Education Dual Major/Concentration heading or the Inclusive Childhood Education Dual Major/Concentration heading*

Requirements

Foundation Core Courses – 7 *credits*

Core courses must be taken at Fisher.

- AMST 123 – This is America (3) OR AMST 210P – American Experience (3)*
- AMST 270 – Career Planning Seminar (1)**
- AMST 470 – Senior Research Seminar (3)

*If both courses are taken, one course counts as an elective.
**Optional for education majors

Electives – *27 credits*

Nine of the remaining American Studies elective courses can be any American Studies course and select courses from African American Studies, Arts, Economics, English, History, Philosophy, Political Science, Religious Studies, Sociology, and Gender and Sexuality Studies that focus on theories and methods concerning the American experience (see electives list below). **Two** elective courses must be at the 300- or 400-level, **one** with an AMST prefix and the other in American Studies or a related discipline (English, History, Political Science) that focuses on theories and/or methods concerning the American experience (consult electives list below or permission of Chair).

- Any American Studies course (AMST prefix) (3)
- AFAM 2101 – Race Equity: Talk to Action (3)
- AFAM 2102 – Intro to Anti-Racism Practice (3)
- AFAM 2350 – Equality v Equity: African American Experiences (3)
- ARTS 2100 – Engaging Public Arts (3)
- COMM 2175 – It Happened Here (3)
- ECON 224 – Economics of Healthcare (3)
- ECON 254 – Economics of Crime (3)
- ENGL 297 – P1 Readings in American Literature (3)

- ENGL 2320 – AFAM Literature & Culture (3)
- ENGL 2360 – Imagining the American Dream (3)
- ENGL 2362 – Multicultural America (3)
- ENGL 335 – Studies in AFAM Literature (3)
- ENGL 336 – Studies in Native American Literature (3)
- ENGL 337 – Multicultural Literature (3)
- ENGL 339 – American Literatures (3)
- HIST 103D – P3 The United States to 1865 (3)
- HIST 104D – P3 The United States Since 1865 (3)
- HIST 296D – History of Rochester (3)
- HIST 298D – New York State History (3)
- HIST 322 – Reconstruction and Race (3)
- HIST 351P – The United States Since 1945 (3)
- HIST 390 – Public History, History and Community (3)
- HIST 441 – American Colonial History (3)
- PHIL 2301 – Indigenous Issues Today (3)
- POSC 111C – P3 Introduction to American Government (3)
- POSC 200 – Doing Political Science (3)
- POSC 224 – P3 Campaigns and Elections (3)
- POSC 317 – The Presidency (3)
- POSC 318 – Congress (3)
- POSC 325 – Constitutional Law (3)
- REST 2372 – Martin & Malcolm (3)
- SOCI 2484 – Understanding Racism (3)
- WGST 2121 – Queering Film (3)
- WGST 2303 – Queer Studies (3)
- WGST 2419 – Disability and Social Justice (3)

Total: 34 credits

B.S. Inclusive Adolescence Education/American Studies Dual Major

Students pursuing teaching certification in inclusive adolescence education (social studies) may ***dual major*** in inclusive adolescence education and American studies and earn a *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (see Inclusive Adolescence Education for details) the American Studies Department in conjunction with the Education Department has outlined the following requirements for the American studies major and certification in social studies. Students must earn grades of "C" or higher in all courses in the content area.

- Choose ONE:
  - AMST 123: This Is America
  - AMST 210: American Experience

- AMST 470: Senior Research Seminar (3)
- HIST 103: U.S. to 1865 (3)
- HIST 104: U.S. Since 1865 (3)
- POSC 111: American Government (3)
- Any TWO courses from American Studies electives list with an AMST prefix (6)
- TWO additional course at the 300- or 400-level from electives list (3)

Additional courses required for NYSED approval:

- Choose ONE:
  - ECON 105: Principles of Microeconomics
  - ECON 106: Principles of Macroeconomics
- HIST 300: Modern World: Geog & Pol (3)
- HIST 101: Europe 1500-1815 (3)
- HIST 102: Europe Since 1815 (3)

Total: 39 credits

Note: *These requirements add five additional credits to the content area of the American studies major. As early as possible, students should consult with an education advisor to set up a program leading to certification. It is strongly recommended that students interested in teaching social studies take a Global Connections elective (such as HIST 106: Asian Civilization Since 1800 or HIST 219: Modern Middle East), and it is recommended that students take both ECON 105 and 106. These courses, if taken, would be used as general electives. HIST 298: New York State History is also suggested as an elective in the American Studies major.*

B.S. Inclusive Adolescence Education Major with a Social Studies Concentration (AMST)

Students pursuing teaching certification in inclusive adolescence education (social studies) may choose to complete a ***concentration*** in American studies instead of a major, resulting in a *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (see Inclusive Adolescence Education for details), the American Studies Department in conjunction with the Education Department has outlined the following courses for the American studies concentration which meet the New York state requirement for social studies certification. Students must earn grades of "C" or higher in all courses in the content area.

- Choose ONE:
  - AMST 123: This Is America
  - AMST 210: American Experience
- HIST 103D – P3 The U.S. to 1865 (3)
- HIST 104D – P3 The U.S. Since 1865 (3)
- POSC 111C – P3 The American Government (3)
- Any ONE AMST course from AMST elective list with an AMST prefix (3)
- TWO additional course at the 300- or 400-level from electives list
- Choose **ONE:**

ECON 105C – P3 Principles of Microeconomics (3)

- ECON 106C – P3 Principles of Macroeconomics (3)
- HIST 300: Modern World: Geog & Pol
- HIST 101: Europe 1500-1815
- HIST 102: Europe Since 1815

Total: 33 credits

Note: *As early as possible, students should consult with an education advisor to set up a program leading to certification. It is strongly recommended that students interested in teaching social studies take a Global Connections elective (such as HIST 106: Asian Civilization Since 1800 or HIST 219: Modern Middle East), and it is recommended that students take both ECON 105 and 106. These courses, if taken, would be used as general electives. HIST 298: New York State History is also suggested as an elective in the AMST concentration.*

B.S. Inclusive Childhood Education/American Studies Dual Major

Students pursuing teaching certification in inclusive childhood education must declare either a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education majors who wish to pursue a ***dual major*** with American studies take all of the major requirements as listed above (B.A. degree requirements) with the exception of the Career Seminar, in addition to meeting all of the inclusive childhood education requirements (see Inclusive Childhood Education for details). Students must earn grades of "C" or higher in all courses in the content area. As early as possible, students should consult with an education advisor to set up a program leading to certification. It is recommended that students take HIST 298: New York State History or HIST 296: History of Rochester as one of their electives.

B.S. Inclusive Childhood Education Major with a Social Studies Concentration (AMST)

If an inclusive childhood education major wishes to complete a ***concentration*** in American studies, the American Studies Department in conjunction with the Education Department, has outlined the following courses which meet the New York state requirement for a liberal arts concentration in this field. Students must take all of the major requirements as listed above (B.A. degree requirements) with two exceptions of the Career Seminar (which is optional) and the senior Research Seminar, in addition to meeting all of the inclusive childhood education requirements (see Inclusive Childhood Education for details). Students must earn grades of "C" or higher in all courses in the content area. As early as possible, students should consult with an education advisor to set up a program leading to certification. It is recommended that students take HIST 298: New York State History or HIST 296: History of Rochester as one of their electives.

Minor

Minor in American Studies

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Choose ONE required course (3 credits):

- AMST 123: This is America*
- AMST 210: American Experience*

Choose ANY FIVE electives: (consult Electives list) **(15 credits)**

- At least ONE of which must be at the 300- or 400-level
- At least TWO of which must be an American Studies/AMST prefix
- At least ONE of which must be a non-American Studies/AMST prefix

*If both courses are taken, one course counts as an elective.

Total: 18 credits

Note: *Only one course applied to a student's major may also be used to satisfy a requirement in the American studies minor.*

American Studies Courses

AMST-123 This is America (3)

What is American Studies? In this fun introductory course, we explore and analyze various dimensions of American life and culture, using material drawn from everyday life, such as popular music, movies, TV shows, social media platforms, and novels. Paying close attention to our everyday lives can give us insight into America's social, artistic, historical, cultural, economic, and/or political contexts. Through observing, reading, discussing, and writing, this class introduces students to the basics of American Studies—the study of American culture through multiple perspectives. Course content will change based on emerging topics in American life, such as ideas of success, happiness, or freedom; overcoming challenges; social media trends; and/or the role of democracy.

Typically offered:
Fall

Attributes: YLIB

AMST-140 American Dialogues (3)

This course investigates current issues in the media and examines their underlying connections to gender, race, and sexuality in American history. Topics covered may include: school shootings, bullying, urban education, locker room culture, gendered behavior codes, racial profiling, birth control, and media representation of sexuality. Texts include essays, films, television shows, songs, YouTube clips, and other media.

Attributes: AMSS YLIB

AMST-210P P3 American Experience (3)

The United States is premised on the ideals of democracy and equality, but the realities of the nation's past show that the United States has sometimes fallen short of those ideals. In this course, we consider the ways that race, gender, and class have helped shape "the American experience." We use fiction, film, autobiography, photography, and the mass media to explore these themes.

Typically offered:
Spring

Attributes: P3 YLIB

AMST-270 Career Planning Seminar (1)

This course is designed for American Studies majors and minors to help them better understand the unique features of the field of American Studies in order for them to more effectively make use of their major in their career of choice.

Typically offered:
Fall – Even Years

Attributes: YLIB

AMST-300D P1 Reading Amer Culture (3)

In this course, students are introduced to methods for analyzing a wide range of primary source materials relevant to the study of American culture. In any given semester, students may examine issues related to the myth of the frontier, immigration, the politics of race and/or gender, popular culture; all of which are central topics in the field of American Studies. The materials examined in any given semester may include literature, photography, art, magazines, films, political documents, etc. Analytical skills are foregrounded over theoretical models. For American Studies majors, this course serves as preparation for more advanced study of American culture.

Typically offered:
Variable

Attributes: P1 YLIB

AMST-370 AMST: Discipline & Theory (3)

In this course, students trace how the theoretical and methodological approaches to some of the key questions in American Studies have changed over the years, leading students to an understanding of both the contingency of knowledge and the complexity of the field. Students are asked to examine how other scholars have approached some of the material they encountered in AMST 300D, and students begin to enter into a dialogue with other practitioners of American Studies.

Attributes: YLIB ZRES
Pre-requisites: AMST-300D D-

AMST-470 Senior Research Seminar (3)

This capstone course is a research-intensive seminar in which students will engage in research projects of their own choosing. The beginning of the semester includes exercises in research methodology and identification of appropriate research topics. The second half of the semester includes class presentations and research paper workshop exercises.

Cross-listed with WGST 470.

Typically offered:
Spring – Odd Years

Attributes: WGST YLIB ZCAP ZRES
Pre-requisites: AMST-370 D-

AMST-475 Washington DC-Internship (6 TO 9)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, the department chair and TWC liaison (Dr. Monica Litzenberger) is required to register.

Attributes: YLIB
Pre-requisites: AMST-476 Y D-

AMST-476 Washington DC-Seminar (3 TO 6)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, the department chair and TWC liaison (Dr. Monica Litzenberger) is required to register.

Attributes: YLIB
Pre-requisites: AMST-477 Y D-

AMST-477 Washington DC-Forum (1 TO 3)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, the department chair and TWC liaison (Dr. Monica Litzenberger) is required to register.

Attributes: YLIB

AMST-490 Internship (1 TO 3)

These courses allow qualified students to gain work experience in a variety of settings related to their major. Internships are graded S/U and are applied as electives.
Permission of the department chair is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB

AMST-496 Independent Study – AMST (.5 TO 3)

This course is intended to allow upper-division majors to explore specific topics of special interest not covered in the regular American Studies curriculum. Working with a faculty advisor, the student prepares a written proposal that is submitted to the department chair for approval.

Completion of the Independent Study/Tutorial Authorization form is required.

Attributes: YLIB

AMST-1001 American Identities (3)

Course covers how the diverse identities of Americans are constructed, defined, and explained. Introduces a variety of methods and approaches that constitute the field of American Studies. Through a range of sources, including history, fiction, film, and music, It explores individual, family, community, class, gender, ethnic, and racial identities in relation to regional and national identities as they have been defined in the post-World War II era.

Typically offered:
Fall

Attributes: AMUS LC YLIB

AMST-1020 Seeing Segregation (3)

Using digital archives, online mapping resources, scholarly readings, and classroom discussions, students will learn about structures of racial segregation in Rochester throughout the twentieth century and into the twenty-first century. In addition, students will come to understand that while each city's history is unique, there are historical patterns of structural inequity that can be traced from place to place, allowing Rochester to shine a spotlight on wider, national trends.

Attributes: LC YLIB ZCIV

AMST-1030 Refugees & Race in ROC (3)

In this learning community, we will explore how refugee communities in Rochester are a meaningful part of our city. We will examine both global and local dimensions of the relocation process (including how identity characteristics, such as race and nationality, impact who can achieve refugee status), and the central role of cultural, historical, and environmental factors that contribute to flight from one's home country and resettlement in America. The role of place in this process will also be examined, by interacting with refugee communities in Rochester (such as parts of the Maplewood community) and corresponding support services (e.g. Mary's Place, Refugees Helping Refugees, Catholic Family Center). This class will practice civic engagement, as we develop cultural humility and cultural empathy and expand our understanding of meaningful citizenship.

Attributes: LC YLIB ZCIV

AMST-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of inquiry-based projects. In their projects, student assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Typically offered:
Spring

Attributes: RW YLIB ZRES

AMST-2120 College Life is Civic Life (3)

While it is not uncommon to hear people discuss college life as somehow divorced from "real life," that perception of higher education is inaccurate. Colleges and universities are buffeted by the same forces – economic, political, cultural, climatological – that impact the rest of the world. College life is real life and if "real life" involves civic engagement, then it stands to reason that civic engagement can be a meaningful part of college life.

In this course, we cover some history of students being civically engaged in the United States, particularly over the past fifty years or so. We scan the landscape of contemporary higher education and some of the social issues found pressing on college campuses across the country.
Armed with a better understanding of the variety of campus issues being addressed in the contemporary United States, students have the opportunity to add their voices to the chorus of students seeking to make a meaningful impact on the world. Students work collaboratively to identify issues of importance and to find ways to move the needle on tough issues in the direction that they would like to see things changed.

Attributes: AMSS CCE YLIB

AMST-2140 Immigration Stories (3)

In this class, we explore immigration narratives, and we imagine walking in the footsteps of different immigrants over time: What does it mean to become a citizen? What is it like to live in America as an undocumented worker? Why do different groups want to come to America? What ties bind people to their homelands? We begin by examining the history of U.S. immigration policies; learning facts about the citizenship process; and discussing contemporary immigration issues (such as the “Muslim ban” and border wall disputes). After becoming acquainted with facts, policies, and issues, we then examine personal meanings and interpretations of citizenship through autobiography, fiction, film, documentaries, and speakers (with a focus on 20th/21st century texts). Our discussions include close reading and primary source analysis, as well as broader examination of the literature in its historical and cultural contexts. You will facilitate a Book Club, write short essays, and practice communicating effectively with diverse audiences. By the end of the course, you should have clear knowledge of the broad history of U.S. immigration policy, understanding of what it takes to gain citizenship as an immigrant, and insight about who has been encouraged/prohibited over the course of U.S. history (and why).

Typically offered:
Fall

Attributes: CCE YLIB

AMST-2150 Amer Public School Stories (3)

This course explores American education in our local schools from a place-based perspective. Through stories, interviews, and research we will analyze education in Rochester as a way to understand the inextricable relationship between our communities, our schools, and our citizens. We will investigate how our county and our city came to be the way they are today – in terms of racial segregation, class inequity, graduation rates, and college-readiness – in order to better understand why inequities persist. We will ask questions like the following: “What does the future of public education in Monroe County look like?” We will hear from community members, reflect on our own school stories, and complete a group project that addresses these questions.

Typically offered:
Spring

Attributes: CCE YLIB

AMST-2201 Photography and Amer Scene (3)

This course introduces students to the potentials and challenges of using photography as a source of historical information. It begins with the assumption that much of our understanding of the past has been shaped by the images of the past that we’ve seen. (Think about your high school history books, for example.) The class then moves to an analysis of the ways that photographs have been used to represent and interpret the world. These two strands lead to the inherent contradictions of photographs being both “objective” records of the physical world and subjective expressions of individual photographers.

Typically offered:
Spring

Attributes: AMHU CIA YLIB

AMST-2203 America at the Movies (3)

In this course, we study one or more major film genres (such as drama, sci-fi, action, horror, documentary, or LGBTQIA+ films/queer cinema) and engage with critical texts pertinent to that genre. Films are cultural artifacts, and Hollywood has a long history of being one of the centers of the global motion picture industry, giving it a position of power (rightly or wrongly) in shaping some cultural attitudes. We examine how films intersect with current events, government policies, and social trends, as well as how these films are produced and publicized.

Films are studied in relationship to their cultural and historical context, their formal composition, and other theoretical and critical perspectives. Students learn some of the tools necessary for appreciating the depth and scope of creative expression found in the literary and visual arts. Students describe and interpret films through written arguments, with an additional opportunity to demonstrate their knowledge through the creation of an original work of art.

Typically offered:
Variable

Attributes: CIA YLIB

AMST-2230 Memoirs & Bookclubs (3)

In this discussion-based class, we read four or five memoirs, you write both your own memoir and a research paper, and groups facilitate a Bookclub for each text. Memoir is creative nonfiction writing that shows us a glimpse into the life of another person. Unlike autobiography, it does not chronicle the span of a person's life, but rather gives us insight into one experience—growing up in childhood poverty, being the Black son of a white mother, being the only Chinese American family in a small town, questioning one's sexuality in high school, being a child of divorce, being a Mexican American border agent, and more! Memoirs can be a tool to help us understand American cultural history from the perspective of someone living in the moment. Note: Selected memoir topics change each semester.

Attributes: CIA

AMST-2310 Crime in Context (3)

This course investigates how American laws have marked different categories of people (via race, gender/sex, socioeconomic status, sexual orientation, immigration status, disability status, etc.) and/or people's bodies as illegal or criminal and examines how these categories impact the treatment of people from different identity groups (using historical examples, such as women/girls during the Salem witch trials and contemporary examples like Daniel Prude in Rochester, NY). We examine who has been labeled "criminal" and what people or acts are considered "crimes," in order to develop a better understanding of how these notions are culturally bound and how they can change over time. We will investigate primary sources (novels, newspapers, documentaries, YouTube links) and secondary sources (books and articles) to understand fears, beliefs, and cultural myths about crime and punishment in America. We will consider questions like: Who gets to decide which people or what actions are legal? What used to be a crime, but is now legal? You will create a group project. You will write a research essay where you make links between American laws and policies and aspects of your own identities/communities, in order to better understand to what extent your own story has been impacted by U.S. law and policy.

Typically offered:
Variable

Attributes: DEI YLIB

AMST-2370 Race, Gender&Social Change (3)

This course explores the history of race, gender, and social change in America, with different areas of focus in alternating years. Students examine historic (and current) injustices and inequalities that have led to changes in law and in culture, as well as simultaneously occurring movements by groups who oppose equal rights (e.g. Citizens' Councils during the Civil Rights movement). We also explore common divisions that occur within movements (e.g. SNCC and SLCC). Part of successful peaceful social change involves being clear about one's goals in the face of obstacles, practicing nonviolence, and avoiding burnout. How do activists create communities to support and to sustain each other? How can we achieve calmness and resilience in the face of human actions and government policies that inspire frustration and anger? In this polarized society, how do we (or can we) listen to opposing views with an open mind? How can we create change in our daily lives and/or on the national level? Students put theory into practice: reading about and practicing mindfulness; practicing Sustained Dialogue in weekly dialogues about race (on campus and in the country); and collaborating in small groups to create your own activist projects, informed by peaceful dialogue-to-action models. Possible focus areas include the following: Black feminisms(s), Black Lives Matter, Civil Rights movement, post-2017 protests, Black Women's club movement, abolition movement, voting rights, whiteness.

Typically offered:
Spring – Odd Years

Attributes: AMUS DEI YLIB

AMST-2380 Myths/Truths Native Amer (3)

This course is about some of the myths that non-Native people have about Native Americans, where those myths came from, and the effects of those myths on Native American sovereignty and dignity. Through class readings, films, news articles, and discussions, we work to dismantle some of those myths in order to allow for some of the truths of Native Americans – both historical and contemporary – to come to light.

Attributes: AMHU DEI YLIB

AMST-2460 Feminist Dialogues (3)

This course explores the historical foundations of American feminisms, discussing the evolution of feminist theories from the nineteenth through the twenty-first century, focusing on the four main American feminist movements (waves). We discuss the influences and contributions of the abolitionist movement on American feminisms. We read key first wave feminists (Sojourner Truth, Elizabeth Cady Stanton) and learn about events such as the Seneca Falls women's rights convention. We explore key second wave feminists (Adrienne Rich, Audre Lorde) who brought visibility to problems of domesticity, compulsory heterosexuality, intersectionality, and marginalization of Black feminist concerns. We discuss diverse feminisms (Chicana, Indigenous, "Third World," radical lesbian) as well as connections between science, technology, militarism and feminism. We cover topics as diverse as sexuality, body image, disability, gender ambiguity, and sex work. We hear from third and fourth wave feminists, including today's youth, who discuss where 21st century feminism is headed. We discuss how to put theory into practice through Sustained Dialogue, which includes "listening deeply to be changed by what you hear."

Typically offered:
Spring – Even Years

Attributes: ER YLIB

AMST-3990 Adv Research-Based Writing (3)

In this course, students will develop an inquiry-based project by conducting in-depth research using discipline-specific practices that result in transferable research and writing. Students will build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students will formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They will acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project will be communicated in both written and oral forms or on other media platforms.

Typically offered:
Fall & Spring

Attributes: AWC YLIB ZRES

Arts: Interdisciplinary Arts (Minor)

Overview

James Bowman, *Chair of the Division of Literature, Communication, and the Arts*

The Arts Center at Murphy Hall supports the interdisciplinary arts program at St. John Fisher University through its black box theater, visual arts studio, music rehearsal rooms, and dance studio.

Students are able to study such topics as photography and social protest, art history, theater and design, and dance theory, as well as studio classes in theater, dance, creative writing, music, and the visual arts (painting, drawing, design, video, and photography). Student performances and exhibitions are embedded into the curriculum**.** A student one-act play festival is held each spring.

The minor also collaborates with student-run music, dance, and theater groups on campus.

Additionally, students may enroll in arts-related courses not offered at Fisher and audition for bands and orchestras at Nazareth University through inter-institutional registration with no extra tuition charge.

The interdisciplinary arts program also collaborates with various art institutions in the Rochester community, including Flower City Arts Center, Writers and Books, the Rochester Fringe Festival, the Rochester Contemporary Art Center, the Memorial Art Gallery of the University of Rochester, Geva Theatre, and BOA Editions, Ltd.

Program Requirements

Minor in Interdisciplinary Arts

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Note: *Students may also register for a limited number of art courses at Nazareth University, as well as at other area colleges. Consult the program director.*

Requirements

Choose **18 credits** from below:

- All ARTS courses (three credits must be taken from courses with an ARTS prefix)*
- AMST 2201 – Photography and the American Scene (3)
- COMM 219 – Design (3)
- COMM 231 – Video Storytelling (3)
- COMM 236 – Art Photography (3)
- COMM 251 – Public Speaking and Performance (3)
- COMM 2367 – Queer Narratives & Games (3)
- COMM 323 – Screenwriting (3)
- COMM 327 – TV Writing (3)
- COMM 361 – Documentary Production (3)
- ENGL 2214 – Gender in Lit & Visual Arts (3)
- ENGL 2218 – Theater and Culture (3)
- ENGL 2237 – Storytelling in Brief (3)
- ENGL 2255 – Creative Writing Now! (3)
- ENGL 251 – Intro to Creative Nonfiction (3)
- ENGL 253 – Intro to Creative Writing (3)
- ENGL 312 – Shakespeare (3)
- ENGL 361 – Writing in New Media (3)
- ENGL 371 – Creative Writing: Fiction (3)
- ENGL 372 – Creative Writing: Poetry (3)
- ENGL 376 – Creative Writing: Nonfiction (3)
- MSTD 100 – Introduction to Museum Studies(3)
- PHIL 223 – Philosophy of Art (3)
- POSC 2225 – Art, Instrument of War (3)
- WGST 2122 – Gender, Art, and Citizenship (3)

Total: 18 credits

Note: One course may overlap between the major and the Interdisciplinary Arts minor. Students may only apply three credits of ARTS 490 – Internship to the minor.

*Core foundational courses in ARTS (Learning Community, Research-Based Writing, and Data Analysis courses) cannot be applied to the minor.

Arts: Interdisciplinary Arts (Minor) Courses

ARTS-100 Non-Liberal Arts Studio Crs. (1 TO 6)

Attributes: NLIB

ARTS-103 Perspectives on Painting (3)

This course introduces the student to basic water media painting techniques, focusing on the properties and possibilities of watercolor and acrylic paint for still life and landscape subjects. Individual as well as group instruction is given with an emphasis on composition, color, and personal expression. Works from traditional and contemporary artists are studied.

Attributes: YLIB

ARTS-105 Perspectives on Drawing (3)

This course introduces the student to the basic drawing techniques of line, form, and shading. Using pencil, charcoal, and ink, we develop skills and increase visual perception. The goal of the course is to work toward a creative approach to expressive drawing of the figure, still life, and landscape. Works from traditional and contemporary artists are studied.

Typically offered:
Fall

Attributes: YLIB

ARTS-112D Digital Art (3)

The course introduces students to techniques of using the computer as an artist's tool. Some familiarity with Adobe Photoshop© is helpful but not necessary. Project work will explore a variety of digital effects possible and will focus on helping students gain an understanding of important style and art movements of the past. Consideration will be given to developing a basic understanding of related technical issues such as: image capture, file formats, color management, output options and creating works for print or digital display. Course emphasis will be on generating works that reflect a fine art aesthetic.

Attributes: YLIB

ARTS-115 Theater Festival (1)

Students participate in the Fisher One-Act Play Festival, either as a playwright, actor, director, designer, stage manager, or by working in theater management.

Attributes: YLIB

ARTS-117 The Craft of Acting (3)

An introduction to the actor's craft. Students will engage in physical and vocal exercises, improvisation, scene study, and analysis of text and character.

Attributes: NLIB

ARTS-118 Theater Ensemble (3)

Theatre Ensemble is an experiential-learning course in which students will learn about performance and theater through participation in a faculty directed production. Students may choose to participate in multiple areas, including acting, stage managing, administration, and technical theater: set construction, lighting, sound, costumes, and props. Students also will conduct research related to the play, playwright, and characters.

Attributes: NLIB ZEXL

ARTS-120 Music Theory (3)

This course is designed to teach students the basics of music theory, including reading, writing and studying how elements of music (notation, harmony, rhythm) are put together to create musical works. Specific musical compositions will be listened to and analyzed. The main musical grammatical areas that will be covered are: notation (history and development); harmony (traditional triadic harmony); rhythm (traditional rhythmic notation) and score reading (classical to popular forms of music). The course will focus on a selection of musical examples, ranging from medieval to contemporary music.

Attributes: YLIB

ARTS-131 All-College Choir (1)

Students will work collaboratively with faculty, staff, and members of the community to create and present a choral concert. Theory and historical context for the work will be explored throughout the semester as students apply choral technique and musical knowledge to the vocal production. No prior singing experience is necessary.

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV

ARTS-150 P1 Introduction to Dance (3)

An introduction to the world of dance as an artistic discipline. This course is comprised of experiential studio classes and lectures including topics on dance technique, dance history, improvisation, composition, and world/folk/social dance styles. Through movement exploration, observation, discussion, reflection, and reading and writing assignments, students will develop literacy as it relates to dance and the creative process.

Attributes: P1 YLIB

ARTS-161 Sculpture (3)

The course introduces basic means of producing sculptural art. Students develop an increased awareness of both aesthetic and conceptual choices as related to a 21st century understanding of sculpture.

Attributes: NLIB ZEXL

ARTS-217 Topics in Theater (3)

The topic of this course will vary each semester. Possible topics include improvisation, solo performance, musical theater, and theater directing.

May be repeated up to four times with a different topic.

Attributes: YLIB ZEXL

ARTS-221 Voice (3)

This class is an opportunity for those who sing and for those who would like to learn. The class will explore the fundamentals of vocal production, music theory, music history and genres, vocal health and performance etiquette. There is no prerequisite or experience necessary.

Attributes: NLIB

ARTS-222 Guitar (3)

This course offers an introduction to guitar for students with little to no previous experience. The course will cover the fundamentals such as reading music in tablature, treble and bass clefs, scales, intervals, chords, blues basics, strumming, and ear training. Students will develop their ability to understand, describe, discuss, create and play music.

While a limited number of guitars will be available for loan, students are strongly encouraged to rent or purchase their own instruments.

Attributes: NLIB

ARTS-228D P3 Intro to Museum Studies (3)

Museums are repositories of world history and knowledge in all of its formats and are significant disseminators of this knowledge. This course explores why museums exist, how they are governed, how they acquire, care for and exhibit their collections, and the efforts being made to preserve those collections. Field trips to local museums, opportunities to meet with various professionals in the museum field, and preparation of exhibits in the department's display cases are scheduled throughout the semester. This course is required for the Museum Studies Certificate.
Cross-listed with MSTD 228D.

Attributes: P3 YLIB

ARTS-250 Topics in Dance (3)

The topic of this course will vary each semester. The course may focus on one dance style or take an interdisciplinary approach to dance performance.

May be repeated up to four times with a different topic.

Typically offered:
Spring

Attributes: NLIB ZEXL

ARTS-261 Topics in 2D Design (3)

The topic of this course will vary each semester. The course may focus on a variety of topics, including printmaking and book arts. May be repeated up to four times with a different topic.

Typically offered:
Spring

Attributes: YLIB

ARTS-262 Topics in 3D Design (3)

The topic of this course will vary each semester. The course may focus on a variety of topics, including installations and other mixed media forms (including expanded cinema). May be repeated up to four times with a different topic.

Attributes: YLIB

ARTS-303 Advanced Painting (3)

This course offers creative exploration in acrylics designed to build the student's understanding of the role of art in contemporary culture. Expanded freedom to develop a personal style, with an emphasis on developing proficiency in advanced techniques.

Attributes: YLIB
Pre-requisites: ARTS-103 D-

ARTS-305 Advanced Drawing (3)

Students will further develop their drawing skills, with an emphasis on developing proficiency in more advanced techniques. Projects assigned with student input, resulting in finished art works. Examples from drawing history will be discussed.

Attributes: YLIB
Pre-requisites: ARTS-105 D-

ARTS-318 Advanced Theater Ensemble (3)

Advanced Theater Ensemble is an experiential-learning course in which students will learn about performance and theater through participation in a faculty directed production. Students may choose to participate in multiple areas, including acting, stage managing, administration, and technical theater: set construction, lighting, sound, costumes, and props. Students also will conduct research related to the play, playwright, and characters. Students will be expected to take on additional responsibilities in performance, stage management, theater administration, lighting or sound.

May be taken up to six times.

Attributes: NLIB ZEXL
Pre-requisites: ARTS-118 D-

ARTS-490 Internship (3)

The internship program in Arts allows eligible students to earn academic credit for supervised off-campus work in an arts-related business or nonprofit organization. No more than three credits earned in an internship will be counted towards the minor.
Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZCIV ZEXL

ARTS-496 Independent Study (1 TO 3)

Eligible students may pursue independent study under the direction of a given instructor. The student submits a written proposal approved by the instructor to the program director and writes a final paper. The student presents an oral version of the project to a student conference at the end of the semester.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall & Spring

Attributes: YLIB ZCAP ZEXL ZRES

ARTS-1020 Gender and Visual Culture (3)

Visual culture is all around us and helps to define our individual and collective interpretations of the world. Gender is one integral aspect of identity that is expressed through the visual. The course will look at constructions of gender identity, moralizing “good vs. bad” bodies (i.e., the “nude vs naked” debate), intersections of religion and gender, and the birth of the gendered and racialized body in art. In this course, we will examine a range of visual art (painting, performance, sculpture, installation, music videos, film and TV, etc.). Students will read a series of scholarly articles and other written responses to the objects and themes discussed in class and provide their own critical reading responses and questions each week. The class will engage in writing workshops where we will examine art and practice writing creatively and analytically. The course will culminate with individual projects where students will develop and curate imaginary art exhibits.

Attributes: LC YLIB

ARTS-1030 Arts In Action (3)

Artists regularly address social and political issues within their works, and in doing so, actively shape cultural conversations. This course examines the way works of art engage in public discourse and influence how we see Earth, others, and ourselves.

Typically offered:
Fall

Attributes: LC YLIB

ARTS-1035 Art of Anger (3)

What makes us feel angry? Is it only a passing reflex response, or is anger also built over time? How can anger and frustration be expressed artistically? What reactions are people searching for when they voice frustration, and how should we respond as audience members? In this course we will read excerpts from the Iliad, take in slam poetry, watch films, and analyze murals and holograms, all with the aim of understanding what frustrations led these makers to create their work. We will examine the tools makers use to express their thoughts and experiences in essays, poems, art, and film. In a series of short papers, we will critically engage with the methods of these accounts, and through peer response and self-reflection we will determine the effectiveness of our analysis and reflect on the writing process as a whole. Students will culminate the semester by making a TED Talk about an enraging topic of their choice.

Attributes: LC YLIB

ARTS-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of independent, inquiry-based projects. In their projects, students assert, support, and integrate their own positions into a scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Attributes: RW YLIB ZRES

ARTS-2100 Engaging Public Arts (3)

We often talk about how the arts are used for individual creative expression, but we speak less often about how the arts also can cultivate community. This course is built around site visits, hands-on learning, and the connection between arts and community-

building. Students will learn about creative practice as it intersects with issues of access by visiting a different arts organization in Rochester every three weeks. Each visit will be preceded in class by general discussions of principles of the art form we are studying and histories of how that art form has (or has not) engaged different publics. Engaging with recent theory about revising the mission of the Public Humanities and Public Arts, we will interrogate how our local site-visit organizations work to address the systemic racism and poverty in Rochester, and how they have worked to disrupt the systems of power that historically made the arts a playground solely for the elite.
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Additional fees apply.

Typically offered:
Spring

Attributes: CCE YLIB ZCIV

ARTS-2125 Theater and Social Change (3)

Theater often examines politics, current events, and issues related to social change. In this course, students will read several plays dealing with social problems and then will engage with members of the community to research, write, and create their own work of devised theater around a contemporary issue (e.g., climate change, democracy and human rights, war and trauma). This final project will be a performance of student-written monologues and short plays (likely presented as a staged reading). Opportunities to learn about theater design and arts management will be available to interested students.

Typically offered:
Spring

Attributes: CCE YLIB

ARTS-2200 American Arts & Culture I (3)

This course looks at the intersection of art and culture in the United States from the middle of the 19th century to the middle of the 20th. In addition to considering painting, film, photography, and other visual arts, students explore the significance of influential exhibitions and publications. Students examine the ways in which cultural, political, economic, social, and scientific concerns were literally “envisioned” from the Victorian era into the modern era.

Attributes: AMHU CIA YLIB

ARTS-2201 American Arts & Culture II (3)

A study of art and culture in the U.S. from 1945 to the present. Students examine how works of art produced during this time express and help determine the changing ideologies and realities within America. Topics covered include the emergence of an American Avant-Garde; Abstract Expressionism and the Cold War; Pop Art and the 1960s; the Vietnam War, the Civil Rights Movement and the art of protest; feminist art and the sexual revolution of the 1970s. In addition, some consideration is given to the way in which American culture was shaped by popular forms of entertainment such as television, movies and music.

Typically offered:
Fall

Attributes: AMHU CIA YLIB

ARTS-2204 Self-Discovery & the Arts (3)

Throughout history, people have tried to capture and make sense of the moments that make them feel larger than life and most themselves. In this course we will study many forms of art documenting journeys of self-discovery: films like Into the Wild, poems by the Romantics, diaries of long-distance runners and LSD trippers. We will explore how the act of capturing thoughts and experiences in writing, art, music, and film, helps us better understand them. We will also ask whether seeking self-discovery is an ethical endeavor since it so often emphasizes independence, isolation, and detachment from our communities. Students will culminate the semester by making a TED Talk about their own journeys of self-discovery.

Typically offered:
Variable

Attributes: CIA YLIB

ARTS-2216 Irish Music: Trad&Change (3)

In this class, students explore the social, historical, and political contexts of music through a focus on Ireland's traditional music and its worldwide and Rochester-based diaspora. This course introduces students to the traditional music of Ireland through its instruments, song, and dance. Students will engage with Irish music and dance through reading and discussion, ethno-musicological research methods, and participation in dance, song, and instrumental music-making

Attributes: CIA

ARTS-2224 Global Modern Art History (3)

This course offers a chronological and thematic survey of major developments in global art (art of Europe, Asia, Africa, and the Americas) from the mid-18th century through the beginning of the 21st century. The course is designed to introduce visual culture from a contextual perspective with a view toward understanding issues of the arts as they relate to their historical settings. Beginning with an introduction to Enlightenment philosophies of art that originated modern ideas about the periodization of art, the notion of the "universal museum," and new interactions among artists and their patrons/publics, the course moves on to explore the relationships of the arts to political and industrial revolutions and to nationalism, colonialism, and imperialism. Works by female and non-Western artists are discussed throughout, and the course devotes special attention to the consideration of the role of art as a site for the articulation of value systems (including race, class, and gender). Class readings, lectures, and discussions are regularly supplemented by visits to local art museums and galleries and with presentations by local artists.

Attributes: CIA YLIB

ARTS-2250 GOTTA DANCE! (3)

This course will examine theories and philosophies of dance from the European Renaissance to 21st century through an exploration of literature, history, film, and new media (e.g., music videos, YouTube, and TikTok). In addition to considering broad, theoretical questions about dance—What exactly counts as dance? Are there "good" and "bad" forms of dancing, and what makes them so? What happens when we or others see dance? When and why do we ourselves dance? We will engage in longstanding critical conversations about dance's status as a virtuous or corrupting art; dance's so-called "high" and "low" forms; and dance's role as an expression of mass communal harmony or unique, individual expression. Throughout the course, we will consult scholarship on how race, class, and gender have affected and continue to affect perceptions of dance. No actual dancing is required, though students are more than welcome to reflect on their own experiences with dance as part of this course.

Attributes: CIA YLIB

ARTS-2325 Photography/Social Moment (3)

In this course students will first learn how to analyze photographs in terms of their formal attributes and how to make digital photographs. As the course proceeds, students will learn how to place photographs within a sociohistorical and cultural context, so that they understand that art does not exist by itself but within a particular social, cultural, and historical moment. They then will be asked to consider how their own photographs operate in much the same way. In so doing, students will engage in an exploration of how photographs always operate in a social moment, engaging with diverse peoples, situations, and contexts.

Attributes: DEI YLIB

Athletic Performance

Overview

Noveera Ahmed, *Chair of the Division of Life Sciences*

The Athletic Performance program, founded on an integration of several scientific fields of study, aims to cultivate an evidence-based understanding of human performance and resilience to injury through academic commitment, active research, and community engagement.

The Division of Life Sciences at St. John Fisher University is committed to academic excellence and creating an environment where everyone, from any background, can do their best work. We will achieve this by working collaboratively to create student-centered and inclusive learning environments that encourage resilience and reflection. We believe in the importance of mentorship and our responsibility to serve as guides supporting our students as they discover their own paths. We will provide agency to develop students who are self-directed learners and leaders, in and out of the classroom. We will model being global citizens by demonstrating and teaching social, environmental, and professional responsibility.

Pre-Health Professions Program

The Pre-Health Professions Program is for students interested in medicine, pharmacy, dentistry, optometry, podiatry, veterinary medicine, chiropractic medicine, physical therapy, occupational therapy, public health, and health care-related careers other than nursing. Students interested in nursing should refer to the Wegmans School of Nursing. A degree in a specific major is not required for admission to medical, pharmacy, and other health professional schools, but certain science courses are required for admission and in preparation for standardized admissions tests. Students contemplating careers in the health professions should consult with the health professions advisor as early in their undergraduate years as possible.

Program Requirements

The Athletic Performance major, based on aspects of psychology, physics, biology, and nutrition, prepares students to optimize health, well-being, and athletic performance outcomes founded on professional evidence-based practices.

B.S. in Athletic Performance

All required and elective courses that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Required Courses – 48 credits

ATHP 101 – Foundations of Health & Exercise (3)
ATHP 135 – Helping in Emergency Situations (1)
ATHP 208 – Sports Nutrition (3)
ATHP 302 – Resistance, Speed & Agility Training (2)
ATHP 303 – Strength and Conditioning (2)
ATHP 304 – Health & Wellness: Risk and Appraisal (3)
ATHP 490 – Experiential Capstone (3)
BIOL 108C – Nutrition (3)
BIOL 131 – Anatomy & Physiology I (3)
BIOL 131L – Anatomy & Physiology Lab I (1)
BIOL 132 – Anatomy & Physiology II (3)
BIOL 132L – Anatomy & Physiology Lab II (1)
BIOL 335 – Exercise Physiology (3)
BIOL 335L – Exercise Physiology Lab (1)
PHYS 141 – General Physics Workshop I (4)
PHYS 305 – Biomechanics (3)
PSYC 100C – Introduction to Psychology (3)
PSYC 212 – Psychology of Sport (3)
PSYC 240 – Motivation and Performance (3)

Total: 48 credits

The B.S. in Athletic Performance does not lead to licensure or prepare students to practice within any scope restricted to a licensed professional. Students who wish to obtain a certificate or advanced degree in strength and conditioning will need to complete requirements according to those detailed by the National Strength and Conditioning Association.

Note: At least half of the required courses in PSYC, BIOL and PHYS must be taken in residence. In addition, ATHP 302, 303, 304, and 490 must be taken in residence.

Athletic Performance Courses

ATHP-101 Fndatns of Health&Exercise (3)

This course provides students with an introduction to the health, sport and exercise sciences focused on health-related fitness and enhancing athletic performance. Content includes the organization of body systems and their response to exercise, an overview of various sub-discipline areas, as well as career exploration. Students will examine concepts including professionalism, certification and licensure, the scientific process and scientific fundamentals of the various sub-disciplines.

Attributes: YLIB

ATHP-135 Helping in Emergency Sit (1)

This course is designed to provide students with an introduction to emergency skills. It provides some of the psychological knowledge about helping. It also provides several certifications that are necessary to know how to act during emergency situations. As part of the class, you'll have the opportunity to gain certifications in AED/CPR (American Heart Association), Outdoor First Care emergency first aid (National Ski Patrol), Stop the Bleed (American College of Surgeons), Narcan administration (Monroe County Department of Health, and the Incident Command System (FEMA ICS-100) used in mass casualty incidents (1 credit, hybrid). Note: There are additional fees for equipment and third-party certifications.

Graded S/U.

Note: Students may not receive credit for this course if they received credit for PSYC 135.

Attributes: NLIB

ATHP-208 Sports Nutrition (3)

This course will explore the links between nutrition, exercise, and performance. Through examining topics such as human metabolism and energy needs for athletes, as well as body composition and performance, individuals will explore how nutrition benefits, or adversely affects sports performance. Additional topics to be explored include eating disorders, fad/focused diets, and performance, as well as the role of supplements in nutrition.

Note: Students may not receive credit for this course if they received credit for BIOL 208.

Attributes: YLIB
Pre-requisites: BIOL-108C D-

ATHP-302 Resistance,Speed & Agility (2)

This course will provide rationale and examples, as well as hands- on opportunities for students to learn and demonstrate a variety of movements and training techniques focused on speed, agility and resistance. Through sports-specific drills, and examination of modification options based on individual needs, students will learn to create a personalized training program for individuals and/or groups.

Students may not receive credit for this course if they received credit for ITDY 302.

Attributes: NLIB
Pre-requisites: BIOL-131 D- AND BIOL-131L D-

ATHP-303 Strength & Conditioning (2)

This course will provide a basis in theories, concepts and scientific principles in strength and conditioning, as well as allow for practice and application to performance. In this class students will create a variety of strength and conditioning programs utilizing multiple skills for multiple ages/populations.

Note: Students may not receive credit for this course if they received credit for ITDY 303.

Attributes: NLIB
Pre-requisites: ITDY-302 D- OR ATHP-302 D- AND BIOL-335 D- AND BIOL-335L D-

ATHP-304 Hlth/Wellness:RiskAppraise (3)

This course will prepare students to conduct pre-participation health screenings and to assess risk in healthy individuals as well as those with various conditions or health concerns. Students will conduct fitness assessments, such as cardiovascular testing, strength assessment, flexibility and body composition analysis. Issues of confidentiality and standards of ethics will be addressed.

Note: Students may not receive credit for this course if they received credit for ITDY 304.

Attributes: NLIB
Pre-requisites: ITDY-303 D- OR ATHP-303 D-

ATHP-490 ATHP Experiential Capstone (3)

Under faculty direction, students will complete an experiential capstone project. This may be field work, internship, or involve shadowing depending on the student's interests and community needs. All projects will involve application of theory and practice in a sports setting and will involve construction of training programs, as well as application of basic concepts of business such as duration of sessions and training plan, creation of contracts, and submission of report on work completed. Projects should address issues of ethics and inclusion based on a history of sport, community and industry. Credit will not be given until the student's report has been completed.

Note: Students may not receive credit for this course if they received credit for PSYC 450.

Attributes: NLIB ZCAP ZEXL
Pre-requisites: (ITDY-302 D- AND ITDY-303 D-) OR (ATHP-302 D- AND ATHP-303 D- AND ATHP-304 D-)

ATHP-496 Independent Study (1 TO 3)

This course provides the opportunity for investigation of a special topic or project of interest for an Athletic Performance major. Students must contact the faculty member and request permission to register. Independent study may involve a literature search, writing a research proposal, and/or a lab/field study. Students must complete the Independent Study/Tutorial Authorization form and submit it to the Registrar's office.

Attributes: NLIB

ATHP-498 Research (.5 TO 3)

Students work with a faculty advisor to design and execute a research plan addressing a biological question. The results of the project are presented in the form of a written research report and/or a scientific poster that is presented at a scientific meeting. Students must contact the faculty member and request permission to register. Students are required to submit the online intent form for the Division of Life Sciences to be registered. Students must submit a project proposal and undergo safety training. See Life Sciences student research guidelines for additional details. Typically offered: Fall, Spring & Summer

Attributes: NLIB
Pre-requisites: BIOL-335 D- AND BIOL-335L D-

ATHP-498 Research (.5 TO 3)

Students work with a faculty advisor to design and execute a research plan addressing a biological question. The results of the project are presented in the form of a written research report and/or a scientific poster that is presented at a scientific meeting. Students must contact the faculty member and request permission to register. Students are required to submit the online intent form for the Division of Life Sciences to be registered. Students must submit a project proposal and undergo safety training. See Life Sciences student research guidelines for additional details. Typically offered: Fall, Spring & Summer

Attributes: NLIB
Pre-requisites: BIOL-335 D- AND BIOL-335L D-

ATHP-498 Research (.5 TO 3)

Students work with a faculty advisor to design and execute a research plan addressing a biological question. The results of the project are presented in the form of a written research report and/or a scientific poster that is presented at a scientific meeting. Students must contact the faculty member and request permission to register. Students are required to submit the online intent form for the Division of Life Sciences to be registered. Students must submit a project proposal and undergo safety training. See Life Sciences student research guidelines for additional details. Typically offered: Fall, Spring & Summer

Attributes: NLIB
Pre-requisites: BIOL-335 D- AND BIOL-335L D-

ATHPBIOL-108C P4 Fund of Nutrition (3)

A basic introduction to the classification, digestion, absorption, and ultimate use of nutrients. Includes aspects such as sources, consequences of deficiencies and excesses, energy production, and vitamin and mineral utilization. Discussions of contemporary problems, fad diets, and an individual evaluation of dietary intake are undertaken.

Typically offered:
Fall, Spring & Summer

Attributes: P4 YLIB

ATHPBIOL-131 Anatomy & Physiology I (3)

This course begins the study of the structure and function of the human body including basic chemistry and investigations of cells and tissues. The integumentary, skeletal, muscular and nervous systems are considered in depth. Students must also register for the laboratory.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: BIOL-131L Y D-

ATHPBIOL-131L Anatomy & Physiology I Lab (1)

The laboratory provides experimental study of the microscopic and macroscopic structure and function of the human body including cellular physiology and tissue identification. The anatomy and physiology of the skeleton, the muscular and the nervous systems (including sensory systems) are investigated.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: BIOL-131 Y D-

ATHPBIOL-132 Anatomy&Physiology II (3)

This course continues the study of the structure and function of the human body including the endocrine, cardiovascular, lymphatic,

respiratory, digestive, urinary and reproductive systems. Students must also register for the laboratory.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: BIOL-132L Y D- AND BIOL-131 N D-

ATHPBIOL-132L Anatomy&Physiology II Lab (1)

This laboratory provides experimental study of the microscopic and macroscopic structure and function of the human body including endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Students consider in depth and present information on physiologically-based diseases.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: BIOL-132 Y D-

ATHPBIOL-335 Exercise Physiology (3)

This course examines the acute and chronic effects of aerobic and anaerobic exercise on functions of the human body from the cellular to the whole body level. Structural and functional aspects of the skeletomuscular, cardiovascular, endocrine and respiratory systems as well as nutrition and bioenergetics are emphasized.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: BIOL-128C D- OR BIOL-132 D- OR BIOL-314 D- AND BIOL-335L Y D-

ATHPBIOL-335L Exercise Physiology Lab (1)

This course examines the acute and chronic effects of aerobic and anaerobic exercise on functions of the human body from the cellular to the whole body level. Structural and functional aspects of the skeletomuscular, cardiovascular, endocrine and respiratory systems as well as nutrition and bioenergetics are emphasized. Laboratory experiences will include standard aerobic and anaerobic fitness testing, health diagnostic tests, and exercise prescription development.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: BIOL-335 D-

ATHPPSYC-100C P3 Intro to Psychology (3)

This course provides the student with an integrated approach to psychology. Students are introduced to both the empirical and theoretical views of behavior within a discipline noted for its breadth and diversity of interests.

Typically offered:
Fall & Spring

Attributes: P3 YLIB

ATHPPSYC-212 Psychology of Sport (3)

An overview of the field of exercise psychology as it applies to sport. Both individual psychological behavior and team psychological behavior are examined. Topics include the psychology of competition, motivation, leadership, and aggression.

Cross-listed with SPST 212.

Typically offered:
Fall & Spring

Attributes: SPHR YLIB
Pre-requisites: -

ATHPPSYC-240 Motivation and Performance (3)

This course will explore the biological, emotional, social and cognitive factors that influence motivation and performance with a specific focus on sport. Some topics include an exploration of various theories of motivation, intrinsic and extrinsic motivations on individual and team levels, goal setting, and strategies for increasing motivation in order to improve performance.

Attributes: YLIB
Pre-requisites: PSYC-100C D-

Biochemistry

Overview

Kimberly Chichester, *Chair of the Division of Natural and Mathematical Sciences*

The biochemistry major provides students with the tools to understand the chemical basis of biological phenomena and trains the next generation of life scientists. Majors in biochemistry take courses in basic biology, chemistry, physics, and mathematics as well as more advanced courses in cell biology, analytical chemistry, biochemistry, and biochemistry laboratory. Cutting-edge research is integrated with our core course to ensure students are aware of the current approaches in biochemical, genetic, and cellular research. Students who perform research in faculty laboratories receive upper division credit.

This program is designed to make graduates highly competitive applicants for advanced degrees such as M.S., Ph.D., Pharm.D., and M.D. Alternatively, graduates are ready for technical positions in biotechnology, regulatory science, analytical chemistry, or the pharmaceutical industry.

Program Requirements

The introductory course sequence CHEM 103C, 103L, 104C, 104L is intended to prepare students for all subsequent chemistry courses. The Department of Chemistry strongly recommends that a student enrolling in CHEM 103C has a minimum Scholastic Aptitude Test score of 500 on the mathematics section of the test, a minimum ACT score of 21 on the mathematics section of that test, or a mathematical background that has prepared the student for MATH 119C or a higher-level mathematics course. If the student does not meet any of these criteria, the department advises that the student delay entering CHEM 103C and take sufficient mathematics to prepare for enrolling in MATH 119C.

B.S. in Biochemistry

A grade point average of 2.00 is required for all major courses. For students majoring in biochemistry, all courses that are required for the major program are included in determination of the grade point average in the major.

Requirements

- CHEM 103C – P4 General Chemistry I (3)

- CHEM 103L – General Chemistry Lab I (1)
- CHEM 104C – General Chemistry II (3)
- CHEM 104L – General Chemistry Lab II (1)
- CHEM 201 – SQ Organic Chemistry I (3)
- CHEM 201L – Organic Chemistry Lab I (2)
- CHEM 202 – Organic Chemistry II (3)
- CHEM 202L – Organic Chemistry Lab II (2)
- CHEM 250 – Sophomore Seminar (1)
- CHEM 315 – Analytical Chemistry I (3)
- CHEM 315L – Analytical Chemistry Lab I (2)
- CHEM 365 – Physical Chemistry I (3)
- CHEM 365L – Physical Chemistry Lab I (2)
- CHEM 408 – Biochemistry I (3)
- CHEM 410 – Biochemistry Lab I (1)
- CHEM 409 – Biochemistry II (3)
- CHEM 411 – Biochemistry Lab II (2)
- CHEM 449 – Seminar Preparation (0)
- CHEM 450 – Seminar (1)
- BIOL 151 – General Biology I with Lab (4)
- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- PHYS 141 – General Physics Workshop I (4)*
- PHYS 142 – General Physics Workshop II (4)*
- Electives (10-12) 300-level and above: At least one course must come from BIOL AND at least one course + lab must come from CHEM. Seminar courses including BIOL 349 and BIOL 495, Core courses (3990 and 4990), BIOL research (398, 498, 499), independent study (496), and internships (490) do not count towards electives credits.

Total: 69-71 credits

**PHYS 121C or 131C if previously taken, may automatically substitute for PHYS 141; likewise, PHYS 122C or 132C if previously taken, may automatically substitute for PHYS 142.*

Biochemistry Courses

Biology

Overview

Noveera Ahmed, *Chair of the Division of Life Sciences*

St. John Fisher University Biology graduates will enter the world as impactful scientists and citizens, determined to improve the lives of our local, national, and global communities.

The mission of the Biology program at St. John Fisher University is to promote the development of students as citizens and scientists who are prepared for the opportunities, as well as challenges, of a diverse and complex living world. The department's focus on academic excellence, grounded in the scholarship of teaching, provides a balanced approach to investigating the themes of Biology while also providing opportunities for focused studies through hands-on independent research and courses in the faculty's area of expertise. Through a Liberal Arts lens, our Biology graduates explore and analyze the world, apply creative and critical thinking skills, engage in experiential research, utilize quantitative analysis, draw on scientific literacy, and confidently plan for and achieve their future endeavors.

The Division of Life Sciences at St. John Fisher University is committed to academic excellence and creating an environment where everyone, from any background, can do their best work. We will achieve this by working collaboratively to create student-centered and inclusive learning environments that encourage resilience and reflection. We believe in the importance of mentorship and our responsibility to serve as guides supporting our students as they discover their own paths. We will provide agency to develop students who are self-directed learners and leaders, in and out of the classroom. We will model being global citizens by demonstrating and teaching social, environmental, and professional responsibility.

The division offers both a B.A. and a B.S. degree in biology.

Bachelor of Arts (B.A.) in Biology

The Bachelor of Arts in Biology allows a student more time to study other areas of the liberal arts, as well as an opportunity to pursue a double major. The B.A. degree may be of special interest to those who want to combine another major, such as sustainability, chemistry, or education, with their biology major. If a second major is not pursued, the student is required to complete a minor program in another area of study. This degree is recommended for students who plan to pursue graduate studies in the areas of physician assistant studies and physical therapy.

Bachelor of Science (B.S.) in Biology

The Bachelor of Science in Biology is recommended for students who want a concentrated biological sciences program. Students pursuing

a B.S. degree may complete a minor program, but are not required to do so.

Pre-Health Professions Program

The Pre-Health Professions Program is for students interested in medicine, pharmacy, dentistry, optometry, podiatry, veterinary medicine, chiropractic medicine, physical therapy, occupational therapy, public health, and health care-related careers other than nursing. Students interested in nursing should refer to the Wegmans School of Nursing. A degree in biology is not required for admission to medical, pharmacy, and other health professional schools, but certain science courses are required for admission and in preparation for standardized admissions tests. Students contemplating careers in the health professions should consult with the health professions advisor as early in their undergraduate years as possible.

Program Requirements

Students should be aware that graduate and professional programs may have specific requirements for admission. Students are encouraged to consult with their academic advisors, the chair of the division, or with the health professions advisor for guidance.

One-half of all biology credits taken to meet degree requirements must be completed at Fisher.

B.A. in Biology

For students majoring in biology, all courses designated as biology courses (BIOL) that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Biology Core – *19 credits*

- BIOL 151 – General Biology I with Lab (4)
- BIOL 152 – General Biology II with Lab (4)
- BIOL 251 – General Biology III with Lab (4)
- BIOL 298 – Introduction to Research Methods (3)
- BIOL 349 – Career Seminar (1)
- BIOL 495 - Senior Seminar (3)

Chemistry Requirements – *13 credits*

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry Lab I (1)
- CHEM 104C – General Chemistry II (3)
  CHEM 104L – General Chemistry Lab II (1)
- CHEM 201 – SQ Organic Chemistry I (3)
  CHEM 201L – Organic Chemistry Lab I (2)

Biology Electives – 12 *credits*

- 12 additional biology credits at the 300-level or higher, excluding BIOL 490, 496, 498, Honors contracts and Fisher Core courses.

Mathematics Requirements – *3 credits*

- ECON 221 – SQ Statistics I (3)

Total: 47 credits

In addition, B.A. students in biology must complete the University requirements for a B.A. degree which include earning at least 90 credit hours of liberal arts, completing a minor in another discipline, and meeting the foreign language proficiency requirement. See Bachelor's Degree requirements for more details.

B.A. in Biology with Inclusive Adolescence Education

Disclosure: *This degree program is intended for students that are/will be part of the Noyce Inspire scholarship. Other students can enroll in this degree, however, only those that have applied and were selected by the Noyce Scholarship Committee will receive the scholarship. Visit the Noyce website for more details.*

The B.A. in biology with inclusive adolescence education degree program is a dual certification program comprised of both the biology major and the inclusive adolescence education major with certification concentration in adolescence education – biology (7-12) and students with disabilities - generalist (7-12) certification. This program prepares teacher candidates to be highly capable and ethically responsible teachers who have the knowledge, skills, and dispositions necessary to teach and reach all students effectively in adolescence education (grades 7-12).

Students in the B.A. in biology with inclusive education degree program must successfully complete the B.A. biology requirements as listed below as well as all of the inclusive adolescence education requirements (see Inclusive Adolescence Education for details). Students must complete the University requirements for a B.A. degree which include earning at least 90 credit hours of liberal arts and meeting the foreign language requirement. A minor is not required for this B.A. degree as the program results in a double major. Students must earn grades of "C" or higher in all courses in the content area. All courses designated as biology courses (BIOL) that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Biology Core – 18 *credits*

- BIOL 151 – General Biology I with Lab (4)
- BIOL 152 – General Biology II with Lab (4)
- BIOL 251 – General Biology III with Lab (4)
- BIOL 298 – Introduction to Research Methods (3)
- BIOL 495 - Senior Seminar (3)

Chemistry Requirements – 8 *credits*

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry I Lab (1)
- CHEM 104C – General Chemistry II (3)

CHEM 104L – General Chemistry II Lab (1)

Biology Electives – *9 credits*

- At least 9 additional biology credits, six of which must be at the 300 level or above. Students can earn up to three total credits from BIOL 496.

Natural and Social Science Electives – *9 credits*

- At least 9 additional credits in the Natural or Social Sciences (BIOL, CHEM, CSCI, MATH, PSYC, PHYS, SOCI, or SUST).

Note: *Although a 100 level course in the Natural or Social Sciences (BIOL, CHEM, CSCI, MATH, PSYC, PHYS, SOCI or SUST) may be used to fulfill one of the courses in this requirement, no courses from the foundational areas of Fisher Core may apply. These areas include Learning Community, Research-Based Writing, and Data Analytics.*

Mathematics Requirements – *3 credits*

- ECON 221 – SQ Statistics I (3)

Total: 47 credits

B.S. in Biology

For students majoring in biology, all courses designated as biology courses (BIOL) that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Biology Core – 19 *credits*

- BIOL 151 – General Biology I with Lab (4)
- BIOL 152 – General Biology II with Lab (4)
- BIOL 251 – General Biology III with Lab (4)
- BIOL 298 – Introduction to Research Methods (3)
- BIOL 349 – Career Seminar (1)
- BIOL 495 - Senior Seminar (3)

Chemistry Requirements – *18 credits*

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry Lab I (1)
- CHEM 104C – General Chemistry II (3)
  CHEM 104L – General Chemistry Lab II (1)
- CHEM 201 – SQ Organic Chemistry I (3)
  CHEM 201L – Organic Chemistry Lab I (2)
- CHEM 202 – Organic Chemistry II (3)
  CHEM 202L – Organic Chemistry Lab II (2)

Physics Requirements – *8 credits*

- PHYS 141 - General Physics Workshop I (4)
- PHYS 142 - General Physics Workshop II (4)

Biology Electives – *18 credits*

- 18 additional biology credits, 15 of which must be at the 300-level or higher, excluding BIOL 490, 496, 498, Honors contracts, and Fisher Core courses.

Mathematics Requirements – *3 credits*

- ECON 221 - SQ Statistics I (3)

Total: 66 credits

B.S. Inclusive Adolescence Education Dual Major/Concentration in Biology

Students pursuing teaching certification in inclusive adolescence education (biology) may ***dual-major*** in inclusive adolescence education and biology (B.A. or B.S. program requirements as listed above, excluding BIOL 349) or they may opt to complete a biology ***concentration***. Either choice results in the *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (see Inclusive Adolescence Education for details), the Biology Department in consultation with the Education Department, has outlined the following courses for the biology concentration which meet the New York state requirement for certification in biology. Students must earn grades of "C" or higher in all courses in the content area.

- BIOL 151 – General Biology I with Lab (4)
- BIOL 152 – General Biology II with Lab (4)
- BIOL 251 – General Biology III with Lab (4)
- BIOL 298 – Introduction to Research Methods (3)
- BIOL 495 - Senior Seminar (3)
- Biology electives – with at least 6 credit hours at the 300 level or above (12)

Total: 30 credits

B.S. Inclusive Childhood Education Dual Major/Concentration in Biology

Students pursuing teaching certification in inclusive childhood education must declare either a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education majors who wish to pursue a ***dual major*** with biology take all of the major requirements as listed above (B.A. or B.S. requirements) in addition to meeting all of the inclusive childhood education requirements (see Inclusive Childhood Education for details). If an inclusive childhood education major wishes to complete a ***concentration*** in biology, the Biology Department in consultation with the Education Department, has outlined the following courses which meet the New York state requirement for a liberal arts concentration in this field. Students must earn grades of "C" or higher in all courses in the content area.

- BIOL 151 – General Biology I with Lab (4)
- BIOL 152 – General Biology II with Lab (4)
- BIOL 251 – General Biology III with Lab (4)
- BIOL 298 – Introduction to Research Methods (3)
- BIOL 495 - Senior Seminar (3)
- Biology electives – with at least 6 credit hours at the 300 level or above (12)

Total: 30 credits

Minor

Minor in Biology

For students minoring in biology, all courses designated as biology courses (BIOL) that may be applied to the minor are included in the determination of the grade point average in the minor. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- BIOL 151 – General Biology I (4)
- BIOL 152 – General Biology II (4)
- BIOL 251 – General Biology III (4)
- At least two additional 3- or 4- credit courses, one of which must be at the 300 level or above, excluding BIOL 490, 496, and 498, Honors contracts, and Fisher Core courses.

Total: 18-20 credits

Note: *Although 100 level courses in biology may be used to fulfill this requirement, no courses from the foundational areas of Core 2020 may apply. These areas include Learning Community, Research-Based Writing, and Data Analysis.*

Biology Courses

BIOL-101C P4 Environmental Issues (3)

The environmental issues that challenge our planet must be addressed by our global society. In this course, we will survey the science, ethics, policy, and technology relevant to these issues. Further, we will explore an array of issues including, but not limited to, overpopulation, biodiversity, pollution, global climate change, renewable and nonrenewable energy, and ocean conservation.

Attributes: P4 YLIB ZCIV

BIOL-107L Microbes and Disease Lab (1)

The laboratory component of the course complements material considered in class and provides hands-on activities that enable students to learn the techniques commonly used in a clinical microbiology lab. Upon completion of the course the student is able to

carry out aseptic techniques, microbiological culture, identify microorganisms using a microscope and carry out diagnostic tests. Emphasis is placed on the use of the scientific method, the application of quantitative approaches to generate scientific data and the critical analysis, interpretation and reporting of scientific information.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB

BIOL-107C SQ Microbes & Disease (3)

A study of basic principles and laboratory procedures of microbiology, with special attention to the bacteria, viruses, protozoa, and fungi of medical importance, as well as to the functioning of the human immune system.
Students should also complete the laboratory section of the course (BIOL107L Microbes and Disease).

Typically offered:
Fall, Spring & Summer

Attributes: SQ YLIB

BIOL-108C P4 Fund of Nutrition (3)

A basic introduction to the classification, digestion, absorption, and ultimate use of nutrients. Includes aspects such as sources, consequences of deficiencies and excesses, energy production, and vitamin and mineral utilization. Discussions of contemporary problems, fad diets, and an individual evaluation of dietary intake are undertaken.

Typically offered:
Fall, Spring & Summer

Attributes: P4 YLIB

BIOL-110 SQ Science for Life (3)

The nature of science as a distinctive way of knowing and the relationship between scientific understanding and personal and social policy decisions are explored through the investigation of contemporary issues in biology. Topics may include genetic technology, human evolution, the extinction crisis, and issues of human health and disease.

This course may not be used as a Biology major or minor elective.

Attributes: SQ YLIB ZCIV

BIOL-111 Current Topics in Biology (3)

This course will focus on exploring timely topics in modern biology. Students will become fluent in the terminology necessary to understand the topics under consideration. Information and quantitative literacy skills will also be emphasized. In addition, the scientific method will provide structure to each topic considered. Possible topics will include the interaction of humans and medicine, new species and the environment, and the tools scientists use to study these interactions. Laboratory experiences will be incorporated during regularly scheduled class times to support and enhance student success in mastering outcomes for the course.

Offered in Summer only for HEOP students.

Typically offered:
Summer

Attributes: YLIB

BIOL-117 P4 Forensics: CSI Science (3)

Have you ever wondered how forensic investigators solve a crime? This course throws you behind the scenes of CSI (crime scene investigation). Through the use of the scientific method, math, and technology, students will sharpen their observational skills and learn about different aspects of forensic testing. This interactive course involves working in small groups to design and investigate simulated crime scenes to help students explore forensic science and gain an appreciation of the work of crime scene investigators and laboratory technicians.

Typically offered:
Variable

Attributes: P4 YLIB

BIOL-130 Medical Terminology (1)

The course provides an introduction to the language of medicine, focusing on the terminology used by healthcare professionals. Students will learn to identify, define, and use medical terms related to various body systems, diseases, diagnostic procedures, and treatments.

Attributes: NLIB

BIOL-131L Anatomy & Physiology I Lab (1)

The laboratory provides experimental study of the microscopic and macroscopic structure and function of the human body including cellular physiology and tissue identification. The anatomy and physiology of the skeleton, the muscular and the nervous systems (including sensory systems) are investigated.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: BIOL-131 Y D-

BIOL-131 Anatomy & Physiology I (3)

This course begins the study of the structure and function of the human body including basic chemistry and investigations of cells and tissues. The integumentary, skeletal, muscular and nervous systems are considered in depth. Students must also register for the laboratory.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: BIOL-131L Y D-

BIOL-132L Anatomy&Physiology II Lab (1)

This laboratory provides experimental study of the microscopic and macroscopic structure and function of the human body including endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Students consider in depth and present

information on physiologically-based diseases.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: BIOL-132 Y D-

BIOL-132 Anatomy&Physiology II (3)

This course continues the study of the structure and function of the human body including the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Students must also register for the laboratory.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: BIOL-132L Y D- AND BIOL-131 N D-

BIOL-151 General Biology I w/Lab (4)

This course explores biology from molecules to cells through the themes of evolution, structure and function, genetic information, energy, and the interconnectedness of systems. Students will examine the relationships among Biology, society, and the environment through critical analysis of biological phenomena and creative problem solving. This course integrates hands-on learning laboratory exercises that will engage students in cellular and molecular techniques, including the manipulation of molecules, cells, and biological models. General Biology I provides a foundation for General Biology II.

Students who have received credit for BIOL 120C & BIOL 127L General Biology may not receive credit for BIOL 151.

Typically offered:
Variable

Attributes: YLIB
Pre-requisites: -

BIOL-152 General Biology II w/Lab (4)

Building off of General Biology I, this course explores the biology of multicellular organisms through the themes of evolution, structure and function, genetic information, energy, and the interconnectedness of systems. Students will examine the relationships among Biology, society, and the environment through critical analysis of biological phenomena and creative problem solving. This course integrates hands-on learning laboratory exercises that will engage students in organismal and physiological techniques, including the manipulation of live organisms and models. General Biology II provides a foundation for General Biology III.

Students who have received credit for BIOL 128C & BIOL 128L SQ General Zoology may not receive credit for BIOL 152.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: BIOL-151 D-

BIOL-190 Intro Topics in BIOL (3)

This topics course introduces students to the academic study of biology and other related areas of interest. Topics will be determined by individual instructors. Students may take this course again for credit, but not with the same topic.

Attributes: YLIB

BIOL-206 SQ The Science of Aging (3)

This course will explore the theories of aging. The physiological changes that occur on the molecular, cellular, and whole body levels with aging will be discussed. Students will learn how scientists study aging using model organisms and evaluate the therapies that are being rapidly developed to combat aging. We will consider how people make health care choices based on media reports of scientific discoveries.

Attributes: SQ YLIB

BIOL-207 Biomedical Ethics Seminar (1)

Medical practice and scientific research in the biomedical sciences are, at their core, human activities governed by reason. The desire to uncover biological mechanisms and develop approaches to improve human health must be accompanied by universal moral principles governed by human reason. One of the most obvious contributions of Philosophy to the natural sciences today is found in the application of ethical thinking. Found in guidelines for responsible conduct in research, the design of clinical trials or everyday medical practice, ethical principles are meant to protect vulnerable individuals and to promote harmony between scientific goals and the human person. After completing this course students will be able to describe bioethical challenges of acute relevance in the world today and will apply ethical principles to specific problems and propose potential solutions.

Attributes: YLIB

BIOL-251 General Biology III w/ Lab (4)

Building off of General Biology II, this course explores the interactions between organisms and their environment through the themes of evolution, structure and function, genetic information, energy, and the interconnectedness of systems. Students will examine the relationships among Biology, society, and the environment through critical analysis of biological phenomena and creative problem solving. This course integrates hands-on learning laboratory exercises that will engage students in laboratory and field techniques in ecology and evolution, including the manipulation of live organisms and models. General Biology III completes the foundation for upper-level biology elective courses.

Students who have received credit for BIOL 213 & BIOL 213L Plant Biology may not receive credit for BIOL 251.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: BIOL-152 D-

BIOL-298 Introduction to Research (3)

Building off the General Biology courses, this Course-based Undergraduate Research Experience (CURE) course emphasizes scientific information literacy, ethically responsible and professional conduct, experimental design, modern techniques and tools, analysis and interpretation of data, and written and oral communication. Through collaborative and independent investigations, this course will consist of multi-week projects that can vary per section and will serve as a foundation for independent research and CURE electives.

Typically offered:

Fall & Spring

Attributes: YLIB ZRES
Pre-requisites: BIOL-152 D-

BIOL-303 Biotechnology (3)

This course will explore a variety of techniques used in the Biology, Chemistry, Physics, and Information Technology fields as they apply in solving problems using Biotechnology. The course will focus on the theory and proper execution of techniques, including lab safety, sterile technique, manipulation of micro organisms, cell culture, gel electrophoresis, PCR, enzymatic assays, Western blotting, ELISAs, and DNA/protein purification. Content coverage includes all topics assessed on the Biotechnician Assistant Credentialing Exam (BACE).

Attributes: YLIB
Pre-requisites: BIOL-152 D- OR CHEM-409 D-

BIOL-311 Cell Biology (3)

The traditional separation among the subdisciplines in biology is vanishing. Fundamental experimental approaches have unified the pursuit of understanding how life works. The central position of the cell in the hierarchy of biology makes it of fundamental importance in understanding everything else. This course lays out the questions, approaches, experimental systems, historical observations, and current understanding of cellular mechanisms.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: (BIOL-120C D- OR BIOL-152 D-) OR CHEM-409 D-

BIOL-311L Cell Biology Techniques (2)

The union between problem-solving skills and technology drives our understanding of biological principles and processes. This laboratory course introduces a range of modern cell biological techniques, including epigenetic inhibition of protein function in the model organism C. elegans, molecular cloning, light microscopy, immunocytochemistry and immunofluorescence microscopy, protein expression, and protein interaction analysis. The scientific method of problem-solving, the various aforementioned techniques, and Internet biological databases/tools provide a framework for an independent project.

Typically offered:
Fall & Spring

Attributes: YLIB ZRES
Pre-requisites: BIOL-311 Y D-

BIOL-312 Parasitology (3)

Parasites are ubiquitous in nature, influencing all aspects of life. They can alter food webs, exert mind-control on their hosts, cause catastrophic crop loss, and even temper the human immune system. Parasitism is found throughout the animal kingdom, from nematodes to arthropods to vertebrates. In this course we will examine the ecological and evolutionary impacts of parasites on their hosts, with an emphasis on the role of parasites on global public health.

Attributes: YLIB

Pre-requisites: BIOL-128C D- OR BIOL-251 D-

BIOL-313 Medical Ethnobotany (3)

The multidisciplinary study of ethnobotany aims to document, describe, and explain complex relationships between cultures and (uses of) plants. The primary focus is on how plants are used, managed, and perceived across human societies. This course specifically emphasizes the impact of plants on human cultures, medicine, ethics, and intellectual property.

Attributes: YLIB
Pre-requisites: BIOL-213 D- OR BIOL-251 D-

BIOL-314L Adv Human Physiology Lab (1)

This course examines the study of functions at the tissue, organ, and organ-system levels of organization of humans and other animals. Consideration is given to the regulatory and integrative mechanisms. The primary focus is on human physiology, but a variety of animal taxa are examined, with their physiological adaptations compared.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: BIOL-314 Y D-

BIOL-314 Adv Human Physiology (3)

This course examines the study of the functions at the tissue, organ, and organ-system levels of organization of humans and other animals. Consideration is given to the regulatory and integrative mechanisms and to the similarities and differences in physiological processes that have enabled animals to adapt to a variety of habitats

Typically offered:
Spring

Attributes: YLIB ZEXL
Pre-requisites: BIOL-311 D- OR BIOL-251 D- AND BIOL-314L Y D-

BIOL-317 Animal Behavior (3)

Animal behavior is the study of what animals do. This class approaches this topic in two fashions: how animals do these behaviors (the proximate or mechanistic perspective) and why animals do things (the ultimate, or evolutionary perspective). The class discusses animals from all taxa. Topics include: nature vs. nurture, learning, the role of hormones in behavior, how sensory systems influence behavior, predator/prey interactions, mating systems, and altruism. Students will also read articles from the primary literature and conduct a few simple experiments on animals. A significant component of the course involves designing experiments in class to test specific behaviors.

Attributes: YLIB ZEXL
Pre-requisites: BIOL-251 D- OR BIOL-128C D-

BIOL-318 Genetics (3)

This course examines the most significant findings in classical and modern genetics. Emphasis is given to the methods of logical analysis required for problem-solving. Topics include Mendelian principles, DNA structure and function, genetic variation and

mutation, molecular techniques, and the use of Internet databases and tools for the analysis of genetic information.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: (BIOL-120C D- OR BIOL-152 D-) AND CHEM-103C D- OR CHEM-409 D-

BIOL-319 Histology (3)

Histology is the study of the tissues of the body and how these tissues are arranged to constitute organs. This course explores the relationship between structure and function at the cell, tissue and organ level through a combination of class discussion and observation of prepared slides.

Attributes: YLIB
Pre-requisites: BIOL-251 D-

BIOL-320L Adv Human Anatomy Lab (1)

This laboratory course examines the structure and evolution of organs and organ systems of humans and other vertebrates, with special attention to gross functional anatomy of mammals. Evolutionary relationships are stressed in order to give students a deeper appreciation for the evolutionary history behind modern human form.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: BIOL-320 Y D-

BIOL-320 Adv Human Anatomy (3)

This course examines the structure and evolution of organs and organ systems of humans and other vertebrates, with special attention to gross functional anatomy and to morphological adaptations for aquatic and terrestrial habitats. Evolutionary relationships are stressed in order to give students a deeper appreciation for the evolutionary history behind modern human form.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: (BIOL-128C D- OR BIOL-251 D-) AND BIOL-320L Y D-

BIOL-322 Neurobiology (3)

This course examines the structure and function of the nervous system. Information in the brain is considered at the molecular, cellular, and circuit levels of organization. Disorders of the nervous system are also explored.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: (BIOL-152 D- AND CHEM-104C D-)

BIOL-330 Advanced Cell Culture (3)

Students will be introduced to the theoretical and practical aspects of the maintenance and preservation of mammalian cells in vitro. They will also explore and apply material science and engineering principles to problems in biology and medicine, like drug delivery, bioprinting, diagnostics, vaccine design and biosensing. Through a hands-on approach, the student will learn basic tissue culture skills including aseptic technique, maintenance of continuous cell lines, differential cell counting, flow cytometry, eukaryotic gene transfer and molecular techniques for analyzing cell function. Experimental approaches incorporate the in-class design and construction of microfluidic devices for organ-on-a-chip applications.

Formerly titled: Cell and Organ Culture

Attributes: YLIB
Pre-requisites: BIOL-311 D- AND BIOL-311L D- OR BIOL-298 D-

BIOL-333 Microbiology (3)

Explores the major groups of microbes and their relationship with one another, other organisms and their environment. Emphasis is placed upon the study of bacteria and viruses. Archaea, protozoa, fungi, algae, and prions are also examined. Microbial genetics, environmental microbiology, infectious disease, and host defenses are some of the areas considered. Biology majors can enroll in BIOL333L Microbiology Lab.

Non-Biology majors who are interested in or require a microbiology course but lack the prerequisites for BIOL333 should enroll in BIOL 107C Microbes and Disease.

Students who have received credit for BIOL 214 Microbiology may not receive credit for BIOL 333.

Attributes: YLIB
Pre-requisites: BIOL-152 D- AND BIOL-333L Y D- OR CHEM-409 D-

BIOL-333L Microbiology Lab (1)

The Microbiology Laboratory complements the BIOL333 Microbiology lecture course in exploring the major groups of microbes and their relationships with one another, other organisms, and their environment. Through a variety of independent and collaborative laboratory activities, students will work towards mastery of course content, gain proficiency in the basic skills required to work safely and effectively in a microbiology laboratory (including aseptic techniques, microscopy, bacterial culturing techniques), design and execute experiments, develop problem solving skills, and explore various applied topics in the field of microbiology. Microbiology lecture (BIOL333) must be taken prior to or at the same time as the lab.

Non-Biology majors who are interested in or require a microbiology lab course but lack the prerequisites for BIOL333L should enroll in BIOL107C and 107L Microbes and Disease lecture and lab.

Students who have received credit for BIOL 214L Microbiology Lab may not receive credit for BIOL 333L.

Attributes: YLIB
Pre-requisites: BIOL-151 D- AND BIOL-152 D- AND BIOL-333 Y D-

BIOL-335 Exercise Physiology (3)

This course examines the acute and chronic effects of aerobic and anaerobic exercise on functions of the human body from the cellular to the whole body level. Structural and functional aspects of the skeletomuscular, cardiovascular, endocrine and respiratory systems as well as nutrition and bioenergetics are emphasized.

Typically offered:

Fall

Attributes: YLIB
Pre-requisites: BIOL-128C D- OR BIOL-132 D- OR BIOL-314 D- AND BIOL-335L Y D-

BIOL-335L Exercise Physiology Lab (1)

This course examines the acute and chronic effects of aerobic and anaerobic exercise on functions of the human body from the cellular to the whole body level. Structural and functional aspects of the skeletomuscular, cardiovascular, endocrine and respiratory systems as well as nutrition and bioenergetics are emphasized. Laboratory experiences will include standard aerobic and anaerobic fitness testing, health diagnostic tests, and exercise prescription development.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: BIOL-335 D-

BIOL-343 Infectious Diseases (3)

This course provides an in-depth exploration of infectious diseases, encompassing the biology and epidemiology of viral, bacterial, and parasitic pathogens, focusing on respiratory, diarrheal, blood-borne, and sexually transmitted diseases, vector-borne and zoonotic diseases of global and local importance. Students will learn key epidemiological and biostatistical methods used to analyze data and study disease transmission. The course will emphasize evidence-based strategies for preventing and controlling disease spread, with special consideration of how societal factors, environmental and climate changes, and the One Health approach intersect with infectious disease management. This course integrates scientific, public health, and policy perspectives to prepare students for tackling global health challenges.

Attributes: YLIB
Pre-requisites: BIOL-251 D-

BIOL-349 Career Seminar (1)

This course is designed to help students identify and explore different career opportunities and gain an understanding of the training requirements of specific careers. Particular emphasis will be placed upon preparing to apply for graduate and professional studies leading to careers in science and the health professions. Topics will include choosing a career, researching training programs, investigating the application process, financing advanced education, exploring entrance exams for professional schools, interviewing skills, creating résumés and portfolios, and considering professional etiquette. Oral and written communication skills will be emphasized throughout and special attention will be given to the practice of effective scientific communication.

Typically offered:
Fall & Spring

Attributes: YLIB ZEXL

BIOL-398 Advanced Research Methods (3)

Continuing to develop the skills acquired in the Introduction to Research course, this Course-based Undergraduate Research Experience (CURE) course focuses on further exploring research feasibility, logistics, funding, collaboration, and communication with a focus on proposal development. This course will consist of multi-week projects that can vary per section, modeled on graduate programs in the field, with an expectation of mentoring and producing a culminating product based on independent work.

Attributes: YLIB ZRES
Pre-requisites: BIOL-298 D-

BIOL-403 Developmental Biology (3)

This course examines the principles of development at the body plan, organ, tissue, cell, molecular, and genetic level. This course is devoted to the study of animal development and concerned with the causal basis of developmental events. Topics include: embryonic organization, the role of genes in development, inductive interactions, morphogenesis, and pattern formation. A selection of laboratory techniques commonly applied to developmental questions including immunocytochemistry and fluorescent light microscopy reinforces these topics.

Attributes: YLIB
Pre-requisites: BIOL-251 D-

BIOL-405 Evolution (3)

“Nothing in biology makes sense except in the light of evolution.” (T. Dobzhansky) This course explores evolution ,the central, unifying theme of the biological sciences, in some depth. Particular attention is paid to classical Darwinism and other ideas in the history of evolutionary thought, the genetics and ecology of populations, speciation, molecular evolution, and extinction theory.

Typically offered:
Fall – Odd Years

Attributes: YLIB
Pre-requisites: BIOL-251 D- OR BIOL-128C D-

BIOL-406 Animal Natural History (3)

The biodiversity, life histories, taxonomy, and behavior of vertebrate and invertebrate animals are studied in this course. We will cover aquatic and terrestrial organisms across a wide range of taxa. Consideration is given to their evolutionary history, biogeography, and life cycles.

Typically offered:
Fall – Even Years

Attributes: YLIB
Pre-requisites: BIOL-128C D- OR BIOL-101C D- OR BIOL-251 D- OR SUST-302 D-

BIOL-408 Ecology (3)

Ecology is the study of the distribution and abundance of organisms and the interactions that influence that distribution and abundance. In this course, we will study the ecology of organisms across all scales of biology, from individuals to ecosystems, from a theoretical and empirical perspective.

Typically offered:
Variable

Attributes: YLIB
Pre-requisites: BIOL-101C D- OR BIOL-213 D- OR BIOL-251 D-

BIOL-409 Ecological Field Methods (3)

This course surveys methods in field ecology and ecological experimental design. Topics of study will include methods and analyses used to study populations, communities, environmental variables, eco-physiological processes, and molecular ecology. Special attention will be given to local aquatic ecosystems. The course will include multiple field trips and an independent research project

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: BIOL-101C D- OR BIOL-213 D- OR BIOL-251 D-

BIOL-410 Conservation Biology (3)

This course is the study of earth's biodiversity. Its aim is to protect species, their habitats, niches, behaviors, and ecosystems. Interdisciplinary in nature, this course will involve discussion of the ways that humans impact ecosystems, and how conservation biologists are trying to undo the damage and prevent future ecosystem erosion. The course will involve readings from the literature, case studies, and conversations with local and international conservation biologists.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: BIOL-128C D- OR BIOL-101C D- OR BIOL-251 D-

BIOL-412 Virology (3)

This course is an introduction to the exciting, fast moving field of virology. Students will be introduced to the fundamental principles of virus structure, genetics, the infectious cycle, replication strategies, pathogenesis and persistence along with the theories behind the origins of viruses and how they are evolving. There will be specific emphasis on virus infection of eukaryotic cells and molecular mechanisms of virus-host interactions. The relevance of virology to everyday life will also be discussed with topics on emerging viruses, vaccines, anti-viral drugs and viral vectors.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: BIOL-214 D- OR BIOL-251 D-

BIOL-413 Plant-Microbe Interactions (3)

This course is an in-depth exploration of the various ways plants interact with microbes (fungi, oomycetes, bacteria, viruses, & nematodes) in the environment. Parasitic and mutualistic (symbiotic) interactions will be investigated at the macroscopic, cellular, and molecular levels. Coursework focuses on plant pathology and studies of the mutualistic relationships between plants and microbes. Disease prevention and management strategies as well as the economic, environmental, ecological, and societal impacts of agricultural practices will be discussed.

Attributes: YLIB
Pre-requisites: (BIOL-213 D- AND BIOL-214 D- AND BIOL-214L D- OR BIOL-251 D-) AND BIOL-298 D-

BIOL-418 Immunology (3)

This course explores the genetic and cellular basis of immunity, regulation of the immune system, and the effector mechanisms that

provide protection or result in autoimmune disease.

Typically offered:
Variable

Attributes: YLIB
Pre-requisites: BIOL-152 D- OR CHEM-409 D-

BIOL-419 Restoration Ecology (3)

This course is an in-depth study of the ways in which human activity degrades natural ecosystems and of the tools we have to restore degraded ecosystems. Course topics include ecology, land management, and the societal drivers of habitat fragmentation and loss. Students will learn about ecological restoration through case studies, readings, and lecture and then apply what they've learned to contribute toward restoring natural habitats on campus.

Attributes: YLIB
Pre-requisites: BIOL-251 OR SUST-101

BIOL-422 Biopharmacology (3)

This course provides an introduction to the field of pharmacology from a biological perspective. Topics of study include the history of drugs, drugs of abuse, drug design, routes of administration, and pharmacokinetics. Special attention will be given to examining how different diseases disrupt the normal physiology of particular organ systems and then identifying the mechanisms of action for a variety of therapeutic drugs.

Attributes: YLIB
Pre-requisites: BIOL-251 D- OR BIOL-409 D-

BIOL-425 Endocrinology (3)

This course involves the study of hormonal principles and actions in vertebrates. Emphasis is on neuroendocrine relationships, feedback control systems, regulation of physiologic systems, and mechanisms of hormone action. This course includes lectures, group work, and the reading and interpretation/critique of scientific literature. Courses in Cell Biology and Physiology are highly recommended for the successful completion of Endocrinology.

Attributes: YLIB
Pre-requisites: BIOL-127L D- AND BIOL-128C D- AND BIOL-311 D- AND BIOL-251 D-

BIOL-490 Internship in Biology (1 TO 3)

Biology majors undertake an experimental learning project in an off-campus setting designed to complement the biology degree program. The intent is to blend the theoretical material from university coursework with the practical skills developed in the application of biology in the "work world." Placements are coordinated with the Experiential Learning Coordinator and may involve work in the healthcare community, research community, for-profit sector, or other suitable service-learning opportunities.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB

BIOL-495 Senior Seminar (3)

This capstone class provides an opportunity for students to assess and reflect upon their achievement of the department's learning objectives, as well as their development as biologists and scientists. This course also formalizes and deepens the role of students in their final year at Fisher as leaders in Fisher's community of biologists, by incentivizing students to act as mentors to other students while engaging in various roles in the department, in associated academic/interest clubs, or in the larger Biology community.

Attributes: YLIB ZCAP
Pre-requisites: BIOL-349 D-

BIOL-496 Independent Study (.5 TO 3)

This course provides the opportunity for investigation of a special topic or project of interest to a student and a supervising biology faculty member. Students must contact the faculty member and request permission to register. Independent study may involve a literature search, writing a research proposal, and/or a lab/field study. This course cannot be used as a biology elective. Students must complete the Independent Study/Tutorial Authorization form and submit it to the Registrar's office.

Completion of the online Intent form for the Biology Department is also required.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB

BIOL-498 Research (.5 TO 3)

Students work with a faculty advisor to design and execute a research plan addressing a biological question. The results of the project are presented in the form of a written research report and/or a scientific poster that is presented at a scientific meeting. Students must contact the faculty member and request permission to register. Students are required to submit the online intent form for the Biology Department to be registered. Students must submit a project proposal and undergo safety training. See biology student research guidelines for additional details.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZRES
Pre-requisites: BIOL-298 D-

BIOL-499 Advanced Research (.5 TO 3)

Students continue their work with a faculty advisor to expand upon a research plan or work with a new advisor on a new project addressing a timely biological question. Upon completion of the project, the results are presented in the form of a written research report and/or a scientific poster that is presented at a scientific meeting. Completion of a written project proposal with a Biology faculty member is required.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZRES
Pre-requisites: BIOL-498 D-

BIOL-1062 Defying Aging (3)

This course explores the various scientific findings related to lifespan and health span extension by various means. First, we research

and experience the dietary and physicality that produces the significant results for long life and low incidence of age-related disease. Next, the pharmacological focus of youth and beauty is examined at a cellular level. We explore the anti-aging properties of various plants and animals of the natural world. We inquire into the various drugs, supplements, and hormones that are currently being developed and in several cases, being tested in humans for anti-aging properties. Throughout these topics we also determine what any of these treatments and procedures may mean for the extension of reproductive years and prevention of age-related disease. Finally, we evaluate the multitude of anti-aging claims made by both legitimate and illegitimate sources. We learn to spot pseudo-scientific products and procedures, and challenge those that appear to be based on science. By the end of the course, the student should have a broad grasp of the aging process and the variety of ways in which we can alter that process.

Typically offered:
Fall – Even Years

Attributes: LC YLIB

BIOL-1110 Studying Nature (3)

The natural world is changing rapidly, and this change undermines the sustainability of human societies. To reach sustainability, we must have an understanding of our natural home – our bioregion – and how human activities and choices fit into it. This course helps students learn about the bioregion of update New York in the context both of threats to our natural environment and of successes in preservation and restoration of our biological neighborhood.

Typically offered:
Spring

Attributes: DA YLIB

BIOL-1120 Data Discovery in STEM (3)

Data is a cornerstone of decision-making in all disciplines. This course provides students with essential skills to gather, organize, interpret, and ethically present data in ways that enhance understanding and impact. Topics include designing effective data-gathering processes, organizing and analyzing datasets, creating clear visualizations, and understanding the ethical implications of data use.

Students will develop these skills by exploring the role data plays in natural and life science discoveries; from data collection to learning how data communicates complex ideas to diverse audiences. Through activities, case studies, and independent projects, students will develop practical skills in data management and visualization while fostering a deeper appreciation for the power of data in all disciplines, not just science.

Attributes: DA YLIB

BIOL-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of independent, inquiry-based projects. In their projects, students assert, support, and integrate their own positions into a scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources

Typically offered:
Variable

Attributes: RW YLIB ZRES

BIOL-2110 Science Policy & Comm (3)

This course dives into the intersection of science and civic duty, an introductory course into the world of science policy and the role scientists, and non-scientists, have in incorporating science, scientific thinking, and technology in national policy. During the course, you will learn what science policy is and how to engage and communicate with civil and community leaders on various current scientific topics.

Attributes: CCE YLIB

BIOL-3990 Adv Research-Based Writing (3)

In this course, students will develop an inquiry-based project by conducting in-depth research using discipline-specific practices that result in research and writing skills that are transferable. Students will build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students will formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They will acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project will be communicated in both written and oral forms or other media platforms.

Attributes: AWC YLIB

Chemistry

Overview

Kimberly Chichester, *Chair of the Division of Natural and Mathematical Sciences*

The objectives of the Department of Chemistry are to prepare students for graduate work in chemistry, biochemistry, and pharmaceutical chemistry; for professional schools (e.g., medical, dental, pharmacy, veterinary, law); for positions in industrial laboratories such as chemical, pharmaceutical, biotech, cosmetics, etc.; or for positions in secondary education, as well as to provide the introduction to chemistry required of students of other disciplines for success in their respective professions.

Students majoring in chemistry may earn a bachelor of science or bachelor of arts degree. These differ in the number of required courses in mathematics and chemistry. Because of the great diversity that exists in the field of chemistry, even at the undergraduate level, the B.S. candidate may choose either the traditional degree program or a program that concentrates in pharmaceutical chemistry. The department also offers a distinct major in biochemistry. See *Biochemistry* for details.

Students seeking adolescence teaching certification in chemistry may follow a degree plan leading to a Bachelor of Science in Inclusive Adolescence Education – Chemical Education, or they may choose to earn a Bachelor of Science in Inclusive Adolescence Education with a concentration in chemistry. The department also offers a B.A. in Chemistry with Inclusive Adolescence Education, but that is primarily for students who are receiving the Noyce Inspire Scholarship.

The Department of Chemistry has been approved by the Committee on Professional Training of the American Chemical Society. The student who earns the Bachelor of Science in Chemistry, or the Bachelor of Science in Chemistry – Pharmaceutical Chemistry, is certified to the Society as having met its standards for professional training in chemistry at the bachelor's level.

Program Requirements

The program requirements for each of the major programs in chemistry – B.S. in Chemistry, B.S. in Chemistry - Pharmaceutical Chemistry, B.A. in Chemistry, and the B.A. in Chemistry with Inclusive Adolescence Education, and the requirements for Chemical Education (when the first major is Inclusive Adolescence Education), as well as concentrations in chemistry for both Inclusive Adolescence Education and Inclusive Childhood Education – are all listed below:

The introductory course sequence CHEM 103C, 103L, 104C, 104L is intended to prepare students for all subsequent chemistry courses. The Department of Chemistry strongly recommends that a student enrolling in CHEM 103C has a minimum Scholastic Aptitude Test score of 500 on the mathematics section of the test, a minimum ACT score of 21 on the mathematics section of that test, or a mathematical

background that has prepared the student for MATH 119C or a higher-level mathematics course. If the student does not meet any of these criteria, the department advises that the student delay entering CHEM 103C and take sufficient mathematics to prepare for enrolling in MATH 119C.

B.S. in Chemistry

For students majoring in chemistry, all courses that are required for the major program are included in determination of the grade point average in the major.

Requirements

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry Lab I (1)
- CHEM 104C – General Chemistry II (3)
  CHEM 104L – General Chemistry Lab II (1)
- CHEM 201 – SQ Organic Chemistry I (3)
  CHEM 201L – Organic Chemistry Lab I (2)
- CHEM 202 – Organic Chemistry II (3)
  CHEM 202L – Organic Chemistry Lab II (2)
- CHEM 250 – Sophomore Seminar (1)
- CHEM 315 – Analytical Chemistry I (3)
  CHEM 315L – Analytical Chemistry Lab I (2)
- CHEM 316 – Analytical Chemistry II (3)
  CHEM 316L – Analytical Chemistry Lab II (2)
- CHEM 365 – Physical Chemistry I (3)
  CHEM 365L – Physical Chemistry Lab I (2)
- CHEM 408 – Biochemistry I (3)
- CHEM 431 – Spectroscopic Identification (3)
- CHEM 435 – Advanced Laboratory I (1)
- CHEM 436 – Advanced Laboratory II (1)
- CHEM 441 – Advanced Inorganic Chemistry (3)
- CHEM 449 – Seminar Preparation (0)
- CHEM 450 – Seminar (1)
- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- PHYS 141 – General Physics Workshop I (4)*
- PHYS 142 – General Physics Workshop II (4)*
- 1 Chemistry Elective (at least 3 credits) (3)

Total: 65 credits

**PHYS 121C or 131C if previously taken, may automatically substitute for PHYS 141; likewise, PHYS 122C or 132C if previously taken, may automatically substitute for PHYS 142.*

B.S. in Chemistry – Pharmaceutical Chemistry

For students majoring in chemistry, all courses that are required for the major program are included in determination of the grade point average in the major.

Requirements

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry Lab I (1)
- CHEM 104C – General Chemistry II (3)
  CHEM 104L – General Chemistry Lab II (1)
- CHEM 201 – SQ Organic Chemistry I (3)
  CHEM 201L – Organic Chemistry Lab I (2)
- CHEM 202 – Organic Chemistry II (3)
  CHEM 202L – Organic Chemistry Lab II (2)
- CHEM 250 – Sophomore Seminar (1)
- CHEM 315 – Analytical Chemistry I (3)
  CHEM 315L – Analytical Chemistry Lab I (2)
- CHEM 316 – Analytical Chemistry II (3)
  CHEM 316L – Analytical Chemistry Lab II (2)
- CHEM 365 – Physical Chemistry I (3)
  CHEM 365L – Physical Chemistry Lab I (2)
- CHEM 408 – Biochemistry I (3)
- CHEM 410 – Biochemistry Lab I (1)
- CHEM 414 – Pharmaceutics (3)
- CHEM 436 – Advanced Laboratory II (1)
- CHEM 441 – Advanced Inorganic Chemistry (3)
- CHEM 449 – Seminar Preparation (0)
- CHEM 450 – Seminar (1)
- ONE Pharmaceutical Science Elective (2)
- BIOL 151 – General Biology I w/Lab (4)
- BIOL 422 – Biopharmacology (3)
- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- PHYS 141 – General Physics Workshop I (4)*
- PHYS 142 – General Physics Workshop II (4)*
- CHEM 409 – Biochemistry II (3)
- CHEM 411 – Biochemistry Lab II (2)
- CHEM 415 – Pharmaceutics II (3)

Total: 79 credits

**PHYS 121C or 131C if previously taken, may automatically substitute for PHYS 141; likewise, PHYS 122C or 132C if previously taken,*

may automatically substitute for PHYS 142.

B.A. in Chemistry

For students majoring in chemistry, all courses that are required for the major program are included in determination of the grade point average in the major.

Requirements

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry Lab I (1)
- CHEM 104C – General Chemistry II (3)
  CHEM 104L – General Chemistry Lab II (1)
- CHEM 201 – SQ Organic Chemistry I (3)
  CHEM 201L – Organic Chemistry Lab I (2)
- CHEM 202 – Organic Chemistry II (3)
  CHEM 202L – Organic Chemistry Lab II (2)
- CHEM 250 – Sophomore Seminar (1)
- CHEM 315 – Analytical Chemistry I (3)
  CHEM 315L – Analytical Chemistry Lab I (2)
- CHEM 316 – Analytical Chemistry II (3)
  CHEM 316L – Analytical Chemistry Lab II (2)
- CHEM 365 – Physical Chemistry I (3)
  CHEM 365L – Physical Chemistry Lab I (2)
- CHEM 436 –Advanced Laboratory II (1)
- CHEM 441 – Advanced Inorganic Chemistry (3)
- CHEM 449 – Seminar Preparation (0)
- CHEM 450 – Seminar (1)
- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- PHYS 141 - General Physics Workshop I (4)*
- PHYS 142 - General Physics Workshop II (4)*

Total: 55 credits

**PHYS 121C or 131C if previously taken, may automatically substitute for PHYS 141; likewise, PHYS 122C or 132C if previously taken, may automatically substitute for PHYS 142.*

B.A. in Chemistry with Inclusive Adolescence Education

Disclosure: This degree program is intended for students that are/will be part of the Noyce Inspire Scholarship. Other students can enroll

in this degree, however, only those that have applied and were accepted by the Noyce Scholarship Committee will receive the scholarship. Visit the Noyce website for more details.

The B.A. in chemistry with inclusive adolescence education degree program is a dual certification program comprised of both the chemistry major and the inclusive adolescence education major leading to certification in both adolescence education - chemistry (7-12) and students with disabilities - generalist (7-12). This program prepares teacher candidates to be highly capable and ethically responsible teachers who have the knowledge, skills, and dispositions necessary to teach and reach all students effectively in adolescence education (grades 7-12).

In addition to meeting all of the inclusive adolescence education requirements as well as the New York State Generalist Core requirements (see Inclusive Adolescence Education for details), the Chemistry Department in conjunction with the Education Department has outlined the following requirements for certification in chemistry. Students must earn grades of "C" or higher in all courses in the content area.

Chemistry Requirements

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry Lab I (1)
- CHEM 104C – General Chemistry II (3)
  CHEM 104L – General Chemistry Lab II (1)
- CHEM 201 – SQ Organic Chemistry I (3)
  CHEM 201L – Organic Chemistry Lab I (2)
- CHEM 202 – Organic Chemistry II (3)
  CHEM 202L – Organic Chemistry Lab II (2)
- CHEM 250 – Sophomore Seminar (1)
- CHEM 300 – Practicum in Laboratory Development (3)
- CHEM 315 – Analytical Chemistry I (3)
  CHEM 315L – Analytical Chemistry Lab I (2)
- CHEM 449 – Seminar Preparation (0)
- CHEM 450 – Seminar (1)
- CHEM 408 – Biochemistry (3)
- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- PHYS 141 – General Physics Workshop I (4)*
- PHYS 142 – General Physics Workshop II (4)*
- Elective (Upper level 300+ elective in CHEM or PHYS) (3-4)

Total: 50-51 credits

**PHYS 121C or 131C if previously taken, may automatically substitute for PHYS 141; likewise, PHYS 122C or 132C if previously taken, may automatically substitute for PHYS 142.*

B.S. Inclusive Adolescence Education – Chemical Education (Dual Major)

Students pursuing teaching certification in inclusive adolescence education (chemistry) may ***dual major*** in inclusive adolescence education and chemical education and earn a *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements as well as the New York State Generalist Core requirements (see Inclusive Adolescence Education for details), the Chemistry Department in conjunction with the Education Department has outlined the following requirements for certification in chemistry. Students must earn grades of "C" or higher in all courses in the content area.

Chemistry Requirements

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry Lab I (1)
- CHEM 104C – General Chemistry II (3)
  CHEM 104L – General Chemistry Lab II (1)
- CHEM 201 – SQ Organic Chemistry I (3)
  CHEM 201L – Organic Chemistry Lab I (2)
- CHEM 202 – Organic Chemistry II (3)
  CHEM 202L – Organic Chemistry Lab II (2)
- CHEM 250 – Sophomore Seminar (1)
- CHEM 300 – Practicum in Laboratory Development (3)
- CHEM 315 – Analytical Chemistry I (3)
  CHEM 315L – Analytical Chemistry Lab I (2)
- CHEM 365 – Physical Chemistry I (3)
  CHEM 365L – Physical Chemistry Lab I (2)
- Choose **ONE**:
  - CHEM 316 – Analytical Chemistry II (3)
  - CHEM 366 – Physical Chemistry II (3)
- CHEM 408 – Biochemistry I (3)
- CHEM 441 – Advanced Inorganic Chemistry (3)
- CHEM 449 – Seminar Preparation (0)
- CHEM 450 – Seminar (1)
- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- PHYS 141 – General Physics Workshop I (4)*
- PHYS 142 – General Physics Workshop II (4)*

Total: 58 credits

**PHYS 121C or 131C if previously taken, may automatically substitute for PHYS 141; likewise, PHYS 122C or 132C if previously taken, may automatically substitute for PHYS 142.*

B.S Inclusive Adolescence Education Major with a Chemistry Concentration

Students pursuing teaching certification in inclusive adolescence education (chemistry) may choose to complete a ***concentration*** in chemistry instead of a major, resulting in a *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (see Inclusive Adolescence Education for details), the Chemistry Department in conjunction with the Education Department department has outlined the following courses for the chemistry concentration which meet the New York state requirement for chemistry certification. Students must earn grades of "C" or higher in all courses in the content area.

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry Lab I (1)
- CHEM 104C – General Chemistry II (3)
  CHEM 104L – General Chemistry Lab II (1)
- CHEM 201 – SQ Organic Chemistry I (3)
  CHEM 201L – Organic Chemistry Lab I (2)
- CHEM 202 – Organic Chemistry II (3)
  CHEM 202L – Organic Chemistry Lab II (2)
- CHEM 250 – Sophomore Seminar (1)
- CHEM 300 – Practicum in Laboratory Development (3)
- CHEM 315 – Analytical Chemistry I (3)
  CHEM 315L – Analytical Chemistry Lab I (2)
- CHEM 316 – Analytical Chemistry II (3)
  CHEM 316L – Analytical Chemistry Lab II (2)
- CHEM 450 – Seminar (1)
- Two chemistry electives (6)

Total: 39 credits

B.S. Inclusive Childhood Education Major with a Liberal Arts Major/Concentration in Chemistry

Students pursuing teaching certification in inclusive childhood education must declare either a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education majors who wish to pursue a ***dual major*** with chemistry take all of the major requirements as listed above (B.A. or B.S. degree requirements) in addition to meeting all of the inclusive childhood education requirements (see Inclusive Childhood Education for details). If an inclusive childhood education major wishes to complete a ***concentration*** in chemistry, the Chemistry Department in conjunction with the Education Department has outlined the following courses which meet the New York state requirements for a liberal arts concentration in this field. Students must earn grades of "C" or higher in all courses in the content area.

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry Lab I (1)
- CHEM 104C – General Chemistry II (3)
  CHEM 104L – General Chemistry Lab II (1)
- CHEM 201 – SQ Organic Chemistry I (3)

CHEM 201L – Organic Chemistry Lab I (2)
- CHEM 202 – Organic Chemistry II (3)
  CHEM 202L – Organic Chemistry Lab II (2)
- CHEM 250 – Sophomore Seminar (1)
- CHEM 300 – Practicum in Laboratory Development (3)
- CHEM 315 – Analytical Chemistry I (3)
  CHEM 315L – Analytical Chemistry Lab I (2)
- CHEM 316 – Analytical Chemistry II (3)
  CHEM 316L – Analytical Chemistry Lab II (2)
- CHEM 450 – Seminar (1)
- Two chemistry electives (6)

Total: 39 credits

Minor

Minor in Chemistry

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry Lab I (1)
- CHEM 104C – General Chemistry II (3)
  CHEM 104L – General Chemistry Lab II (1)
- CHEM 201 – SQ Organic Chemistry I (3)
  CHEM 201L – Organic Chemistry Lab I (2)
- CHEM 202 – Organic Chemistry II (3)
  CHEM 202L – Organic Chemistry Lab II (2)
- One CHEM lecture course with the corresponding lab course at or beyond CHEM 315
  (CHEM 410 is the corresponding lab for CHEM 408; CHEM 435 is the corresponding lab for CHEM 431) (4–5 credits)

Total: 22–23 credits

Chemistry Courses

CHEM-100 Chemistry Workshop (0)

This course will review topics in math that are essential to the study of chemistry. Scientific reasoning skills will also be developed to support success in chemistry courses.

Attributes: YLIB
Pre-requisites: CHEM-103C Y D-

CHEM-103C P4 Gen Chemistry I (3)

This course introduces the fundamental principles of chemistry. Emphasis is placed on theoretical concepts and descriptive inorganic chemistry. Topics include the mole concept, gas laws, atomic and molecular structure, stoichiometry, the chemical bond, and thermochemistry.

Typically offered:
Fall, Spring & Summer

Attributes: P4 YLIB

CHEM-103L General Chemistry I Lab (1)

This laboratory, which complements CHEM 103C, introduces students to basic techniques of the chemistry laboratory. The experiments include observation of chemical phenomena, physico-chemical measurements, syntheses, and chemical analysis.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: CHEM-103C Y D-

CHEM-104C General Chemistry II (3)

This course introduces the fundamental principles of chemistry. Emphasis is placed on theoretical concepts and descriptive inorganic chemistry. Topics include solutions, acids and bases, kinetics and chemical equilibria, electrochemistry, and thermodynamics.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: CHEM-103C D-

CHEM-104L General Chem II Lab (1)

This laboratory, which complements CHEM 104C, introduces the student to the basic techniques of the chemistry laboratory. The experiments include observation of chemical phenomena, physico-chemical measurements, syntheses, and chemical analysis.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: CHEM-103L D- AND CHEM-104C Y D-

CHEM-120C P4 Intro Chemistry (3)

A one-semester course for nursing majors or for students seeking an introduction to chemistry. Topics from general chemistry, organic chemistry, and biochemistry are covered, with emphasis on applications to health professions.

Typically offered:
Fall, Spring & Summer

Attributes: P4 YLIB

CHEM-120L Intro to Chemistry Lab (1)

This course complements CHEM 120C and introduces the student to some basic techniques in the chemistry laboratory. The experiments include observation of chemical phenomena, chemical analysis, and syntheses.

Attributes: YLIB
Pre-requisites: CHEM-120C Y D-

CHEM-132 P4 The Chemistry of Crime (3)

The aim of this course is to introduce analytical chemistry principles that are related to the area of criminology. The course will focus on those aspects of criminology that can be answered through chemical methods, although some aspects of biological science (DNA analysis and blood typing) will be integrated. This course introduces concepts related to the identification and analysis of fingerprints, inks, fibers, tool marks, narcotics, common medications, blood and breath alcohol, accelerants, firearms, blood and DNA. The course will be taught in such a way as to allow students to obtain both lecture and laboratory experience in the context of a 60-minute lecture/laboratory course. The laboratory experiments will involve performing short analysis that can be completed within 60 minutes. This will allow the opportunity for laboratory work during the class period rather than in a separate laboratory course.

Attributes: P4 YLIB

CHEM-150 Freshman Chemistry Seminar (1)

This seminar will provide an overview to First year and upper-level student and alumni perspectives of the SJF chemistry program. Students will become more familiar with the breadth and depth of the field of chemistry with a focus on topics of growing importance to scientists today as well as the chemistry of everyday life. The personal characteristics, skills, and attitudes that contribute to academic and professional success will be introduced and the benefits of a chemistry degree for jobs and graduate or professional school will be discussed.

Attributes: NLIB
Pre-requisites: CHEM-103C D-

CHEM-201L Organic Chemistry I Lab (2)

This laboratory complements CHEM 201 by introducing the basic organic laboratory techniques of synthesis, isolation, and analysis, including chromatography.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: CHEM-104L D- AND CHEM-201 Y D-

CHEM-201 SQ Organic Chemistry I (3)

The principles of the chemistry of carbon compounds are developed with emphasis on nomenclature, physical properties, structure, reactions, mechanisms, and synthesis.

Typically offered:
Fall, Spring & Summer

Attributes: SQ YLIB
Pre-requisites: CHEM-104C D-

CHEM-202 Organic Chemistry II (3)

The basic principles of the chemistry of carbon compounds are developed with emphasis on nomenclature, physical properties, spectroscopy, structure, reactions, mechanisms, and synthesis.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: CHEM-201 D-

CHEM-202L Organic Chemistry II Lab (2)

This laboratory complements CHEM 202 by introducing the basic organic laboratory techniques of synthesis, isolation, and analysis, including chromatography, infrared and nuclear magnetic resonance spectroscopy, and mass spectrometry. Students are encouraged to work more independently as the semester progresses.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: (CHEM-201 D- AND CHEM-201L D-) AND CHEM-202 Y D-

CHEM-214C P4 Biochemical Systems (3)

This is a science content course. In this course, students study the fundamental nature of chemistry and biology by investigating how basic chemical principles are manifested in living systems. After acquiring the fundamental concepts of matter, energy, and chemical processes, students study how these principles are integrated into systems such as respiration, photosynthesis, nutrition, and exercise. Students investigate contemporary applications of these topics through research reports. Laboratory work is incorporated into the class in the form of guided inquiry activities.
Registration in this course is restricted to students pursuing majors in the School of Education.

Attributes: P4 YLIB ZCIV

CHEM-215C SQ Dynamics of Phys World (3)

This is a science content course. In this course, students investigate topics in earth science and physics using experiments, inquiry-based studies, mathematical methods, and technology tools. Particular emphasis is placed on the concepts of science, including: cause and effect, change and conservation, energy and matter, models and theories, probability and prediction, systems and interaction, and time and scale.
Formerly offered as MSTI 215C.

Attributes: SQ YLIB

CHEM-230 Geology Workshop I (4)

The first course in the sequence will look at Earth processes and their effects on the materials, structure, and morphology of the earth’s crust. For example, elements of crystallography and crystal chemistry; origin, occurrence, and identification of sedimentary,

igneous, and metamorphic rocks and their minerals will be explored. Additionally, the principles of stratigraphy and paleontology and their use, in combination with plate tectonics, in reconstructing the Earth's history is explored. Laboratory exercises include field work, study of rocks, minerals, dynamic models, and topographic maps.

Attributes: YLIB

CHEM-231 Geology Workshop II (4)

The second course in the sequence will include an in-depth examination of various physical and biological processes that operate within and at the surface of the earth. An in-depth study of the Earth's gravitational and magnetic fields as well as elastic properties of rocks will further be explored and applied to the internal structures and dynamics of plate tectonics, plate motion, seismic waves, and fault slips. Laboratory exercises will include field studies, rock friction and fraction, seismology and plate motions. Additionally, students will explore scientific literature and ethical considerations surrounding geological processes.

Attributes: YLIB
Pre-requisites: CHEM-230 D-

CHEM-250 Sophomore Seminar (1)

This spring course is required for all chemistry majors (B.S. and B.A.) and provides an opportunity for the chemistry faculty and students to discuss topics of importance to chemistry majors. Topics include graduate school, professional schools (medical, veterinary, dental, law school, etc.), industrial positions, literature searching, and research opportunities within and outside the Department of Chemistry. Also includes seminars by outside speakers from academic, private, and industrial laboratories and seminars by the senior chemistry majors. Attendance is required. Graded S/U.

Typically offered:
Spring

Attributes: YLIB

CHEM-260 Food Chemistry (3)

A general survey course designed to introduce students to the chemical processes behind food and the food industry. All aspects of chemistry (organic, inorganic, physical, biochemical, and analytical) will be utilized. The course will be taught in such a way as to allow students to obtain both lecture and laboratory experience in the context of either a 60 or 90 minute lecture/laboratory course.

Attributes: YLIB

CHEM-300 Practicum Lab Development (3)

Introduction to tasks important for high school chemistry teachers, including laboratory experimental design and preparation, chemicals and laboratory acquisition and storage, safety in the laboratory, waste disposal,
and the literature of chemical education.

Typically offered:
Spring – Odd Years

Attributes: YLIB
Pre-requisites: CHEM-202 D- AND CHEM-202L D-

CHEM-315 Analytical Chemistry I (3)

This course covers topics in quantitative chemical analysis, including statistics, equilibria, gravimetric and volumetric analysis, and electrochemistry.

Typically offered:
Fall

Attributes: YLIB ZCIV
Pre-requisites: CHEM-104C D- AND (MATH-119C D- OR MATH-120C D-)

CHEM-315L Analytical Chem I Lab (2)

Laboratory course designed to complement CHEM 315. This course covers gravimetric, volumetric, and electrochemical analysis.

Typically offered:
Fall

Attributes: YLIB ZCIV
Pre-requisites: CHEM-104L D- AND CHEM-315 Y D-

CHEM-316 Analytical Chemistry II (3)

This course covers the quantitative aspects of modern instrumental analysis, including electronics, electrochemistry, spectroscopy, and chromatography.

Typically offered:
Spring

Attributes: CEL YLIB ZCIV
Pre-requisites: CHEM-104 D-

CHEM-316 Analytical Chemistry II (3)

This course covers the quantitative aspects of modern instrumental analysis, including electronics, electrochemistry, spectroscopy, and chromatography.

Typically offered:
Spring

Attributes: CEL YLIB ZCIV
Pre-requisites: CHEM-104 D-

CHEM-316L Analytical Chem II Lab (2)

Laboratory course designed to complement CHEM 316. This course covers electrochemistry, spectroscopy, and chromatography.

Typically offered:
Spring

Attributes: YLIB ZCIV
Pre-requisites: CHEM-104C D- AND CHEM-104L D-

CHEM-365L Physical Chemistry I Lab (2)

The semester is devoted to traditional physical chemical experiments, most of which are related to thermodynamics.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: CHEM-365 Y D-

CHEM-365 Physical Chemistry I (3)

The principles of thermodynamics are developed and applied to a study of gases, phase equilibria, and chemical equilibria.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: CHEM-104C C AND MATH-122C C AND PHYS-142 C

CHEM-366L Physical Chemistry II Lab (2)

The experiments in this course are chosen to illustrate or to apply the principles studied in CHEM 366.

Attributes: YLIB
Pre-requisites: CHEM-365L D- AND CHEM-366 Y D-

CHEM-366 Physical Chemistry II (3)

The semester covers chemical kinetics and quantum chemistry, plus elements of kinetic theory and spectroscopy.

Attributes: YLIB
Pre-requisites: CHEM-365 D-

CHEM-408 Biochemistry I (3)

An introduction to the basic principles of biochemistry. Among the topics covered are: structure and function of proteins; energetics, kinetics, and mechanisms of biochemical reactions; carbohydrates; properties of membranes; and intermediary metabolism, including oxidative phosphorylation.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: CHEM-202 D-

CHEM-409 Biochemistry II (3)

A continuation of Biochemistry I. Among the topics covered are:
a continuation of intermediary metabolism; biosynthesis; integration and hormonal regulation of metabolism; and storage and utilization of genetic information.

Attributes: YLIB
Pre-requisites: CHEM-408 D-

CHEM-410 Biochemistry Lab (1)

A laboratory course for junior/senior students majoring in chemistry, biology, and/or pursuing a concentration in biochemistry. Designed to provide a modern and complete experience in experimental biochemistry. Important general techniques to be covered are error and statistical analysis of experimental data, spectroscopic methods, electrophoretic techniques, chromatographic separations, and isolation of biological materials. Examples of some selected additional techniques are enzyme kinetics, peptide isolation, and peptide sequencing.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: CHEM-202 D- AND CHEM-202L D- AND CHEM-408 Y D-

CHEM-411 Biochemistry Laboratory II (2)

A laboratory course for junior/senior students majoring in Biochemistry, chemistry, and/or biology. Designed to provide a modern and complete experience in experimental biochemistry and molecular biology. Important general techniques to be covered are error and statistical analysis of experimental data, spectroscopic methods, electrophoretic techniques, and nucleic acid isolations. Examples of some selected additional techniques are PCR, qPCR, restriction digest and DNA sequence analysis.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: (CHEM-408 D- AND CHEM-410 D- AND CHEM-409 Y D-)

CHEM-412 Advanced Topics: Chemistry (3)

Advanced topics in chemistry will be covered according to specialty area of faculty.

Attributes: YLIB ZCIV
Pre-requisites: CHEM-202 D-

CHEM-412 Advanced Topics: Chemistry (3)

Advanced topics in chemistry will be covered according to specialty area of faculty.

Attributes: YLIB ZCIV
Pre-requisites: CHEM-202 D-

CHEM-414 Pharmaceutics (3)

This introductory course provides students with an overview of the pharmaceutical dosage forms and pharmacokinetics. The course will focus on the physicochemical principles of dosage form design, testing, and manufacturing. The related topics of drug delivery routes will also be discussed. Students will also study the basic pharmacokinetic models to understand the factors influencing drug absorption and disposition in the human body.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: CHEM-202 Y D-

CHEM-414 Pharmaceutics (3)

This introductory course provides students with an overview of the pharmaceutical dosage forms and pharmacokinetics. The course will focus on the physicochemical principles of dosage form design, testing, and manufacturing. The related topics of drug delivery routes will also be discussed. Students will also study the basic pharmacokinetic models to understand the factors influencing drug absorption and disposition in the human body.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: CHEM-202 Y D-

CHEM-415 Pharmaceutics II (3)

This course is a continuation of the two-semester series on commonly used pharmaceutical dosage forms and drug delivery systems. In addition, this course examines the absorption, distribution, metabolism and excretion (ADME) processes of drugs and the contributing factors. The principles of pharmacokinetic modeling will be discussed extensively to provide the foundation for rational design of dosing regimens for individual patients.

Attributes: YLIB
Pre-requisites: CHEM-414 D-

CHEM-417 Quantum Chemistry (3)

This course serves as an advanced study of quantum mechanics, statistical mechanics, and molecular thermodynamics.

Attributes: YLIB
Pre-requisites: CHEM-366 D- AND MATH-221C D-

CHEM-431 Spectroscopic Identificatn (3)

Spectroscopic methods, such as mass spectrometry, infrared spectroscopy, and nuclear magnetic resonance spectroscopy (both 1-D and 2-D techniques and multinuclear NMR), are applied to the characterization of substances.

Typically offered:
Fall – Even Years

Attributes: YLIB
Pre-requisites: CHEM-202 D- AND CHEM-202L D-

CHEM-431 Spectroscopic Identificatn (3)

Spectroscopic methods, such as mass spectrometry, infrared spectroscopy, and nuclear magnetic resonance spectroscopy (both 1-D and 2-D techniques and multinuclear NMR), are applied to the characterization of substances.

Typically offered:
Fall – Even Years

Attributes: YLIB
Pre-requisites: CHEM-202 D- AND CHEM-202L D-

CHEM-432 Computational Chemistry (3)

In this course mechanisms of organic reactions as well as essential chemical properties of molecules will be explored through computational modeling. The emphasis is on the principles of organic chemistry rather than quantum chemistry. The goal is to show how electronic structure of molecules correlates with their reactivity, molecular and spectroscopic properties. Students will be exposed to modern computational chemistry software and will be able to make an informed choice of computational techniques.

Formerly titled: Advanced Organic Chemistry

Typically offered:
Spring – Even Years

Attributes: YLIB ZRES
Pre-requisites: CHEM-202 D- AND CHEM-366 D-

CHEM-435 Advanced Laboratory I (1)

Devoted to the separation of mixtures and their identification and to the synthesis, purification, and characterization of organic compounds using more advanced procedures than those found in CHEM 201L and 202L.

Typically offered:
Fall – Even Years

Attributes: YLIB ZRES
Pre-requisites: CHEM-202L D- AND CHEM-431 Y D-

CHEM-436 Advanced Laboratory II (1)

At least two-thirds of this course is devoted to the syntheses and characterization of inorganic compounds. For the remainder of the course, the student selects advanced experiments from one or more areas, such as biochemistry, spectroscopy, instrumental methods, polymer chemistry, or inorganic chemistry.

Typically offered:
Spring – Odd Years

Attributes: YLIB ZRES
Pre-requisites: CHEM-202L D- AND CHEM-441 Y D-

CHEM-441 Adv Inorganic Chemistry (3)

This course is concerned primarily with atomic structure, periodic properties of the elements, reaction mechanisms, structure and bonding in the solid state, acid-base theory, symmetry and group theory, coordination compounds, and organometallic chemistry.

Typically offered:
Spring – Odd Years

Attributes: YLIB
Pre-requisites: CHEM-202 D-

CHEM-449 Seminar Preparation (0)

This course will prepare students for presenting their senior seminar. The course will include discussion of selection of seminar topic, background research, and presentation preparation.
Graded S/U.

Typically offered:
Fall

Attributes: YLIB ZRES
Pre-requisites: CHEM-202 D-

CHEM-450 Seminar (1)

Each student presents a seminar on a current research topic in chemistry.

Typically offered:
Spring

Attributes: YLIB ZCAP ZRES
Pre-requisites: CHEM-449 S

CHEM-453 Vaccinology (2)

The goal of this elective course is to focus the student's general understanding of the immune system towards the biological aspects of vaccination. This course combines didactic presentations and small-group formats, and community outreach to introduce students to the principles of rational vaccine design, development, and pharmaceutical intervention against disease. The focus of the course will emphasize the empirical basis of vaccine design and development, past and current vaccine applications, and developing future pharmaceutical vaccine prospects for medically-relevant pathogens for which there are no effective vaccines. Socioeconomic and ethical implications of vaccines, including the role of vaccination in public health, vaccine economics, and vaccine safety profiles will also be discussed.

Attributes: YLIB
Pre-requisites: BIOL-422 D- AND CHEM-365 D- AND CHEM-414 D-

CHEM-454 Drug Delivery (2)

Drug delivery systems can be intelligently designed to enhance new and existing drug therapies. This course builds upon the introductory Pharmaceutics course and covers current topics in drug delivery. Approximately 5 to 7 topics will be covered entirely through case studies. For each topic, the students will first review the advantages and limitations of existing drug delivery system. The students will then perform in-depth analysis on the new delivery system and/or the related manufacturing technologies. Through these case studies, the students will also be exposed to controversial topics on intellectual properties and regulatory strategies.

Attributes: YLIB
Pre-requisites: BIOL-422 D- AND CHEM-365 D- AND CHEM-414 D-

CHEM-456 Pharmaceutical Biotech (2)

Biopharmaceuticals comprised the fastest growing category of drugs in recent years. Present and future research efforts are highly concentrated on these compounds. This course will introduce students to various biotechnology derived drugs and drug products. Students will learn about physicochemical aspects of protein-like compounds and the production, processing, and characterization of these drugs. The unique challenges presented in delivery and pharmacokinetics as well as formulation development of these proteins

will be discussed. Some commonly used biotech products will be reviewed. In the end, the issues related to the handling of biopharmaceuticals in the practice setting will be discussed.

Attributes: YLIB
Pre-requisites: BIOL-422 D- AND CHEM-365 D- AND CHEM-414 D-

CHEM-457 Toxins and Poisons (2)

A lecture and group discussion-based course designed to acquaint the student with the science of toxicology. The course will introduce basic toxicological principles and methods and will place special emphasis on the applied fields of toxicology, including forensic and environmental toxicology.

Attributes: YLIB
Pre-requisites: BIOL-422 D- AND CHEM-365 D- AND CHEM-414 D-

CHEM-496 Independent Study (1 TO 3)

An opportunity for a student to engage in research or study in an area or topic not regularly covered in the program. Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Spring

Attributes: YLIB

CHEM-498 Research (.5 TO 4)

Research on an original problem in chemistry is carried out under the direction of a department faculty member. Training in research methods, use of the scientific literature, and evaluation of data are emphasized. A student may register for 1 to 4 credit hours in a given semester. At least once during the course of the project, the student will report orally on his or her work before the department faculty and students. Upon completion of the project, the results will be presented in the form of a written research report. Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZCIV ZRES

CHEM-499 Independent Research II (.5 TO 4)

Continued research on an original problem in chemistry is carried out under the direction of a department faculty member after completing CHEM 498. Training in research methods, use of the scientific literature, and evaluation of data are emphasized. A student may register for 0.5-4 credit hours in a given semester. Completion of the independent study/tutorial authorization form is required. This course is only offered as an S/U course.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: CHEM-498 C OR CHEM-498 S

CHEM-1017 Man-made Natural Disasters (3)

This course focuses on man-made, natural disasters.

Attributes: LC YLIB

CHEM-1027 Scientists Across History (3)

The course will explore the scientists/inventors/thought leaders of the 20th and 21st century. Their contribution to society, as well as their lives outside of science will be discussed. Additionally, the course will focus on presenting information in several formats. Assignments will include writings, oral presentations, group work, poster presentations and defense of a poster. The overarching goal of the course is to promote discussion in a sage, positive, and persuasive way.

Typically offered:
Fall

Attributes: LC YLIB

CHEM-1037 Forensic Chemistry (3)

This course will focus on forensics. The forensic theme easily presents itself to comprehensive examination of questions and problems. Chemistry plays an important role in criminal investigations starting from the crime scene to the lab, and to the courtroom. Physical evidence must be recognized, collected, and packaged, substances analyzed, and conclusions drawn and supported. This course will focus on crime scene investigation and concepts related to the chemical analysis of physical evidence namely, fingerprints, inks, fibers, drugs of abuse, toxins, and blood. Students will research various chemical methods used to analyze different types of physical evidence. Students will understand the importance of chemical methods in determining the evidential value of crime-scene and related evidence. A set of criminal cases that have been solved using the researched chemical methods will be presented. We will discuss how the physical evidence associated with each of the criminal cases were analyzed, critique the methods and results. By the end of this course, students will gain an appreciation for the central role chemistry plays in solving crimes.

Typically offered:
Fall

Attributes: LC YLIB

CHEM-1077 Chemistry of Love (3)

The course will explore the chemistry behind various types of love and how humans express those types of love. Both popular culture and historical representations of love will be used. Additionally, the course will focus on presenting information in several formats. Assignments will include writings, oral presentations, group work, poster presentations and defense of a poster. The overarching goal of the course is to promote discussion in a safe, positive, and persuasive way.

Typically offered:
Fall

Attributes: LC YLIB

CHEM-1115 Chemical Analytics (3)

This course provides an opportunity to learn and use data collection, processing, and statistical analysis in regards to chemical systems. Students collect data through laboratory experiments, internet searches, and given spreadsheets. Processing is completed using Microsoft Excel and various graphical methods are explored. Additionally, students learn to understand and use the assumptions

made when processing data and presenting the results based upon audience.

Typically offered:
Fall & Spring

Attributes: DA YLIB

CHEM-1117 Food Chemometrics (3)

This course provides an opportunity to use statistical analysis tools in the study of food production/growth to appeal to large audiences, while maintaining a natural/organic tag. Additionally, ethical consumption and the politics of food are addressed using data from countries who grow products versus those that consume the products. Different methods of data treatment demonstrate how facts can be presented to “sell” the general public in different directions. Case studies and lab work give the students a realistic, hands-on view of the food industry.

Attributes: DA YLIB

CHEM-1121 Appl of the Phys World (3)

This inquiry-based course will provide students with a broad overview of physics, physical sciences, earth science, and astronomy. A series of inquiry-based real-world scenarios will be presented throughout the course to allow the students to apply the scientific method and analysis of data. Students will have several opportunities to include the use of variables in their data collection and completion of the inquiry-based scenarios. Data analysis will be integrated as part of their main skills and intertwined with the main course concepts of energy, rates of change, and conservation laws and application of these ideas to mechanical devices, everyday events, and the processes that govern the earth and weather.

Attributes: DA YLIB

CHEM-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of independent, inquiry-based projects. In their projects, student assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Attributes: RW YLIB ZRES

CHEM-2201 The Chemistry in CSI (3)

In this course, students will study the role of chemistry in criminal investigations. The course will focus on investigative chemistry through the implementation of an analytical plan that will involve five major organizing steps of approaching a criminal investigation problem consisting of a staged crime scene. Students will assume the role of a forensic chemist and become familiar with the chemical tests that are used in the analysis of physical evidence to aid in identification and analysis of fingerprints, glass, inks, fibers, narcotics (drugs), alcohol, and blood. Students will form two groups, one group of students will play the role of the criminalists working for the defense, and the other group will act as the state (prosecution) crime laboratory. Each team will investigate the staged crime scene via laboratory experimentation of physical evidence, testimonial evidence which should lead them to one or another prime suspect. At the end, the two groups will present a final presentation of the results of the investigation in the form of a mock trial.

Typically offered:
Spring

Attributes: CIA YLIB

CHEM-2221 Exploring Chem and Biol (3)

This inquiry-based course is an introductory science course that will focus on observing fundamental phenomena in chemistry and biology. Basic concepts in chemistry and biology will be studied at a conceptual level. Working in groups will be a large component of this course to master the concepts rather than listening passively. The class meetings will include mostly experiential learning by doing lab activities using the constructivist paradigm for teaching and learning.

Typically offered:
Fall

Attributes: CIA YLIB

CHEM-2321 Diversity & Anti-Racism (3)

This course is intended to provide awareness about the topics of anti-racism and diversity and how they are intertwined. The intention is to promote a constructive dialogue and a safe environment where we can learn from each other and have a better understanding of people that might have a diverse point of view to promote more equity and inclusion. In addition, students will be able to explore the intersection of the topics of anti-racism and diversity in how they might have affected the chemistry discipline as well as other STEM fields.

Typically offered:
Spring – Even Years

Attributes: DEI YLIB

CHEM-2417 The Ethical Chemist (3)

The Ethical Chemist is designed for science majors and non-majors who are interested in exploring ethical issues and ethical reasoning in chemistry, and their implications for the profession, for the chemical industry and for the quality of life on the planet.

Typically offered:
Spring

Attributes: ER YLIB

CHEM-3990 Advanced Research Writing (3)

In this course, students will develop an inquiry-based project by conducting in-depth research using discipline-specific practices that result in research and writing skills that are transferable. Students will build on critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students will formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They will acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project will be communicated in both written and oral forms or other media platforms.

Typically offered:
Fall

Attributes: AWC YLIB

Computer Science

Overview

Kimberly Chichester, *Chair of the Division of Natural and Mathematical Sciences*

The Department of Mathematics, Computer Science, and Statistics offers majors in computer science, statistics, and mathematics. This administrative department and its majors emphasize critical thinking, problem-solving, and communication while stressing interdisciplinary learning.

The computer science major aims to do the following:

- Provide training in the theoretical and practical aspects of computer science. With attention to applications in science and business, the major directs students toward future graduate study or employment.
- Provide its majors with a general education in computer science and an advanced knowledge of systems and software security through a combination of specialized and general courses.

The major in computer science leads to either a B.A. or a B.S. degree.

Program Requirements

Computer science majors are expected to demonstrate a serious attitude toward the University's liberal arts Core Requirements and to select their elective courses with care. In particular, students completing the major in computer science leading to the Bachelor of Arts degree should work carefully with their advisors to ensure that they meet the requirement of 90 credit hours of liberal arts and sciences for the B.A. degree since not all computer science courses are considered liberal arts. This may mean that majors could need additional credits in liberal arts beyond what is taken for the Fisher core, the major, and the chosen minor.

Students contemplating a major in computer science should take MATH 150C in the first year.

B.A. in Computer Science

For students majoring in computer science, required courses from all disciplines (CSCI, MATH, COMM, and ENGL) that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Basic Computer Science Component – *24 credits*

- CSCI 161 – Foundations of Computer Science I (3)
- CSCI 162 – Foundations of Computer Science II (3)
- CSCI 231 – Data Structures and Algorithms (3)
- CSCI 241 – Computer Architecture (3)
- CYBR 101 – Intro to Cybersecurity (3)
- CSCI 290 – Theory of Computation (3)
- CSCI 353 – Database Structures (3)
- CSCI 480 – Senior Project (3)

Advanced Computer Science Electives – *9 credits*

Choose **THREE** courses from the following group.

- CSCI 300 – Networking (3)
- CSCI 303/304/307 – C/Visual Basic®/Python Modules (3)
- CSCI 342 – Operating Systems (3)
- CSCI 365 – Computer Graphics (3)
- CSCI 375 – Programming the WWW (3)
- CSCI 385 – Data Mining (3)
- CSCI 395 – Artificial Intelligence (3)
- CSCI 400 – Special Topics (3)
- CSCI 451 – Applied Security Techniques (3)
- CSCI 452 – Database Applications (3)
- CSCI 461 – Programming Language Concepts (3)
- CSCI 475 – Software Engineering (3)
- CSCI 490 – Internship (3)
- CSCI 496 – Independent Study (3)
- MATH 200 – Discrete Structures (3)
- MATH 301 – Mathematical Stats I (3)

Mathematics Component – *6 credits*

- MATH 150C – Elementary Discrete Mathematics (3)
- STAT 160 – P4 Introduction to Data Science (3)

Total: 39 credits

B.S. in Computer Science

For students majoring in computer science, required courses from all disciplines (CSCI, MATH, COMM, and ENGL) that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Basic Computer Science Component – *21 credits*

- CSCI 161 – Foundations of Computer Science I (3)
- CSCI 162 – Foundations of Computer Science II (3)
- CSCI 231 – Data Structures and Algorithms (3)
- CSCI 241 – Computer Architecture (3)
- CYBR 101 – Intro to Cybersecurity (3)
- CSCI 290 – Theory of Computation (3)
- CSCI 303/304/307 – C/Visual BASIC®/Python (3)

Advanced Computer Science Component – *12 credits*

- CSCI 353 – Database Structures (3)
- CSCI 461 – Programming Language Concepts (3)
- CSCI 475 – Software Engineering (3)
- CSCI 480 – Senior Project (3)

Computer Science/Mathematics Electives – *18 credits*

Choose 18 credits of courses in MATH and/or CSCI. CSCI courses must be numbered 300 or higher. MATH courses must be numbered 200 or higher with a maximum of 2 three or four credit courses allowed.

Mathematics Component – *6 credits*

- MATH 150C – Elementary Discrete Mathematics (3)
- STAT 160 – P4 Introduction to Data Science (3)

Professional Component – *6 credits*

- COMM 253 – Business Communication (3)
- ENGL 355 – Professional Writing Topics (or any approved writing course) (3)

Total: 63 credits

B.S. Inclusive Childhood Education Major with a Liberal Arts Concentration in Computer Science

Students pursuing teaching certification in inclusive childhood education must declare either a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education majors who wish to pursue a **dual major** with computer science take all of the major requirements as listed above (B.A. or B.S. degree requirements) in addition to meeting all of the inclusive childhood education requirements (see Inclusive Childhood Education for details). If an inclusive childhood education major wishes to complete a **concentration** in computer science, the Department of Mathematics, Computer Science, and Statistics in conjunction with the Education Department, has outlined the following courses which will meet the New York state requirement for a liberal arts concentration in this field. Students must earn grades of "C" or higher in all courses in the content area.

- CSCI 140C – P2 Computer/Internet Ethics (3)
- CSCI 150 – P4 Life in a Digital World (3)
- CSCI 161 – Foundations of Computer Science I (3)
- CSCI 162 – Foundations of Computer Science II (3)
- CSCI 241 – Computer Architecture (3)
- CSCI 251 – Introduction to Computer Security (3)
- CSCI 260 – Introduction to Databases (3)
- CSCI 300 – Networking (3)
- MATH 150C – Elementary Discrete Mathematics (3)
- STAT 160 – P4 Introduction to Data Science (3)

Total: 30 credits

Minor

Minor in Computer Science

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Foundation Courses – *6 credits*

- CSCI 161 – Foundations of Computer Science I (3)
- CSCI 162 – Foundations of Computer Science II (3)

Electives – *12 credits*

- Choose 12 computer science credits above the 100 level with at least 6 credits chosen at the 300 level or above.

Total: 18 credits

Computer Science Courses

CSCI-140C P2Computer/Internet Ethics (3)

This course will cover a wide variety of issues of ethics in the areas of technology, Internet, and computers in society. Among these will be information privacy, codes of ethical behavior, the cost of not doing the job right, the use and misuse of creativity, and more.

Attributes: P2 YLIB

CSCI-150 P4 Life in a Digital World (3)

Digital information has integrated itself into every aspect of modern life. Knowledge of how to use digital information has become essential in today's world. In this course, students will gain a deeper understanding of how modern technology works, how it impacts them, and how it can be used to enrich their lives and the lives of those around them. In this broad survey course, students will gain a

knowledge of various aspects of our digital world and includes topics such as information literacy, computing devices, operating systems, applications software, digital privacy and security, and networking. Additionally, technologies which enhance the ability to process information will be covered.

Formerly titled: P4 Intro to High Technology

Typically offered:
Fall & Spring

Attributes: P4 YLIB

CSCI-161 Found of Comp Sci I (3)

This course is an introduction to the problem-solving and programming methodologies that are fundamental to the study of computer science. Problem-solving follows procedural paradigms. Students gain considerable experience with fundamental language constructs and types (classes), such as expressions, decisions, iteration, functions, structures, and strings.

Typically offered:
Fall, Spring & Summer

Attributes: NLIB
Pre-requisites: -

CSCI-162 Found of Comp Sci II (3)

In this course, there is a further emphasis on object-oriented design and data abstraction as problem-solving strategies. The object-oriented paradigm is a primary focus, and the course also covers topics such as Exception Handling and File Input/Output.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: CSCI-161 C

CSCI-231 Data Structures&Algorithms (3)

This course covers a variety of algorithms and their analyses, using some of the mathematical tools. Complex linked structures such as B-trees, tries, graphs, hashing, searching, and sorting are implemented and analyzed.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: CSCI-161 C AND CSCI-162 Y C

CSCI-241 Computer Architecture (3)

This course provides an in-depth study of the interface between hardware and software including the history of computing technology and modern architectures. This course also gives an understanding of how computers are organized, including performance issues, processor design, pipelining, memory hierarchies, peripheral interfacing, and multiprocessing.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: CSCI-161 C AND (MATH-120C D- OR MATH-150C D-)

CSCI-260 Introduction to Databases (3)

This course presents an overview of database organization and management. Topics include database organization, query languages, querying techniques with SQL, data extraction and manipulation, and database design. Students work with databases in multiple environments, including PCs, networks, and the Internet..

Formerly titled: Int Databases&Applications

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: CSCI-150 C OR CSCI-161 C

CSCI-290 Theory of Computation (3)

An elementary treatment of abstract computer modeling, including such topics as finite automata, languages, regular expressions, context-free grammars, and Turing machines.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: MATH-150C C OR MATH-200C C

CSCI-300 Networking (3)

This course provides a fundamental understanding of networks as communication systems. Emphasis is placed on computer networks and how computer networks and distributed computing are used to solve customer problems. Throughout the course, students explore the telecommunications and networking industry, as well as the basic concepts inherent to the application of data communications and computer networks in a digital age.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: CSCI-241 C

CSCI-303 C Module (1)

This course is a rapid but thorough study of the syntax of C. Aimed at the Computer Science major, this course provides the experienced programmer with a working knowledge of this popular high-level language, widely used in systems programming.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: CSCI-162 C

CSCI-304 Visual BASIC Module (1)

This course is a rapid but thorough study of the syntax and features of Visual BASIC from an advanced standpoint. Aimed at the Computer Science major, this course provides the experienced programmer with a working knowledge of this important high-level language.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: CSCI-162 C

CSCI-307 Python Module (1)

This course is a rapid but thorough study of the syntax and features of the Python programming language from an advanced standpoint. Aimed at the Computer Science major, this course provides the experienced programmer with a working knowledge of this important high-level language.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: CSCI-162 C

CSCI-342 Operating Systems (3)

This course explores operating systems concepts and concurrent programming using C. Discussed are multithreaded programming, synchronization, classic synchronization problems and their solutions, and distributed programming.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: CSCI-161 C

CSCI-353 Database Structures (3)

This course focuses on the internal, conceptual, and external views of modern database structures. The relational model is studied with specific attention to the theory and application of various query languages including SQL and QBE, and the usage of these languages to consider data. Additional topics include: data integrity, relational algebra, relational calculus, object-oriented databases, security issues, and concurrency issues.

Attributes: NLIB
Pre-requisites: CSCI-231 C

CSCI-355 Mobile Computing (3)

Mobile computing (also known as ubiquitous computing) and devices such as the iPhone, iPad, and tablet have changed the way we look at computing. This course will cover basic mobile development concepts that apply to multiple platforms. Topics include: an introduction to user interface design, database connectivity, mobile web sites, and network communications. The course includes a project that requires the student to design and develop a mobile app of their choosing for both iOS and Android operating systems.

Attributes: YLIB
Pre-requisites: CSCI-231 C

CSCI-365 Computer Graphics (3)

This course is an introduction to graphics software. Topics include vector and raster graphics, viewing and window coordinates, video creation and manipulation, two-dimensional and three-dimensional transformations, three-dimensional ray tracing, and graphics packages and systems.

Attributes: YLIB
Pre-requisites: CSCI-162 C

CSCI-375 Programming the WWW (3)

This course focuses on the WWW and the various languages and technologies used to provide interactivity and dynamic content to web pages. The paradigm of programming within a web page is explored, as it is distinct from more traditional types of programming. Markup languages (HTML5, XHTML, XML) and scripting languages (JavaScript, PHP, Perl) are studied. Additional topics include: client/server databases, browser and web server technologies. Students build and maintain a web site and complete several programming projects using available technologies.

Attributes: NLIB
Pre-requisites: CSCI-162 C

CSCI-385 Data Mining (3)

Data mining is concerned with the extraction of novel knowledge from large amounts of data and supports decision making by detecting patterns, devising rules, identifying new decision alternatives and making predictions. Topics include: data warehousing and data cleaning, data preparation and variable selection, clustering, classification, association rules, text indexing and searching algorithms, decision trees, neural networks and techniques for mining text. Data visualization techniques will be used whenever possible to reveal patterns and relationships. Students will use a variety of tools and techniques to mine large databases.

Attributes: YLIB
Pre-requisites: (CSCI-260 D- OR CSCI-353 D-) AND STAT-160 D-

CSCI-395 Artificial Intell (3)

Fundamental concepts used in computer implementation of processes, which imitate human cognition are studied. Topics include knowledge representation, logical deduction and problem-solving, natural language understanding, knowledge bases, and expert systems. Students complete several programming projects.

Attributes: YLIB
Pre-requisites: CSCI-231 C

CSCI-400 Special Topics (3)

This course presents a special topic that would not regularly be offered. May be taken only once.

Spring 2023 Topic:

CSCI 400 Section 01 Topic: Robotics

This course covers basic programming techniques of mobile and stationary robotic systems with respect to autonomous function and interaction with the environment. Topics include basic programming techniques, robot platforms, use of sensors, embedded control, pre-programmed problem solving, robot construction, and human-robot interaction. Programming and robot construction projects are assigned. Concepts presented in the lecture are reinforced in hands-on activities and projects.

Typically offered:
Spring – Odd Years

Attributes: YLIB

CSCI-421 Compilers (3)

This is a course with three main foci: Learning the theory behind compilers, building a compiler which will generate intermediate code, and finally, building a virtual machine which will execute the intermediate code. This course will employ typical UNIX tools for compiler creation.

Attributes: NLIB
Pre-requisites: CSCI-231 D-

CSCI-451 Applied Security Technique (3)

Students learn advanced concepts of computer attacks and defenses in an intensive, hands-on setting. Students learn the details of various exploits, including buffer overruns and format string attacks. Other specific attack techniques, such as Man-In-The-Middle, Denial of Services, Worms, Viruses, and Trojan Horses are examined. Students then learn to craft defenses to these attacks from both a host-based and network-based point of view.

Attributes: YLIB
Pre-requisites: CSCI-231 C AND CSCI-251 C AND CSCI-303 C

CSCI-452 Database Applications (3)

Relational database design and implementation are studied within the context of the Oracle database management system. Students design and implement a menu-driven application using Oracle and PL/SQL. Topics include: database and application design principles, including data normalization, data integrity, entity-attribute-relationship methodology, UML, and human-computer interactions.

Attributes: NLIB
Pre-requisites: CSCI-260 C

CSCI-461 Progrmng Language Concepts (3)

This course is a study of the general principles of programming language design and implementation. Central concepts of syntax, semantic structures, and run-time representations are discussed. Several programming languages are studied to compare and contrast their design, rather than to master one particular language.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: CSCI-231 C AND CSCI-290 C AND CSCI-303 C AND CSCI-304 C AND CSCI-307 C

CSCI-475 Software Engineering (3)

The course covers topics in the development of software systems, including software life models, requirements definition, design, verification and validation, and project management techniques. Each student then applies this knowledge in an individual software design project.

Typically offered:
Fall

Attributes: YLIB

CSCI-480 Senior Project (3)

This course involves the application of formal design technique to the development of a large software project performed by students producing a non-trivial software system. Students discuss the project and implementation options with a client, present their accomplishments and progress, as well as document the product and its development process throughout the semester.

Typically offered:
Spring

Attributes: NLIB

CSCI-490 Internship (3)

The student accepted into this course spends 10 to 15 hours per week as an intern with an organization in the Rochester area. The student performs tasks assigned by the supervisor in the organization with the goal of participating meaningfully in real-world computer applications or research. Completion of at least one upper-level CSCI course and a minimum GPA of 3.00 or higher is recommended before registering for this course.

Permission of the internship coordinator is required to register.

Typically offered:
Fall, Spring & Summer

Attributes: NLIB

CSCI-496 Independent Study (1 TO 3)

Well-qualified seniors may initiate and carry out a proposal for independent, advanced work under the supervision of a member of the department. Completion of the Independent Study/Tutorial Authorization is required.

Attributes: YLIB

CSCI-2420 Computer/Internet Ethics (3)

Students examine numerous emerging, convergent technologies and conduct in-depth analyses of their societal implications. Students participate in in-class group discussions, exercises, and workshops to gather and assimilate facts about modern technological behaviors and their potential ethical issues. These facts are then used to independently create a personal viewpoint of how those issues impact our society. Viewpoints ideally are created based on empirical evidence and perspectives of fairness, virtue, common good, and utilitarianism.

Attributes: ER YLIB

Criminology and Criminal Justice

Overview

Matthew Bereza, *Chair of the Division of Behavior Sciences*

The program combines two distinct areas - criminology and criminal justice. This incorporates social sciences theory with practical application in the field. Currently, we serve students who want to pursue careers in three areas - law/law enforcement, social services in criminal justice, and justice advocacy. Students are prepared for careers immediately following graduation as well as graduate education.

The Criminology and Criminal Justice Department balances theory and application for students with a diverse set of backgrounds and interests. Graduates will have the skills to think critically about both crime and justice so they excel at every level of employment. Our focus is on developing the advanced thinking skills and knowledge needed for positions of leadership, across both traditional criminal justice organizations and less traditional organizations that deal with issues of crime and justice

- The faculty are not just academically trained criminologists; most also have extensive and diverse backgrounds in the field of criminal justice, from law enforcement and corrections to program/policy evaluation and analysis.
- Our faculty are responsive to the most current scholarly, empirical, and programmatic information available in the national and international study of crime and criminal justice.

The completion of the major leads to the Bachelor of Arts in Criminology and Criminal Justice.

Program Requirements

B.A. in Criminology and Criminal Justice

All courses that may apply to the major requirements are included in the determination of the grade point average in the major.

Requirements

Required Courses – *21 credits*

- CRIM 100 – Introduction to Criminology and Criminal Justice (3)

- CRIM 230 – Prison Nation (3)
- CRIM 235 – Contemporary Policing (3)
- CRIM 236 – Criminal Law in Action (3)
- CRIM 201 – Criminological Theory (3)
- CRIM 212 – Race, Class, Crime (3)
- SOCI 285 – Social Research Design and Methods (3)

Advanced Criminology and Criminal Justice – *15 credits (9 credits must be CRIM)*

Choose **FIVE** courses from the following:

- CRIM 305 – Advanced Issues in Policing (3)
- CRIM 306 – Advanced Issues in Corrections (3)
- CRIM 308 – Women and Crime (3)
- CRIM 310 – Critical Perspectives on Criminal Justice (3)
- CRIM 311 – Victimology (3)
- CRIM 312 – Comparative Criminal Justice (3)
- CRIM 323 – U.S. Criminal Justice Policy (3)
- CRIM 324 – What Works in Criminal Justice (3)
- CRIM 330 – Special Topics in Criminology/Criminal Justice (3)
- CRIM 335 – Crime Films (3)
- CRIM 343 – Juvenile Justice (3)
- CYBR 101 – Introduction to Cybersecurity (3)
- ECON 254 – Economics of Crime (3)
- POSC 254 – Criminal Courts and Trial (3)
- PSYC 364 – Forensic Psychology (3)
- SOCI 307 – Sociology of Law (3)
- SOCI 314 – US Race Relations (3)
- SOCI 385 – Regulate Addicted/Impaired (3)

Capstone – *3 credits*

Choose **ONE:**

- CRIM 490 – Internship (3)
- CRIM 415 – Criminology & Criminal Justice Capstone (3)

Total: 39 credits

Notes on the Criminology and Criminal Justice Major

- Suggested double major or minors: psychology, legal studies, and political science.
- Course substitutions for the major can be made only after consultation with and written approval of the division chair.
- Core classes do not count in the major

Minor

Minor in Criminology and Criminal Justice

A grade point average of 2.00 is required for all course taken in residence that may be applied to the minor.

Requirements

- CRIM 100 – Intro to Criminology and Criminal Justice (3)

Choose **FIVE**: (at least two must be at the 300-level)

- CRIM 230 – Prison Nation (3)
- CRIM 235 – Contemporary Policing (3)
- CRIM 236 – Criminal Law in Action (3)
- CRIM 201 – Criminological Theory (3)
- CRIM 212 – Race, Class, Crime (3)
- CRIM 305 – Advanced Issues in Policing (3)
- CRIM 306 – Advanced Issues in Corrections (3)
- CRIM 308 – Women and Crime (3)
- CRIM 310 – Critical Perspectives on Criminal Justice (3)
- CRIM 311 – Victimology (3)
- CRIM 312 – Comparative Criminal Justice (3)
- CRIM 323 – U.S. Criminal Justice Policy (3)
- CRIM 324 – What Works in Criminal Justice (3)
- CRIM 330 – Special Topics in Criminology/Criminal Justice (3)
- CRIM 335 – Crime Films (3
- CRIM 343 – Juvenile Justice (3)

Total: 18 credits

Criminology and Criminal Justice Courses

CRIM-100 Intro to Crim & Crim Jus (3)

This course will introduce students to the university-level disciplines that examine crime and its processing as empirical, social,

economic, and legal phenomena. The course will begin by having the student examine what we know about the nature and extent of crime. Factors associated with criminal behavior will be detailed, as will trends in its occurrence over time. Why and how we define crime legally also will be discussed, along with theoretical schools of thought relating to its explanation. The course, then, will focus on the process and system developed in this country to deal with crime, offenders, and victims. Students will learn why criminal justice is considered a system and what themes characterize each part of it, from policing and the courts through punishment and release. The law surrounding our justice process will be a primary focus of this examination.
Credit for CRIM 100 may not be earned if you have already earned credit for CRIM 115.

Typically offered:
Fall & Spring

Attributes: YLIB

CRIM-201 Criminological Theory (3)

This course examines the nature, function, and causes of crime in society. The course traces the development of criminology from the Enlightenment through the present, situating key criminological theories and research in their historical context. Furthermore, the course attempts to bridge criminological theory and contemporary crime and criminal justice issues including drug enforcement and mass incarceration. While drawing critical attention to prevailing criminological wisdom, the course also attempts to broaden students' understanding of criminality through highlighting often neglected or overrepresented crimes including those committed by and against minorities, and by the government and corporate executives.

Attributes: YLIB
Pre-requisites: CRIM-100 D-

CRIM-212 Race, Class, and Crime (3)

The disproportionate representation of non-whites and lower class individuals in the criminal justice system is an issue that has evoked much controversy in society and even greater debate in the scholarship. This course critically examines the role that these extra-legal variables have on crime and criminal justice processing, from investigation and arrest to incarceration and post-release supervision. In doing so, the student will be exposed to the theoretical explanations that have been advanced to account for racial and class disparities, along with the research used to support or disavow each.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: -

CRIM-230 Prison Nation (3)

A study of the formal reaction of society to persons convicted of criminal acts. Includes an analysis of the history of the various reactions to offenders along with a study of the management and operation of confinement facilities, probation, parole, and new initiative in social policy.

Attributes: AMSS YLIB
Pre-requisites: -

CRIM-235 Contemporary Policing (3)

This course examines the law enforcement profession within the context of the criminal justice system and larger society. How the

role and practice of policing has changed over time will be a primary focus, as will the gatekeeper function law enforcement plays in the criminal justice system and contemporary issues related to police and citizen encounters. The legal mandates under which law enforcement operates also will be examined, along with management strategies and concerns. Classic and current research literature will provide the basis for lectures and coursework.

Typically offered:
Variable

Attributes: YLIB
Pre-requisites: -

CRIM-236 Criminal Law in Action (3)

This course will examine the criminal justice system in action, following the decision-making involved in investigating, adjudicating, and disposing of a criminal offense and an alleged offender. The legal requirements underlying each step in the process will be detailed, as will other factors influencing the actors responsible for decision-making regarding a case. As such, the student will see how/when an individual becomes a suspect, a suspect becomes a detainee, a detainee becomes a defendant, and a defendant becomes convicted or released. Responsible actors and the nature of their decision-making in the traditional three parts of criminal justice administration (law enforcement, prosecution, punishment) will be highlighted.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: -

CRIM-243 Youth Crime and Justice (3)

One of the most powerful correlates of crime and victimization is age. Both crime and the likelihood of becoming a victim are more common among young people than those who are older. At the same time, however, it is only a small percentage of those young people who continue to commit crime, or advance in doing so, as they grow older. This is often overlooked or distorted in the media with each generation of youth depicted as being far more violent than their predecessors. This class will critically examine both the scholarship and data relating to the association between age and crime, with special emphasis placed on distinguishing between typical juvenile offenders and those who persist. The class also will review and develop policy initiatives based on this review.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: -

CRIM-305 Advanced Policing (3)

This class serves as a review of the policy questions facing the institution of policing in the United States.

Attributes: YLIB

CRIM-306 Adv Issues in Corrections (3)

This class will serve as a review of the policy questions facing the policing, court and corrections systems in the contemporary Criminal Justice System.

Attributes: YLIB
Pre-requisites: CRIM-230 D-

CRIM-308 Women and Crime (3)

This course sociologically examines the invisible, forgotten, and often unheard side of crime and criminal justice: women. The role of women as offenders, victims, and workers in the criminal justice system is considered. Primary emphasis is placed on women's unique pathways into crime, as related to their social and economic marginalization in society. Violence against women is explored both historically and sociologically to provide an understanding of its criminalization and changes in the system's response to it. The focus throughout the course is societal perception of gender and how this has an overriding influence on the treatment accorded women within the criminal justice system. Formerly SOCI 308.

Attributes: PLAW WGST YLIB
Pre-requisites: -

CRIM-310 Critical Perspectives Crim (3)

This course is a critical examination law enforcement in the United States from a socio-legal perspective. We will discuss the political and justificatory framework that endows police authority, the history of policing in America, race and perceptions of the police, police culture, Supreme Court precedent on use of force, police accountability, and several current issues in law enforcement. The course provides student with a multidimensional understanding of the role and nature of police as a social, political, and legal institution. This course will give students the foundational knowledge that they need to be critical thinkers and active participants in shaping the future of law enforcement in America.

Attributes: YLIB

CRIM-311 Victimology (3)

This course introduces students to the development of the field of victimology and familiarizes students with basic concepts and literature in the area. Victims are often the forgotten component of the criminal justice system but are vital to the system's operation. This course will investigate the role of victims in the system, examine the impact of crime on victims and society, consider ways to remedy the adverse impact of victimization, and investigate different forms of victimization, including sexual battery, intimate partner violence, child maltreatment, and elder abuse. This course is concerned with individual and collective forms of victimization, state and corporate forms of victimization, and especially victimization of marginalized populations.

Students who have taken CRIM 330 Adv Topics: Victimology, may not receive credit for CRIM 311.

Attributes: YLIB
Pre-requisites: CRIM-100 D-

CRIM-312 Comp Criminal Justice (3)

This upper-level criminology course will introduce the student to a variety of social science perspectives in examining the nature and meaning of punishment in society. It will begin with the several philosophical perspectives that have been developed to "justify" the need/place of punishment in dealing with the criminal offender, including the teleological, retributivist, and teleological retributivist. It then will explore the meaning and place of the modern prison in historical context, noting the relevance of slavery, in particular, in accounting for and shaping the form and substance of the penitentiary in the American criminal justice system. A third perspective, that of culture, will be used to examine the development of punishment in the United States and elsewhere. And, finally, the sociological perspective, as developed by Durkheim, Rusche and Kircheimer, Foucault, and Weber, as interpreted by Garland, will be explored to understand punishment as a social institution that both influences and reflects larger societal needs and purposes.

Formerly titled: Punishment Perspectives

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: -

CRIM-323 US Criminal Justice Policy (3)

US Criminal Justice Policy examines the forces behind the development and change of policies relating to the criminal justice system, including ideological, political, and economic. Formerly numbered CRIM 322.

Typically offered:
Spring

Attributes: YLIB

CRIM-324 What Works in Criminal Jus (3)

This class will examine the contemporary Criminal Justice System. It will emphasize the science of what works in policing, corrections, the courts, and other areas of criminal justice and contrast those with ideas that are not based on evidence. It will also end with tools and best practices for criminal justice.

Attributes: YLIB
Pre-requisites: CRIM-100 D-

CRIM-330 Special Topics-CRIM (3)

This course offers an opportunity to explore an issue or topic not generally covered to any great extent in existing courses. Examples might include, but are not limited to, topics on immigration law, correctional law, gangs in America, gun control, the new organized crime, drugs and crime, or white collar/enterprise crime.
Students may register for this course again for credit but may not repeat a topic.

Fall 2025 Section 01 Topic: Human Trafficking

This course will introduce students to the global crime of human trafficking. We will examine how people are trafficked for the purposes of forced labor and sexual exploitation, and identify how globalism and technology have influenced the rapid growth and profitability of these criminal enterprises. We will further explore how human trafficking is defined by U.S. and international statutes, including various definitions used by law enforcement and non-governmental organizations. We will identify the methods and myths regarding how and why people are trafficked, profile victims and perpetrators, and identify risk factors and control methods. Finally, we will examine the use of technology by criminals and law enforcement in the commission and investigation of human trafficking.

Attributes: YLIB
Pre-requisites: -

CRIM-335 Crime Films (3)

This course examines the reciprocal relationship between the popular media and the reality of crime, law, and justice in American society. The student studies the ways in which print and electronic media have shaped perceptions and policy with respect to crime and crime control in this country over time. All aspects of crime are studied, from the law that defines it to the offenders that commit it, as well as the professionals and the system that respond to it. Perceptions are contrasted with reality and instances where the media

has been used to direct public opinion and influence change are highlighted.
Formerly offered as SOCI 335.

Attributes: AMSS YLIB
Pre-requisites: -

CRIM-342 Convict Criminology (3)

This course introduces the student to a relatively new and for some controversial approach to understanding crime and its control in American society – convict criminology. Developed in the late 1990s by critical criminologists, many of whom were ex-convicts, the approach advocates a paradigmatic shift in the field of criminology and corrections to incorporate the voices and perspectives of those most familiar with the machinery of US criminal justice, convicts and ex-offenders.

Attributes: YLIB
Pre-requisites: -

CRIM-343 Juvenile Justice (3)

A consistent, highly debated topic in the field of criminology is what to do with young people who break the law. Depending on socio-historical context, the argument seems to alternate between those who believe that the legal status of these youth should be one of immaturity, thus, negating responsibility and presupposing redemption, and others who assert that in today's post-modern society, youth are far more sophisticated and should be held accountable and punished like adults for their behavior choices. This class will explore in a socio-historical fashion the development of a separate juvenile justice system in this country and trace the bases for the many administrative, legal, and programmatic changes it has undergone and may experience in the future.

Attributes: YLIB
Pre-requisites: -

CRIM-362 Police and the Law (3)

In this course, the student will examine the role of police in society from a legalistic perspective. The class will begin with an historical look at the emergence of a professionalized police force in the United States and then proceed to focus on the current legal parameters of modern policing. It will conclude by addressing the possible future of these parameters, as well as the many debates concerning that future and the role of police in a highly technological and diverse global society.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: -

CRIM-490 Internship (1 TO 6)

The Criminology Internship involves the placement of the student in a field related to the administration of criminal justice where under supervision the student will gain first-hand experience about the profession, its workers and clients. Graded S/U. Permission of the department chair is required to register.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: -

CRIM-496 Independent Study (1 TO 6)

The Criminology Independent Study will entail the student working one-on-one with Criminology faculty to explore an area of special interest in criminal justice not available through standard course offerings. Completion of the Independent Study/Tutorial Authorization form is required. Permission of the department chair is required to register.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: -

CRIM-1030 Crime and Culture (3)

TBA after faculty members discuss

Attributes: LC YLIB

CRIM-1299 Research-based Writing (3)

Students study and practice skills relates to academic and professional research through the development of independent inquiry-based projects. In their projects, students assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Attributes: RW YLIB ZRES

CRIM-2201 Missing Persons&Cold Case (3)

This course will address critical thinking, resources, investigative tactics, media, and public roles involving the issues of missing persons and cold cases, as well as the obstacles to solving such cases. A detailed explanation of how to effectively initiate an investigation of missing persons/ cold cases will be covered by analyzing local, state, and federal law enforcement/ justice departments’ databases.

Attributes: CIA YLIB

Cybersecurity

Overview

Kimberly Chichester, *Chair of the Division of Natural and Mathematical Sciences*

The cybersecurity major is housed in the Department of Mathematics, Computer Science, and Statistics. This administrative department and its majors emphasize critical thinking, problem-solving, and communication while stressing interdisciplinary learning.

Cybersecurity is a new, significant field which is vital to national and corporate security. The need for this expertise is increasingly sought after by government and business entities. Cybersecurity itself is a merger of information technology and computer science. The fundamentals of computer science are required to impart background knowledge in areas such as databases, operating systems, and networking. Once a student has mastered these essentials, they go into more specialized areas of instruction, including digital forensics, cyber-law, malware analysis, and others. A graduate of this program will become a valuable member of the workforce critical to protection of corporate or government assets.

The goals of this program are to provide the following:

- A strong foundational IT knowledge necessary for understanding cybersecurity theories, tools, and technologies.
- A theoretical understanding of both basic and advanced cybersecurity principles.
- A wealth of hands-on, practical experience in current cybersecurity tools and technologies.
- A knowledge of the legal and business issues with respect to cybersecurity.

The major in cybersecurity leads to a B.S. degree.

Program Requirements

Cybersecurity majors are expected to demonstrate a serious attitude toward the University's liberal arts Core Requirements and to select their elective courses with care, since not all cybersecurity major courses are considered liberal arts. This may mean that majors could need additional credits in liberal arts beyond what is taken for the Fisher core, the major, and the chosen minor if applicable.

Students contemplating a major in cybersecurity should take MATH 150C in the first year.

B.S. in Cybersecurity

For students majoring in cybersecurity, courses from all required disciplines that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Basic Cybersecurity Component – *26 Credits*

- CYBR 101 Intro to Cybersecurity (3)
- MATH 150 Elementary Discrete Math (3)
- CYBR 150 Cybersecurity Fundamentals (3)
- CSCI 161 Foundations of Computer Science (3)
- CSCI 260 Introduction to Databases (3)
- CYBR 110 Introduction to Networking (3)
- CYBR 222 Networking Fundamentals (4)
- CYBR 232 Intermediate Networking (4)

Advanced Cybersecurity Component – 22 *credits*

- CYBR 301 – Cyberlaw, Policies, and Management (3)
- CYBR 303 – Database Management and Security (3)
- CYBR 305 – Cloud Security (3)
- CYBR 342 – Cyber Operations (4)
- CYBR 402 – Malware Analysis (3)
- CYBR 403 – Digital Forensics (3)
- CYBR 404 – Ethical Hacking (3)

Total: 48 credits

Note: *Students who major in cybersecurity may not minor in computer science or in information technology. There is no minor in cybersecurity.*

Cybersecurity Courses

CYBR-101 Intro to Cybersecurity (3)

In this course, students will learn the fundamentals of cybersecurity. Topics to be covered include authentication, cryptography, steganography, methods of digital eavesdropping, wireless security, access control, exploits, denial of service attacks, intrusion detection and prevention, social engineering, and security policies.

Typically offered:
Fall

Attributes: YLIB

CYBR-110 Introduction to Networking (3)

Digital data uses various network infrastructure and processes to travel from sender to receiver. This course introduces networking terms, technology & devices that make this digital communication possible, laying the foundation for understanding networks and

how they are related to cybersecurity. Networking process and protocols will be discussed as well as various network hardware and network design. Examples of topics that may be discussed are; TCP/IP & OSI models, connection types, types of addressing, IPv4 subnetting, router and switch basics, types of networks and current trends in networks.

Students who have received credit for CSCI 300 Networking may not receive credit for CYBR 110.

Typically offered:
Spring

Attributes: NLIB

CYBR-150 Cybersecurity Fundamentals (3)

This course builds on the student's introductory knowledge of cybersecurity and computer networking with identifying vulnerabilities & threats and implementation of appropriate security solutions within various environments. Students will learn about security planning, and where to apply appropriate security controls in the plan to maintain confidentiality, integrity and the availability of data and systems. Curriculum is designed to support student preparation for CompTIA Security+ certification.

Attributes: NLIB
Pre-requisites: CYBR-101 D- AND CYBR-110 D-

CYBR-222 Networking Fundamentals (4)

This course builds a foundation in understanding the way networks operate. Topics discusses include; various network components and connections, services, network structure, and various protocols. Instruction and hands-on experience are provided in the proper care, safety, and maintenance of equipment, cabling, and tools. Students build local area networks (LANs), configure basic settings on routers and switches, and implement internet protocol (IP & IPv6) addressing schemes. Particular attention is given to decision making and problem-solving techniques implement network solutions, solve networking problems and analyzing data traffic. This course covers elements of the industry certification Cisco Certified Network Associate (CCNA).

Students who have received credit for CYBR 304 Network and Cloud Security may not receive credit for CYBR-222.

Attributes: NLIB
Pre-requisites: CYBR-110 D-

CYBR-222 Networking Fundamentals (4)

This course builds a foundation in understanding the way networks operate. Topics discusses include; various network components and connections, services, network structure, and various protocols. Instruction and hands-on experience are provided in the proper care, safety, and maintenance of equipment, cabling, and tools. Students build local area networks (LANs), configure basic settings on routers and switches, and implement internet protocol (IP & IPv6) addressing schemes. Particular attention is given to decision making and problem-solving techniques implement network solutions, solve networking problems and analyzing data traffic. This course covers elements of the industry certification Cisco Certified Network Associate (CCNA).

Students who have received credit for CYBR 304 Network and Cloud Security may not receive credit for CYBR-222.

Attributes: NLIB
Pre-requisites: CYBR-110 D-

CYBR-232 Intermediate Networking (4)

This course describes the architecture, design, protocols, and operation of a small to medium sized networks. Students implement an

efficient IPv4 and IPv6 address design, configure and verify static and dynamic routing, switching and wireless protocols with redundancy. Students examine and correct common networking issues and implement security best practices. Packet simulator activities reinforce new concepts and allow students to visually model and analyze packet processing. Student teams research and design a small to medium size network proposal implementing user requirements and current technologies. This course covers elements of the industry certification Cisco Certified Network Associate (CCNA).

Attributes: NLIB
Pre-requisites: CYBR-222 D-

CYBR-301 Cyberlaw, Policies, & Mgmt (3)

This course introduces students to the ramifications of cybersecurity on the legal system, including issues of protecting computer systems from the perspective of both government and private sector entities. Emphasis is on current issues and integrating this legal knowledge into the practical aspects of developing security policies and practices around protection of assets in the face of threats to security. Industry standard best practices, compliance, audits, and logs are also covered.Techniques for ensuring stakeholder buy-in, from both employees and management, are covered. This extends into risk and vulnerability assessment of cyber assets, from both a strategic and tactical standpoint.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: CYBR-101 C

CYBR-302 Scripting Languages (3)

This course provides an introduction to various scripting languages in both the Windows and Unix environments. The emphasis in this course is on writing various shell scripts with a practical focus. Such scripts are often used in not only system maintenance, but also to parse logs, audits, and various other security artifacts. Shells covered include Windows batch files, and various Unix shell scripting languages, such as csh, tcsh, and zsh. Additional Unix tools such as grep, sed, and awk are also covered as appropriate. Python is also introduced as a general-purpose programming language.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: CSCI-161 C

CYBR-303 Database Mgmt & Security (3)

This is a course in advanced database management with a focus on database security. As databases become more and more prevalent in corporate settings, knowledge is required of not only how to manage all of this data, which will likely include sensitive employee and corporate information, but also how to keep it secure from both internal and external threats. Th course, in addition to covering theoretical issues regarding database security, covers the practical aspects of managing and securing a database in SQL. This course has a significant laboratory component.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: CSCI-260 D-

CYBR-304 Network and Cloud Security (3)

This course provides a practical coverage of network and cloud security. This is an advanced networking course with an emphasis on security architecture and maintenance. There is an emphasis on the practical usage of modern hardware and software to assist in securing a network. Topics include threat assessment and mitigation (including viruses, worms, and trojan horses), secure networks, access control, firewall configuration and deployment, network-wide security, and cryptography. In addition, cloud computing security is emphasized, as it has become a standard in the current IT industry, but security issues are little understood. In addition to basic knowledge of cloud architecture, risks and threats associated with cloud computing are covered. This course has a significant laboratory component.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: CSCI-300 D-

CYBR-305 Cloud Security (3)

This course provides a practical coverage of cloud security. In addition to basic knowledge of cloud architecture, risks and threats associated with cloud computing are covered. This course has a significant laboratory component. This course covers elements of the industry certification Certificate of Cloud Security Knowledge (CCSK).

Students who have received credit for CYBR 304 Network and Cloud Security may not receive credit for CYBR-305.

Attributes: NLIB
Pre-requisites: CYBR-232 D-

CYBR-342 Cyber Operations (4)

Students will apply security framework principles to maintain integrity, confidentiality and availability of data. Students will learn to detect and analyze alerts in a Security Information and Event Management (SIEM) system, and report on cybersecurity incidents in a Security Operations Center (SOC) as a Tier 1/Tier 2 security analyst. Students will learn how to view logs in various file systems and mitigate threats in the network infrastructure and services through such technologies as firewalls, Virtual Private Networks (VPN), and Intrusion Detection and Prevention Systems (IDS/IPS). Curriculum is designed to support student preparation for the Cisco Certified Network Associate (CCNA) Cyber Operations (Cyber Ops) exam.

Attributes: NLIB
Pre-requisites: CSCI-161 D- AND CYBR-150 D- AND CYBR-232 D-

CYBR-401 Dgtl Forensics & Ethcl Hacking (3)

The course focuses on two aspects of cybersecurity: digital forensics and ethical hacking (also know as penetration testing). Digital forensics describes the techniques and tools used to gather evidence with respect to potential policy violations (this typically includes actual prosecutable crimes, even if a policy does not address this). The course covers the tools and techniques used to gather said evidence from a variety of sources, including files, operating system logs, cell phones, instant messaging, and the like. In addition to the theory behind the techniques for data gathering, the course also covers the practical application of these tools. In addition to the technical and theoretical content of the class, legal issues are discussed as necessary. The ethical hacking portion of the course focuses on assessing vulnerability within one’s own network (commonly known as “white hat” hacking). The course covers the various tools and technologies used to assess network vulnerability as well as coverage of the various types of threats and how they cause a network to become insecure. Both manual assessment as well as automated tool usage is covered. This course has a significant

laboratory component.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: CYBR-301 D- AND CYBR-302 D-

CYBR-402 Malware Analysis (3)

An important aspect of cybersecurity involves malicious software (malware). Everything from harmless but annoying adware to software written for cyberwarfare between nations is classified as malware. It is important to not only be able to detect malware, but to also know exactly what type of threat it presents and how to neutralize it. Real world examples of malware are analyzed using modern analysis tools and techniques. This course has an extensive laboratory component.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: CYBR-403 D-

CYBR-402 Malware Analysis (3)

An important aspect of cybersecurity involves malicious software (malware). Everything from harmless but annoying adware to software written for cyberwarfare between nations is classified as malware. It is important to not only be able to detect malware, but to also know exactly what type of threat it presents and how to neutralize it. Real world examples of malware are analyzed using modern analysis tools and techniques. This course has an extensive laboratory component.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: CYBR-403 D-

CYBR-403 Digital Forensics (3)

Digital forensics describes the techniques and tools used to gather evidence with respect to potential policy violations (this typically includes actual prosecutable crimes, even if a policy does not address this). The course covers the tools and techniques used to gather said evidence from a variety of sources, including files, operating system logs, cell phones, instant messaging, and the like. In addition to the theory behind the techniques for data gathering, the course also covers the practical application of these tools. In addition to the technical and theoretical content of the class, legal issues are discussed as necessary. This course has a significant laboratory component.

Students who have received credit for CYBR-401 Dgtl Forensics & Ethcl Hacking may not receive credit for CYBR-403.

Attributes: NLIB
Pre-requisites: CYBR-305 D-

CYBR-404 Ethical Hacking (3)

The course focuses on ethical hacking (also known as penetration testing). Our focus is on assessing vulnerability within one’s own network (commonly known as “white hat” hacking). The course covers the various tools and technologies used to assess network

vulnerability as well as coverage of the various types of threats and how they cause a network to become insecure. Both manual assessment as well as automated tool usage is covered. This course has a significant laboratory component.

Students who have received credit for CYBR-401 Dgtl Forensics & Ethcl Hacking may not receive credit for CYBR-404.

Attributes: NLIB
Pre-requisites: CYBR-342 D-

CYBR-496 Independent Study (3)

This course provides the opportunity for investigation of a special topic or project of interest to a student and a supervising cybersecurity faculty member. Students must contact the faculty member and request permission to register. Independent study may involve a literature search, writing a research proposal, and/or a project. Students must complete the Independent Study/Tutorial Authorization form and submit it to the Registrar's office.

Attributes: NLIB
Pre-requisites: CYBR-342 D-

CYBR-498 Research (0 TO 3)

Students work with a faculty advisor to design and execute a research plan addressing an issue in cybersecurity. The results of the project are presented in the form of a written research report and/or a format representative of the discipline. Students must contact the faculty member and request permission to register.

Attributes: NLIB
Pre-requisites: CYBR-342 D-

Data Analytics

Overview

Clair Smith, *Chair of the Division of Social Sciences*

The Data Analytics major prepares students to generate and visualize datasets, interpret results, and communicate findings. Students can apply these skills in the social and behavioral sciences as well as areas such as business, health, and public policy.

- **Statistical Methods and Theory.** This domain includes statistical theory, experimental and other study design, statistical models, and data analytic methods.
- **Data Science**. This domain includes statistical programming, algorithmic thinking, simulation-based statistical techniques, machine-based learning, and skills for managing and manipulating data and doing reproducible statistical science.
- **Statistical Practice and Problem Solving**. This domain includes communication and collaboration skills and opportunities for statistical practice and problem solving. Problem solving experiences emphasize real research questions, dealing with messy data, using an array of statistical tools, and drawing appropriate conclusions.
- **Discipline-Specific Knowledge**. All Data Analytics majors take a social science discipline intro course and have a minor/second major. The program provides opportunities for students to apply statistical reasoning to disciplinary questions and problems through elective choice

Program Requirements

B.A. in Data Analytics

All courses that are required or may be used as electives for the major are included in the determination of the grade point average in the major. Because the data analytics major is completed as part of a Bachelor of Arts degree, a minor or second major is required.

Requirements

Foundational Courses – *6 credits* (Take one disciplinary intro course and one introductory

statistics course)

Choose **ONE** disciplinary intro course:

- CRIM 100 – Intro to Crim & Crim Justice (3)
- ECON 105C – P3 Prin of Microeconomics (3)
- ECON 106C – P3 Prin of Macroeconomics (3)
- POSC 111C – Intro to American Gov't (3)
- PSYC 100C – Intro to Psychology (3)
- SOCI 101D – Intro to Sociology (3)

Choose **ONE** introductory statistics course:

- ECON 221 – SQ Statistics (3)
- PSYC 201 – Basic Statistics (3)
- SOCI 120 – SQ Basic Biostatistics (3)

Data Analytics Core Courses – *18 credits* (all courses listed below are required)

- CSCI 260 – Introduction to Databases (3)
- STAT 210 – Regression Analysis OR ECON 314 – Intro to Econometrics (3)
- STAT 320 – Modeling Categorical Data (3)
- STAT 330 – Sample Survey Methods (3)
- STAT 375 – Data Analysis and Statistical Computing (3) OR STAT 376 – Applied Machine Learning (3)
- STAT 480 – Applied Statistics Capstone (3) OR ECON 416 – Seminar In Economics (3)

Elective Courses – 6 *credits*

Choose **TWO**:

- CSCI 161 – Introduction to Programming (3)
- COMM 363 – Media Research & Analytics (3)
- ECON 402 – Intro to Game Theory (3)
- ECON 404 – Financial Economics (3)
- MATH 301 – Mathematical Statistics I (3) OR MATH 302 – Mathematical Statistics II (3)
- MATH 410 – Probability Models (3)
- PSYC 204 – Advanced Statistics (3)
- PSYC Lab course* – only ONE lab course may count as elective {{Choose from: PSYC 327 – Developmental Lab (3) or PSYC 335 Social Psychology Lab (3) or PSYC 361 Psychophysiology Lab (3) or PSYC 381 Learning Lab (3) or PSYC 382 Cognitive Processes Lab (3)}}
- PSYC 388 – Testing and Measurement (3)
- PUBH 390 – Advanced Epidemiology (3)
- SOCI 201 – SQ Principles of Epidemiology (3)
- SOCI 285 – Social Research Methods (3)
- STAT/ECON 222 – Nonparametric Statistics (3)

- Other STAT courses at the 300 or 400 level (3)

Total: 30 credits

Note: In the set of DA major core courses, students may double count (granting credit for the same course in multiple programs) at most 6 credits. In the set of elective courses, students may double count at most 3 credits.

Minor

Minor in Data Analytics

The minor in data analytics is an interdisciplinary program of study that incorporates statistics, computing and programming, data skills, and a problem-solving approach to data analysis. Required coursework instills the basic competencies expected of data scientists, including how to clean and explore data, work with databases, and build predictive models. The data science student is equipped with a set of statistical and methodological tools for drawing insights from real data and applying those insights to make decisions in various fields.

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the data analytics minor.

Requirements

Foundation Courses – *12 credits*

- Choose ONE option:
  - ECON 221 – SQ Statistics I (3)
  - PSYC 201 – Basic Statistics (3)
  - SOCI 120 – Basic Biostatistics (3)
- CSCI 260 – Introduction to Databases (3)
- STAT 210 – Regression Analysis (3) OR ECON 314 – Intro to Econometrics (3)
- STAT 375 – Data Analysis and Statistical Computing (3) OR STAT 376 – Applied Machine Learning (3)

Electives – *6 credits*

While students may choose any two of the following elective courses in consultation with their major advisor or director of the statistics program, they are encouraged to pick electives which link the minor with their major fields.

- CSCI 161 - Intro to Programming (3)
- COMM 363 – Media Research and Analytics (3)
- ECON 402 – Introduction to Game Theory (3)
- ECON 404 – Financial Economics (3)

- MATH 301 – Mathematical Stats I (3) OR MATH 302 Mathematical Stats II (3)
- MATH 410 – Probability Models (3)
- PSYC 204 – Advanced Statistics (3)
- PSYC Lab course* – only ONE lab course may count as elective {{Choose from: PSYC 327 – Developmental Lab (3) or PSYC 335 Social Psychology Lab (3) or PSYC 361 Psychophysiology Lab (3) or PSYC 381 Learning Lab (3) or PSYC 382 Cognitive Processes Lab (3)}}
- PSYC 388 – Testing and Measurement (3)
- PUBH 390 – Advanced Epidemiology (3)
- SOCI 201 – SQ Principles of Epidemiology (3)
- SOCI 285 – Social Research Methods (3)
- STAT/ECON 222 – Nonparametric Statistics (3)
- STAT 320 – Modeling Categorical Data (3)
- STAT 330 – Sample Survey Methods (3
- STAT 390 – Special Topics in Statistics (3)
- STAT 480 – Applied Statistics Capstone (3) OR ECON 416 – Seminar In Economics (3)
- STAT 490 – Internship in Statistics (3)
- Other STAT courses at the 300 or 400 level (3)

Total: 18

Note: *Only one course applied to a student's major may also be used to satisfy a requirement in the minor.*

Data Analytics Courses

STAT-110 R for Statistics (1)

This course will introduce the R statistical environment to students who have completed an introductory statistics course without R. Students will learn how to perform calculations in R, read and write data sets, and how to clean and process data for analysis.

Attributes: YLIB
Pre-requisites: ECON-221 D- OR PSYC-201 D-

STAT-125 Statistical Literacy (3)

Statistics is less about “crunching numbers” than about logical and disciplined thinking about what we can (and cannot) conclude from data in general. This course introduces statistical principles and methods for improving our thinking about data summaries and data-based claims. The course covers graphical and statistical methods for “mining” meaning from data, what questions to ask about statistical claims, how knowledge of the laws of probability help us make better decisions, why sampling is important to good science, what good measurement is and how to recognize it, what the results of a scientific article mean, and many other practical applications of statistical theory and reasoning. Students will learn and use basic statistical computing skills for exploring and analyzing data and testing statistical concepts.

Attributes: YLIB

STAT-201 Applied Statistics with R (3)

This is a second course in statistics emphasizing data analysis, statistical models and modeling, resampling methods for statistical inference, and statistical computing in R. Ideally, students should have a prior introductory course covering descriptive statistics and basic normal-theory inferential methods, but no prior exposure to R is assumed. Some topics include data visualization, estimating statistical models, effect size statistics, randomization and bootstrapping methods, and fundamentals of data wrangling in R.

Attributes: YLIB
Pre-requisites: ECON-221 D- OR PSYC-201 D- OR SOCI-120 D-

STAT-210 Regression Analysis (3)

This course covers basic and intermediate principles of applied linear regression. The course topics include least-squares estimation; assumptions underlying regression analysis and tests of regression assumptions; residuals analysis; regression with nominal/dummy-coded predictors; stepwise and hierarchical entry strategies; prediction, and testing interaction effects in regression analysis. Emphasis is placed on the analysis of behavioral data using regression methods, the interpretation of regression statistics, and the written communication of results of regression analysis. SPSS and R will be the primary statistics software used in this course.

Attributes: YLIB
Pre-requisites: ECON-221 D- OR SOCI-120 D- OR PSYC-201 D-

STAT-210 Regression Analysis (3)

This course covers basic and intermediate principles of applied linear regression. The course topics include least-squares estimation; assumptions underlying regression analysis and tests of regression assumptions; residuals analysis; regression with nominal/dummy-coded predictors; stepwise and hierarchical entry strategies; prediction, and testing interaction effects in regression analysis. Emphasis is placed on the analysis of behavioral data using regression methods, the interpretation of regression statistics, and the written communication of results of regression analysis. SPSS and R will be the primary statistics software used in this course.

Attributes: YLIB
Pre-requisites: ECON-221 D- OR SOCI-120 D- OR PSYC-201 D-

STAT-220 Experimental Design (3)

Principles of designing and analyzing experiments with applications to behavioral and health science disciplines. Topics covered include randomized and blocked experimental designs, control, and analysis of variance in between-subjects, repeated-measures, and simple factorial designs. Data analytic, statistical computing, and statistical communication skills are developed in the course.

Attributes: YLIB
Pre-requisites: ECON-221 D- OR SOCI-120 D-

STAT-220 Experimental Design (3)

Principles of designing and analyzing experiments with applications to behavioral and health science disciplines. Topics covered include randomized and blocked experimental designs, control, and analysis of variance in between-subjects, repeated-measures, and simple factorial designs. Data analytic, statistical computing, and statistical communication skills are developed in the course.

Attributes: YLIB
Pre-requisites: ECON-221 D- OR SOCI-120 D-

STAT-222 Nonparametric Statistics (3)

This course covers nonparametric statistical methods, with emphasis on applications, data analysis, and statistical computing. Topics include binomial and sign tests, rank tests for 1-sample and 2-sample designs, contingency table analysis, Kolmogorov-Smirnov tests, nonparametric correlation coefficients, nonparametric regression methods, and computationally-intensive approaches to nonparametric analysis. Cross-listed with ECON 222.

Attributes: YLIB
Pre-requisites: SOCI-120 D- OR ECON-221 D- OR PSYC-201 D-

STAT-250 Geographic Info Systems (3)

Spatial awareness is a key to understanding our world. This class looks at the use of Geographic Information Systems (GIS) to analyze and answer real world problems. GIS is a multidisciplinary tool that can be utilized by pretty much any researcher because it can showcase a lot of information in addition to the geographic location such as demographics of an area for marketing, looking at population needs. This class is an introduction to the possibilities of GIS, and the goal is to come away with new tools and thought process to help look at data in a different way.

Attributes: YLIB

STAT-320 Modeling Categorical Data (3)

This course covers different methods for analyzing categorical data. Students will describe such data using proportions, odds ratios, and contingency tables. Linear probability models, probit, logistic, as well as multinomial logit regressions will also be examined using R. These types of models are commonly used in health and public policy as well as economics and business. Students will apply these techniques to various real-life datasets.

Attributes: YLIB
Pre-requisites: STAT-210 D- OR ECON-314 D-

STAT-330 Sample Survey Methods (3)

This course covers statistical methods for the collection and analysis of political survey data, including methods associated with sampling, survey design and implementation, and the analysis and presentation of polling data. Students will learn statistical approaches to sampling, measurement, and analysis of survey, as well as how to address common issues involved with population estimation.

Attributes: YLIB
Pre-requisites: STAT-210 D- OR STAT-220 D- OR ECON-314 D-

STAT-345 Predictive Analytics (3)

This is a course in supervised statistical learning and predictive modeling, emphasizing the application of statistical learning methods for understanding complex datasets and for addressing regression and classification problems. Methods covered include k-nearest neighbors models, nonlinear regression and spline models, generalized additive models, penalized regression models, tree models including random forests and boosting, and support vector models. Resampling methods for model validation, model bias/variance issues, and using models for prediction are emphasized throughout the course. The course is taught in R, and students are introduced to many R packages for statistical learning.

Formerly titled Exploratory Data Analysis

Attributes: YLIB
Pre-requisites: STAT-210 D- OR ECON-314 D-

STAT-355 Social Network Analysis (3)

This course is an introduction to the statistical analysis of social networks; the structure of network connections introduces a number of unique statistics to networks. Beginning with an introduction to graph theory, it will look at the representation of networks, appropriate descriptive statistics for networks, issues related to sampling networks, and how networks can be compared and modeled. Specific topics to be examined include measures of importance in networks, community structure, and inferential and predictive modeling of networks

Attributes: YLIB
Pre-requisites: ECON-221 D- OR PSYC-201 D- OR SOCI-120 D-

STAT-370 Meta-analysis (3)

Meta-analysis refers to statistical methods for analyzing effect sizes across studies, and is widely-used in the social and health sciences for synthesizing research and establishing evidence-based practice and policy. Topics covered in this course include: effect size estimation, coding, weighting schemes, fixed and random effects models, moderation of meta-effects, meta-regression, and methods to evaluate heterogeneity and publication bias. Computing will use meta-analysis packages in R.
Students who have earned credit for STAT 270 may not earn credit for STAT 370.

Attributes: YLIB
Pre-requisites: STAT-210 D- OR ECON-314 D-

STAT-375 Data Analysis Stat Comp (3)

Uses statistical models and other data science tools to analyze data for various objectives, including description, prediction, and inference, and develop skill with statistical computing languages and software to analyze data. Students analyze real datasets in areas of disciplinary interest, and apply statistical and computing methods learned in prior courses as well as new methods appropriate to the problem. Emphasis is placed on data analytic and computing skill, communication of findings, and research reproducibility.

Attributes: YLIB
Pre-requisites: STAT-210 D- OR ECON-314 D-

STAT-376 Applied Machine Learning (3)

This course introduces students to basic concepts in machine learning. The primary goal of Machine Learning (ML) is to use self-improving algorithms to help identify patterns within the data. Students will work with real datasets to learn about topics such as classification, regression, decision trees, random forests, neural networks, and support vector machines. In addition to learning about these different approaches, students will choose how to best match them with various situations and problems.

Attributes: YLIB
Pre-requisites: STAT-210 D- OR ECON-314 D-

STAT-390 Spec Topics in Statistics (3)

The course will address an advanced topic in statistics which may emphasize mathematical statistics, applied statistics, or computer applications in statistics.

Attributes: YLIB
Pre-requisites: STAT-210 D- OR ECON-314 D-

STAT-405 Statistical Inference (3)

Approaches to statistical inference are covered, framed by frequentist and Bayesian perspectives. Topics include: null hypothesis significance testing; robustness and exact tests, point and interval estimation; confidence interval construction methods; goodness of fit tests; maximum likelihood estimation, Bayesian estimation, and inference using resampling methods.

Attributes: YLIB
Pre-requisites: MATH-122C D- AND STAT-220 D-

STAT-480 Statistics Capstone (3)

Students propose, conduct, and present a substantive research project that demonstrates a synthesis of learning accumulated in the statistics major. The research topic is approved by the Program Director and conducted under the supervision of the student's capstone advisor. The project culminates in a written report and presentation. Permission of the Program Director is required to register.

Attributes: YLIB

STAT-490 Field Experience (2 TO 6)

Provides students with the opportunity to sharpen and use statistical, scientific, report-writing, and communication skills in an organizational setting. Success is based on the student's report of the field experience and the supervisor's evaluation.
May be repeated for a total of 6 credits.

Permission of instructor is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: ECON-314 D- OR STAT-210 D-

STAT-496 Independent Study (1 TO 3)

In-depth study of a statistical topic under the direction of a Statistics faculty member. A written report summarizing the course project, research, or activity is submitted to the supervising faculty member.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Spring

Attributes: YLIB

STAT-1132 Education Analytics (3)

Education Analytics is an introductory course in using quantitative methods for inquiry in education. The course covers statistical and graphical tools for summarizing educational data, basic statistical inference, and foundational concepts in the statistical modeling of educational outcomes. Students develop competence in reading the statistical aspects of educational research. Students are introduced to educational data mining, learning analytics, and other uses of data to predict educational outcomes. Students work with the National Childhood Longitudinal Study data and other large educational datasets in R/RCommander and develop data analytic and

computing skills. The course also covers principles of data ethics through a set of five case studies.

Attributes: DA YLIB

STAT-1134 Healthcare Analytics (3)

Healthcare Analytics is an introductory course in using quantitative methods for inquiry in healthcare. The course will cover statistical and graphical tools for summarizing healthcare data, basic statistical inference, and foundational concepts in the statistical modeling of healthcare outcomes. Students will develop competence in reading and understanding the statistical aspects of healthcare research. Students will work with the Community Health Status Indicators and other large healthcare datasets and develop data analytic and computing skills. The course will cover how to also communicate effectively with data and consider ethical issues inherent in healthcare data analysis.

Typically offered:
Spring

Attributes: DA YLIB

STAT-1136 Thinking with Data (3)

This course provides students the opportunity to think clearly and conceptually about quantitative information. Students will become comfortable and familiar with working with and interpreting data. Utilizing a variety of approaches, students will analyze real-world scenarios by interpreting and using data to draw basic conclusions and describe limitations. With an emphasis on the ethical use of data, students will practice communicating their findings in writing.

Attributes: DA YLIB

Economics

Overview

Clair Smith, *Chair of the Division of Social Sciences*

Economics is a liberal arts discipline that combines theory and quantitative analysis. It studies the choices and actions of different agents in a world of limited resources. Students consider the interaction of consumers, producers, and governments in a wide variety of subject areas, developing strong analytical skills in critical thinking and applied statistics. These qualities are heavily demanded in today's ever-changing work environment. Newly graduated economics majors find that their flexibility, global perspectives, and problem solving abilities are great assets for a nearly limitless array of career and employment opportunities. Economics majors are especially valued in government, finance, education, business management, and human services. Additionally, the major also offers great preparation for graduate study in economics but also public policy, public health, business, and law. On average, economics consistently ranks among the top when looking at Law School Admissions Test (LSAT) score by major.

Program Requirements

B.A. in Economics

A grade point average of 2.00 is required for all economics courses (ECON) taken in residence that may be applied to the major.

Requirements

Required Economics Courses – *24 credits*

- ECON 105C – P3 Principles of Microeconomics (3)
- ECON 106C – P3 Principles of Macroeconomics (3)
- ECON 201C – Intermediate Microeconomics (3)
- ECON 202 – Intermediate Macroeconomics (3)
- ECON 221 – SQ Statistics I (3)
- ECON 314 – Introduction to Econometrics (3)
- ECON 317C – History of Economic Thought (3)
- ECON 416 – Seminar in Economics (3)

Electives – *12 credits*

Electives are chosen from the economics course offerings to match a student's interests and career goals. ***Electives may be chosen from any level, excluding any foundational core courses (Learning Community, Research-Based Writing, Data Analytics).*** The range of electives includes courses such as Economics of Sport, International Economics, Labor Economics, Economics of Healthcare, and Law and Economics. Students can also choose to do an internship as an elective. A well-chosen program can provide excellent experience and useful contacts in their chosen career fields.

Total: 36 credits

Note: *A careful choice of minor will further allow majors to follow their interests and develop a marketable set of skills. For example, minors in finance, international studies, statistics, philosophy, and management will help equip students for a range of different career paths. Students should work closely with departmental advisors to determine which economics electives and minors will best achieve their goals.*

Inclusive Childhood Education Major with a Liberal Arts Major/Concentration in Economics

Students pursuing teaching certification in inclusive childhood education must declare either a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education majors who wish to pursue a ***dual major*** with economics take all of the major requirements as listed above, in addition to meeting all of the inclusive childhood education requirements (see Inclusive Childhood Education for details). If an inclusive childhood education major wishes to ***concentrate*** in economics, the Economics Department in conjunction with the Education Department, has outlined the following courses which meet the New York state requirement for a liberal arts concentration in this field. Students must earn grades of "C" or higher in all courses in the content area.

- ECON 105C – P3 Principles of Microeconomics (3)
- ECON 106C – P3 Principles of Macroeconomics (3)
- ECON 201C – Intermediate Microeconomics (3)
- ECON 202 – Intermediate Macroeconomics (3)
- ECON 221 – SQ Statistics I (3)
- ECON 301C – Money and Banking (3)
- ECON 302 – Public Sector Economics (3)
- ECON 314 – Introduction to Econometrics (3)
- ECON 316 – Economics of Development (3)
- ECON elective (ECON 317C – History of Economic Thought - recommended) (3)

Total: 30 credits

Minor

Minor in Economics

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- ECON 105C – P3 Principles of Microeconomics (3)
- ECON 106C – P3 Principles of Macroeconomics (3)
- **FOUR** additional ECON electives at the 200-level or higher (12)

Total: 18 credits

Note: *Only three courses taken to meet major requirements may also be applied to the economics minor.*

Economics Courses

ECON-105C P3 Prin of Microeconomics (3)

This is the first course of two that comprise an introduction to economics. Together, they provide the student with a solid grounding in economic principles and familiarize him or her with the institutions and policies that influence economic activity. For those who elect to major in economics, they also provide the base upon which subsequent courses will build. This course studies the economy from the perspective of individual consumers and producers who interact in a market setting. It shows how their choices influence the production and distribution of goods and services and considers the criteria that can be used to assess these outcomes. The course also studies how government intervention can affect the behavior of consumers, producers, and workers and alter market outcomes.
Formerly: P3 Intro Microeconomics

Typically offered:
Fall, Spring & Summer

Attributes: AMSS P3 YLIB

ECON-106C P3 Prin of Macroeconomics (3)

This course complements ECON 105C and studies the economy from an aggregated rather than an individual perspective. Students learn how the overall levels of income and production and the rates of inflation and unemployment are determined; they consider how economic activity is affected by the federal government's taxing and spending policies and by the Federal Reserve's monetary policy practices. These topics are covered in order to develop the students' understanding of U.S. economic performance in light of an increasingly integrated world economy.
Formerly: P3 Intro Macroeconomics

Typically offered:
Fall, Spring & Summer

Attributes: AMSS P3 YLIB
Pre-requisites: -

ECON-110P CC Gender & Race Workplace (3)

The overall economic well-being of Americans is primarily determined by how much they are paid. In this course, the student comes

to understand the subtle and significant reasons why some groups are paid more than others. Only by understanding the causes of differences can one seriously consider policy options (as diverse as Head Start, anti-discrimination and affirmative action legislation, the earned income tax credit, and social security) that seek to change income outcomes.

Attributes: AMSS CC HHHD WGST YLIB

ECON-201C Intermed Microeconomics (3)

This course is a rigorous analysis of economic theory as it relates to the individual firm and the individual consumer. It considers the more technical aspects of price and distribution theory, including indifference curves, production functions, nature and behavior of costs, price determination under various market concepts, and theories of distribution and factor pricing.
Formerly: Microeconomic Theory

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: ECON-105C D-

ECON-202 IntermediateMacroeconomics (3)

This course develops the theoretical frameworks of the Classical and Keynesian schools of thought and contrasts their views of GDP, employment, inflation, and interest rate determination. The behavior of important macroeconomic aggregates such as consumption, investment, government spending, and the balance of trade will be modeled in each school and then synthesized to provide a broader understanding of the causes of recession, inflation and, in general, observed fluctuations in the U.S. economy. Historical macroeconomic data will serve to both support and challenge traditional macroeconomic ideology.
Formerly: Macroeconomic Theory

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: ECON-106C D-

ECON-207C Current Economic Issues (3)

This course investigates a number of economic issues of current importance to the United States. Topics covered vary inline with their importance that semester but are likely to include healthcare, social security, the trade deficit, de-industrialization, and government policies and programs. Students have the opportunity to apply economic theory to actual events in the news. .

Attributes: ISFS YLIB
Pre-requisites: -

ECON-221 SQ Statistics I (3)

This course provides an introduction to descriptive and inferential
statistics. Primary descriptive topics include the treatment of frequency distributions, measures of central tendency, and the measures of variability. Inferential topics such as probability theory, the binomial distribution, the normal distribution, the t-distribution, sampling distributions, estimation, and hypothesis testing are also investigated in the context of real-world applications.

Typically offered:

Fall, Spring & Summer

Attributes: HHSM SQ YLIB

ECON-222 Nonparametric Statistics (3)

This course covers nonparametric statistical methods, with emphasis on applications, data analysis, and statistical computing. Topics include binomial and sign tests, rank tests for 1-sample and 2-sample designs, contingency table analysis, Kolmogorov-Smirnov tests, nonparametric correlation coefficients, nonparametric regression methods, and computationally-intensive approaches to nonparametric analysis. Cross-listed with STAT 222.

Attributes: YLIB
Pre-requisites: ECON-221 D- OR PSYC-201 D- OR SOCI-120 D-

ECON-224 Economics of Health Care (3)

This course is an introduction to the American health care system with emphasis placed on using economics to analyze various problems. Topics covered include the demand for medical services; medical insurance (Medicare, Medicaid, and private insurance); the markets for hospital, physician, and nursing services; current developments; and the future of this sector of the economy. The course includes a consideration of proposals for health care reform and comparisons with the health care systems of other countries.

Typically offered:
Spring – Odd Years

Attributes: HHCF YLIB
Pre-requisites: -

ECON-250 Law & Economics (3)

This course is an introduction to the economic analysis of law. The course studies the ways in which economics has had or could have an influence on the development of law. Through discussion, the course explores the impact of economics on legal concepts and how economics can be further used as an aid to resolving legal issues. Four substantive areas of common law, namely property, contracts, torts, and criminal law, are analyzed using tools learned in microeconomic theory.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: -

ECON-254 Economics of Crime (3)

This course provides an introduction to the study of crime and crime-reduction policies using standard economic techniques. Criminal behavior is examined as the result of rational, utility-maximizing decisions made by individuals in society. Study includes the incentives for individuals to commit crimes and how those incentives can be changed by law and public policy. Unintended consequences and secondary effects of crime-reduction policies are also considered. Topics include the costs of crime on society, the war on drugs, gun control, non-violent and violent crime, gang-related crimes, punishment, incarceration, and deterrence.

Attributes: YLIB

ECON-301C Money and Banking (3)

This course considers the theoretical and empirical aspects of money and credit in the American economy, along with an analysis of domestic depository institutions. Attention is also given to the various aspects of the Federal Reserve System that have an impact on the banking environment and to the measurement and interpretation of key macroeconomic variables, such as inflation, interest rates, unemployment, and GDP. International aspects of our banking system are also discussed.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: ECON-106C D-

ECON-302 Public Sector Economics (3)

This course examines the role of government in a mixed economy. Concepts of efficiency and equity that can be used to assess economic performance are developed. The course then examines situations where government intervention in a market economy can potentially result in more efficient and/or equitable outcomes. Topics include pollution control, public goods, government decision-making, cost-benefit analysis, taxation, and welfare programs.

Typically offered:
Fall – Odd Years

Attributes: YLIB
Pre-requisites: ECON-105C D-

ECON-310 Labor Econ&Labor Relations (3)

This course examines the behavior of labor market participants and the results of their interactions in a market setting. The initial focus is on the labor supply and schooling decisions of individuals and households along with the hiring and pay policies of firms. Next, labor turnover, discrimination, and unemployment are discussed. The final topic is labor-management relations. The course is first approached from an institutional perspective with the market outcomes in union and non-union settings then being compared and contrasted.

Attributes: YLIB
Pre-requisites: ECON-105C D-

ECON-314 Intro to Econometrics (3)

This course is an introduction to the statistical and empirical methods used in economics to measure the relationships postulated by economic theory. The main emphasis is on the econometric technique of ordinary least squares and its applications. Extensive use is made of the computer to conduct the empirical analysis.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: ECON-221 C-

ECON-315C Comparative Econ System (3)

This course examines the continuing debates between those who believe that capitalism is the most desirable economic system and those who believe that socialism is the most desirable economic system. As part of this examination, we consider the ongoing

transformations of socialist economic systems in Russia and Eastern Europe.
Formerly: Beyond Capitalism

Attributes: ISFS YLIB
Pre-requisites: ECON-106C D-

ECON-316 Economics of Development (3)

This course examines economics from a global/international perspective by analyzing the social, political, and economic state of countries in the developing world. Students will be exposed to prominent issues such as child mortality, clean water initiatives, HIV, education reform, microfinance, and government corruption. The range and efficacy of various, remediating strategies are presented in the context of recent academic research. This course is especially recommended for those students interested in pursuing foreign policy analysis.

Attributes: ISFS YLIB
Pre-requisites: ECON-105C D- OR ISPR-100D D-

ECON-317C History of Econ Thought (3)

This is a survey of the development of economic ideas from ancient times but more particularly from the 17th century to the present. Special attention is given to the interaction of economic thought, philosophy, and the natural sciences in light of the changing socioeconomic and cultural background. Emphasis is placed on the evolution of English classical and neo-classical doctrines and their criticism by the Marxist and Keynesian schools.

Attributes: YLIB
Pre-requisites: ECON-105C C- AND ECON-106C C-

ECON-330 Economics of Sport (3)

This course investigates numerous microeconomic aspects of the sports entertainment industry. Among these are the pricing and allocation of labor, the determination of franchise values, and the role of regulation for this unique industry. In particular, the market for sports is discussed in the context of the well-known professional leagues such as Major League Baseball, the NBA, and the NFL. Lastly, other forms of entertainment, such as the music industry, are analyzed on the basis of structure, pricing, and marketing practices.
Cross-listed with SPST 330.

Attributes: SPBE YLIB
Pre-requisites: ECON-105C D-

ECON-340C International Economics (3)

This course studies the historical foundation of contemporary evidence in international trade and finance. International trade topics include the Classical and Neoclassical Theories of Trade, comparative advantage, and trade protectionism. International finance topics include the balance of payments, exchange rates, and the role of fiscal and monetary policy. The importance of institutions such as the World Bank and the International Monetary Fund is also discussed.
Formerly: International Economic Policy

Typically offered:
Fall

Attributes: ISFS YLIB

Pre-requisites: ECON-105C C- AND ECON-106C C-

ECON-360 Environmental Economics (3)

This course will study the economics of the environment and natural resources. Topics include the theory of property rights, externalities, regulation, and the economics of optimal pollution control. Each topic will be analyzed within the setting of regional and aggregate economic growth, with the primary emphasis being to determine the most efficient solution for balancing the multiple goals of growth and the long-term preservation of limited natural resources and environmental quality.

Typically offered:
Fall – Even Years

Attributes: YLIB
Pre-requisites: ECON-105C C-

ECON-402 Intro to Game Theory (3)

Game theory is the study of strategic interactions. It provides methods to formalize and analyze the behavior of agents under different incentives. This course presents students with an overview of the basic principles and tools in game theory by analyzing common applications in areas such as auctions, elections, evolutionary biology, insurance policy design, plea bargaining, price competition, and product differentiation. This course is highly recommended for students wishing to purse graduate study in economics, law, or management.
Completion of MATH 112C or 120C is recommended before registering for ECON 402.

Formerly offered as Advanced Economics

Typically offered:
Spring – Even Years

Attributes: YLIB
Pre-requisites: ECON-105C C-

ECON-404 Financial Economics (3)

This course investigates the various theoretical and empirical aspects of credit instruments, financial markets, and depository institution behavior. Specifically, topics such as money and capital markets, interest-rate determination, regulatory reform, and government policy are considered as they pertain to our monetary economy.

Attributes: YLIB
Pre-requisites: ECON-301C D-

ECON-416 Seminar In Economics (3)

This seminar requires students to research current issues and topics in economics. All students are therefore required to participate and will choose a research topic in order to conduct meaningful research on an approved topic of their choice.

It should be noted that while course topics vary from year to year, the general applied economic approach to the course remains the same. As such, the course may not be repeated.

Typically offered:
Spring

Attributes: YLIB ZCAP ZRES

ECON-475 WashDC Experience-Intern (6 TO 9)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair ,and TWC liaison (Dr. Monica Litzenberger) is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: ECON-476 Y D-

ECON-476 WashDC Experience-Sem (3 TO 6)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair ,and TWC liaison (Dr. Monica Litzenberger) is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: ECON-477 Y D-

ECON-477 WashDC Experience-Forum (1 TO 3)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair ,and TWC liaison (Dr. Monica Litzenberger) is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB

ECON-491 Internship (3 TO 6)

This course enables students to apply and enhance their understanding of economics through an approved work experience in business or government. Graded S/U.
Requires approval of the internship coordinator and the department chair.

Typically offered:
Fall & Spring

Attributes: YLIB

ECON-496 Independent Research (1 TO 3)

This is an independent research project under the direction and supervision of a member of the department.
Completion of the Independent Study/Tutorial Authorization form is required.

Attributes: YLIB

ECON-498H Honors Project (3)

Required of students who are accepted to the Economics Honors Program. The project must be approved by a faculty supervisor, the department chair, and the Dean of the School of Arts and Sciences. Projects are presented and defended at a colloquium. The intent to develop an honors project must be declared prior to the beginning of the senior year.

Attributes: YLIB

ECON-1020 Econ of Social Choices (3)

This course introduces students to the economic way of thinking by applying economic analysis to a wide variety of societal issues. The focus of the course and analysis is on individual decision making. Issues covered reflect topics of current interest that may include product safety, drugs and alcohol, the environment, healthcare, crime and justice, discrimination, sports, education, along with more traditional areas of interest such as international trade.

Typically offered:
Fall

Attributes: LC YLIB

ECON-1199 Numbers Don’t Lie,Do They? (3)

Data Analysis provides students with the opportunity to explore various topics from an analytical view point. Students work with and interpret data. Using a variety of approaches, students analyze real-world scenarios by interpreting and using data to draw basic conclusions and describe limitations. Students communicate their findings visually and in writing.

Typically offered:
Fall & Spring

Attributes: DA YLIB

English

Overview

James Bowman, *Chair of the Division of Literature, Communication, and the Arts*

Why Study English at Fisher?

The English major at St. John Fisher University offers students a lens through which to explore the world. Through the study of literature and writing, our students encounter works of art from the past and present, imagine unfamiliar perspectives, and practice high-demand skills. Students have the opportunity to pursue their own interests and develop new ones, while examining the roles of creativity, rhetoric and literary production in our ever-changing world.

Our program supports experiential learning through internships, service-learning, public presentations, independent study, and honors theses. We help students build valuable skills sought by prospective employers, such as clear, accurate, and persuasive writing; research and organizational abilities; careful, analytical thinking; and creative problem-solving. Fisher English majors become editors and entrepreneurs; lawyers and novelists; teachers and community organizers.

The English department also offers students the chance to apply analytical skills to contemporary media with the minor in film and television studies, as well as the opportunity to practice real-world writing with the certificate in public and professional writing.

The English Major

English majors choose from more than 60 courses in literature, creative writing, rhetoric, composition studies, and professional and technical writing. A number of English courses also meet several exploration areas of the Fisher Core.

The English major at Fisher offers students a solid foundation in the breadth of our discipline and allows students to design a major suited to their individual interests, curiosity, and aspirations. It gives students a sense of British and American literary and rhetorical traditions while also demonstrating the diversity of those traditions. We teach students to approach texts with sophisticated critical strategies and help them develop communication and analytical skills needed in the 21st century.

English majors develop skills in and knowledge of **analysis, technique, publication, traditions, and process.**

Program Requirements

B.A. in English

A grade point average of 2.00 is required for all English (ENGL) courses taken in residence that may be applied to the major.

Requirements

Introductory Courses – *10 credits*

- ENGL 200C – Literary Analysis (3)
- ENGL 201 – Career Seminar (1)
- ENGL 253 – Intro to Creative Writing (3)
- ENGL 259 – Argument and Persuasion (3)

Cultural Contexts* – *3 credits*

Choose **ONE** course from the following:

- ENGL 332 – Borderlands Literature (3)
- ENGL 335 – Studies in AFAM Literature (3)
- ENGL 337 – Multicultural Literature (3)
- ENGL 347 – Studies in Postcolonialism (3)
- ENGL 381 – The Rhetoric of Hate (3)

Visual and Digital Approaches* – *3 credits*

Choose **ONE** course from the following:

- ENGL 346 – Hacking the Humanities (3)
- ENGL 356 – Editing and Publishing (3)
- ENGL 361 – Writing with New Media (3)

Electives* – *18 credits*

- Six English electives (ENGL) may be chosen at the 200/2000 level or above; excluding ENGL 3990. ENGL 3990 may not be used as a major elective.

English Capstone – *3 credits*

- Choose **ONE**:
  - ENGL 420 – Senior Seminar (3)
  - ENGL 425 – Senior Experience (3)

Total: 37 credits

In making course selections from these categories, note that at least five major courses must be taken at or above the 300 level. (including** those in the Cultural Contexts and Visual and Digital Approaches categories, but **in addition** to the capstone selection)*

Note: *The requirements for English majors who are also inclusive adolescence education majors are more specific than those noted above. Please refer to the requirements below for the inclusive adolescence education/English dual major.*

Honors Options in English

The English department offers a degree with Honors in English to qualified students who complete a substantial project in literary or rhetorical criticism or creative writing. Students must have at least a 3.50 GPA in English courses and a 3.50 GPA overall. Candidates must fulfill the following requirements:

- Enroll in ENGL 498H and/or ENGL 499H and receive an "A" on the honors paper or project.
- Share their work from the course in a presentation to department faculty (and optionally the wider public). The presentation is usually held during the week of final exams.

Inclusive Adolescence Education/English Dual Major

Students pursuing teaching certification in inclusive adolescence education (English) may ***dual major*** in inclusive adolescence education and English, and earn a *Bachelor of Science degree*. In addition to meeting all of the inclusive adolescence education requirements (see *Inclusive Adolescence Education* for details) the English Department, in conjunction with the Education Department, has outlined the following requirement for the English major. Students must earn grades of "C" or higher in all courses in the content area.

- ENGL 200 – Literary Analysis (3)
- ENGL 201 – Career Seminar (1)
- ENGL 203C – History of English Language (3)
- ENGL 211 – P1 Young Adult Literature (3)
- ENGL 259 – Argument and Persuasion (3)
- ENGL 312C – P1 Shakespeare (3)
- ENGL 253 – P1 Introduction to Creative Writing (3)
- Choose **TWO** courses from **Cultural Contexts**:
  - ENGL 335 – Studies in African American Literature (3) OR ENGL 337 – Multicultural Literature (3)
  - ENGL 332 – Borderlands Literature (3) OR ENGL 347 – Studies in Postcolonialism (3)
- Choose **ONE** course from **Visual and Digital Media**:
  - ENGL 346 – Hacking the Humanities (3)
  - ENGL 361 – Writing with New Media (3)
- Choose **TWO** survey courses from:
  - ENGL 293 – P1 Early English Literature (3)
  - ENGL 295 – P1 Literary Revolutions (3)

- ENGL 297 – P1 Readings in American Literature (3)
- Capstone:
  - ENGL 420 – Senior Seminar (3)

Total: 37 credits

As early as possible, students should consult with an education advisor to set up a program leading to certification.

Inclusive Adolescence Education Major with an English Concentration

Students pursuing teaching certification in inclusive adolescence education (English) may opt to have a ***concentration*** in English literature rather than a major, resulting in a *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (see *Inclusive Adolescence Education* for details), the English Department in conjunction with the Education Department, has outlined the following courses which meet the New York state requirement for English certification. Students must earn grades of "C" or higher in all courses in the content area.

- ENGL 200C – Literary Analysis (3)
- ENGL 203C – History of English Language (3)
- ENGL 211 – P1 Young Adult Literature (3)
- ENGL 259 – Argument and Persuasion (3)
- ENGL 312C – P1 Shakespeare (3)
- Choose **ONE** course from **Cultural Contexts**:
  - ENGL 332 – Borderlands Literature (3)
  - ENGL 335 – Studies in African American Literature (3)
  - ENGL 337 – Multicultural Literature (3)
  - ENGL 347 – Studies in Postcolonialism (3)
- Choose **ONE** course from **Visual and Digital Approaches**:
  - ENGL 346 – Hacking the Humanities (3)
  - ENGL 356 – Editing and Publishing (3)
  - ENGL 361 – Writing with New Media (3)
- Choose **TWO** survey courses from:
  - ENGL 293 – P1 Early English Literature (3)
  - ENGL 295 – P1 Literary Revolutions (3)
  - ENGL 297 – P1 Readings in American Literature (3)
- Capstone:
  - ENGL 420 – Senior Seminar (3)

Total: 30 credits

Inclusive Childhood Education With a Liberal Arts Major/Concentration in English

Students pursuing teaching certification in inclusive childhood education must declare either a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education majors who wish to pursue a ***dual major*** with English take all of the major requirements as listed above for a B.A. in English in addition to meeting all of the inclusive childhood education requirements (see *Inclusive Childhood Education* for details). If an inclusive childhood education major wishes to complete a ***concentration*** in English, the English Department in conjunction with the Education Department, has outlined the following courses which meet the New York state requirement for a liberal arts concentration in this field. Students must earn grades of "C" or higher in all courses in the content area.

English Concentration Requirements

- ENGL 200C – Literary Analysis (3)
- ENGL 253 – Intro to Creative Writing (3)
- ENGL 259 – Argument and Persuasion (3)
- **ONE*** course from **Cultural Contexts** (3)
- **ONE*** course from **Visual and Digital Approaches** (3)
- **FOUR** English elective (12); excluding ENGL 3990. ENGL 3990 may not be used as a major elective. *In choosing electives, two courses (in addition to the Cultural Contexts, Visual and Digital Approaches, and capstone selection) must be taken at or above the 300 level.*
- Choose **ONE** capstone:
  - ENGL 420 – Senior Seminar (3)
  - ENGL 425 – Senior Experience (3)

Total: 30 credits

Minor

Minor in English

A grade point average of 2.00 is required for all English (ENGL) courses taken in residence that may be applied to the minor.

Requirements

- Choose **ONE**:
  - ENGL 200C – Literary Analysis (3)
  - ENGL 253 – Intro to Creative Writing (3)

- ENGL 259 – Argument and Persuasion (3)
- **FIVE** ENGL electives: two courses must be at the 300 level or beyond. ENGL 3990 may not be used as a minor elective.

Total: 18 credits

Note: *Only one course applied to a student's major may also be used to meet a requirement in the student's English minor.*

The English department also offers a certificate in public and professional writing.

English Courses

ENGL-103 Writing Workshop (.5)

This course provides additional writing support and instruction designed to reinforce the student's classroom experience in the Learning Community.

Permission of the Writing Center Director is required for registration.

Typically offered:
Fall

Attributes: YLIB

ENGL-104 Writing Workshop (.5)

This course provides additional writing support and instruction designed to reinforce the student's classroom experience in any of the Research Based Writing (RW) classes.

Typically offered:
Fall & Spring

Attributes: YLIB

ENGL-150C P1 Stories that Matter (3)

In this course, students will read texts that have had an impact in some way. For example, they may be "firsts" (for example, the first short story written on a new media platform) or they may have spoken to an important cultural moment (for example, the BLM movement or the pandemic). The course allows students to explore literature as a path to understanding times, places, and cultures. Formerly titled: P1 Literary Types.

Students with credit for ENGL 102C or its equivalent may not register for this class.

Attributes: P1 YLIB

ENGL-180 Book Club (3)

This course focuses on two or three texts on a common topic, allowing students to explore how authors adapt a story to their own purposes. The course integrates creative writing and digital media as approaches to discussing literature. Past topics have included Storytelling (Arabian Nights) and Journeys (The Odyssey).

Typically offered:
Spring

Attributes: YLIB

ENGL-200C Literary Analysis (3)

In this course, designed for English majors and minors, students develop the ability to analyze literary texts closely and thoroughly. Students learn to apply the vocabulary of literary studies and to consider such external influences as biography and culture in their readings of poetry, drama, and prose works. The course also includes an introduction to the relationship between critical methods and literary theory.

Typically offered:
Variable

Attributes: ENLT HHSM HHUM YLIB
Pre-requisites: -

ENGL-201 English Career Seminar (1)

The objective of this course is to foster the academic success of students who are beginning the English major at St. John Fisher University. Students will explore career options and career preparation. This course, which meets for five one-hour sessions during the semester, is required of all students enrolled in ENGL 200C and strongly recommended for all transfer students majoring in English.
Graded S/U

Typically offered:
Variable

Attributes: YLIB
Pre-requisites: ENGL-200C Y D-

ENGL-203C Hist of English Language (3)

This class goes back in time (figuratively) to explore how English came to be the language we speak today. We look at some important historical moments that made English such a hybrid language, we study the building-blocks of language (phonology, morphology, syntax), and we examine the way English is still changing and expanding (slang, dialect, new vocabulary).

Formerly titled: History of English

Typically offered:
Spring – Odd Years

Attributes: ENLT YLIB

ENGL-204 P1 Nature Writing (3)

What does it mean to be green from a literary point of view? How has nature writing shaped the landscape of American culture and behaviors? In this course we will begin to answer those questions by reading and writing about the environment. Through the study of fiction, memoir, and scientific writing, students will explore their place in relation to the natural world while simultaneously cultivating literacy skills.

Attributes: AMHU ENLT P1 YLIB

ENGL-209 Lit Magazine Practicum (1)

Under the guidance of the faculty-advisor, students will assume substantial editorial responsibilities to produce St. John Fisher's national literary magazine, Angles. In addition, the course will introduce students to the professional sphere of literary publishing and the basic applications and skills required to publish a high quality literary magazine.

Attributes: YLIB ZEXL

ENGL-211 P1 Young Adult Literature (3)

How young is a young adult? How adult is an adolescent? How dark can children's literature be, before it crosses a border? Who establishes these borders – teachers? Parents? Librarians? Publishers? In this course, we consider those questions and read YA lit both as works of literature and as texts for education. Students will explore current issues surrounding YA literature, such as censorship, multiculturalism, dystopian visions, sex and violence in art, and the place of the individual in society.

Typically offered:
Fall

Attributes: ENLT P1 YLIB

ENGL-226C P1 Arthurian Legend (3)

A study of the historical beginnings and literary development of the legend of King Arthur. The course concentrates on medieval literature, the time in which the legend came to have wide popular appeal, but includes some examples of later use of the legend as well as Arthurian films.

Attributes: ENBL ENLT P1 YLIB

ENGL-239D P1 Haunted Houses (3)

Haunted Houses are a staple of the gothic genre. In this class we will investigate the Haunted House "formula" and variations on it, seeking to understand how it is that haunted house stories "get you where you live." If home is where we are supposed to feel most secure, why do we enjoy stories which threaten this comfort zone? Course material will include short stories and novels by Stephen King, Dean Koontz, Edith Wharton and Henry James, as well as films and some psychoanalytic theory such as Freud's "uncanny."

Attributes: ENLT P1 YLIB

ENGL-251 P1 Int Creative Nonfiction (3)

Creative nonfiction is the happy accident of fact and craft at the intersection of journalism and literature. In this class, students will draw on stories from their lives and the larger world to write vivid, compelling prose about people and events as a way of better understanding the world around them. Students read the published work of others and share their own work in small groups with an eye toward improvement.

Attributes: ENWR P1 PCRW YLIB

ENGL-253 P1 Intro Creative Writing (3)

Does poetry, fiction, or play-writing light your fire? Would you like to spend a whole semester igniting your imagination and kindling your writing skills? Creative writing will help you to discover and nurture your unique writer's voice through guided exercises.

Students will share their own work in small groups with an eye toward improvement.

Typically offered:
Variable

Attributes: ENWR P1 PCRW YLIB

ENGL-259 Argument and Persuasion (3)

What persuasive strategies make some people and groups more convincing than others? Have you ever “won” an argument only to lose something larger in the process? Why do we use war metaphors to describe the act of arguing? In this course we will examine our assumptions and experiences with making arguments and explore theories of persuasion from the fields of rhetoric, composition, and literacy studies. We will experiment with using language persuasively to become more aware of the rhetorical situation, including audience, genre, context, and purpose. Emphasis will be given to both raising awareness in students’ personal approaches to argument, and also raising awareness of notable moments in the history of persuasion in social, cultural, and political contexts.

Typically offered:
Fall

Attributes: ENWR YLIB

ENGL-268 P1 Fundamentals of Film (3)

This course will begin by defamiliarizing the apparent accessibility of film. It will acquaint students with the basic tenets of film studies, including the technical aspects of film production, visual communication theory, and theories of film “authorship.” Then we’ll study a wide variety of films, including early silent movies, canonical classics like Citizen Kane, and films from divergent genres and traditions, like The Draughtsman’s Contract, Do the Right Thing, and Friday the Thirteenth. Student writing will focus on three areas: on how technique (form) creates content; on theories of visual pleasure; and on the politics of film ideology.

Typically offered:
Fall

Attributes: ENLT P1 PROD VDAP YLIB

ENGL-270C Becoming a Writing Tutor (1)

The best way to learn something is to teach it. This course trains students to become writing tutors in the College’s Writing Center. The course covers the writing, critical reading, and communication skills necessary to become an effective writing consultant. Dedicated writers in all majors are welcome. In addition to the weekly class meeting, students will be part of the Writing Center staff; as such, they will spend two hours each week there both observing and tutoring.
Graded S/U.
Permission of the Writing Center Director required to register.

Typically offered:
Fall & Spring

Attributes: YLIB

ENGL-271 Legal Writing (3)

This course is intended to be an introduction to reading and writing legal documents. Students in this course will learn the different kinds of legal documents lawyers rely on and create but will also learn methods of reading and analyzing that are crucial to work in

the law. Individually and as groups, students will research, read, and analyze cases and write up their findings in the proper formats, primarily the legal memorandum and the legal brief. At the end of the semester, students will have an opportunity to present their findings as if they were arguing before a trial judge.

Students must have successfully completed a 1299C course to register.

Typically offered:
Fall

Attributes: ENWR PCRW YLIB ZEXL

ENGL-293 P1 Early Engl Literature (3)

This course covers literature written between 660 and 1660. In this thousand years, we study groundbreaking works of imagination, including the Old English epic Beowulf, Milton's Biblical retelling Paradise Lost, and some of the earliest writings by women. Reading prose, drama, and poetry, we will focus on the development of ideas about gender, religion, politics, nation, and love.

Attributes: ENBL ENLT LRTR P1 WGST YLIB

ENGL-295 P1 Literary Revolutions (3)

This course traces the evolution of English literature from the eighteenth century to present day, a period of extraordinary intellectual and social upheaval. The readings will investigate imaginative responses to debates between science and religion, the reorganization of communal life by the industrial revolution, the rise and fall of the British Empire, and the impact of multiple wars and shifting political realities. We will consider how writers responded to these conflicts and continuities, paying close attention to their explorations of questions of genre, power, and the status of literary writing.

Formerly titled : P1 English Lit 1830-1950;
P1 Victorians to Moderns;
P1 British Lit. Since 1700

Typically offered:
Variable

Attributes: ENBL ENLT LRTR P1 YLIB

ENGL-297 P1 Readings in Amer Lit (3)

Beginning with the Puritan arrival in the "New World," this course traces the development of an American national literature. Students will learn about history and culture by reading fiction, nonfiction, and poetry from a variety of literary periods. Topics such as race, religion, immigration, and expansion will surface in readings by a range of writers who explore the possibilities of American experience and of an American voice.

Formerly titled: Emergence of American Lit

Typically offered:
Variable

Attributes: AMHU ENLT LRTR P1 YLIB

ENGL-307 Writing Portfolio Seminar (1)

This course prepares students for careers that require excellent professional and public writing skills. In addition to revising

previously written work for formal presentation, students will explore career options, develop a digital presence, and refine other essential documents, including a resume and cover letters.

Permission of instructor required to register.

Typically offered:
Fall & Spring

Attributes: YLIB

ENGL-312C P1 Shakespeare (3)

Shakespeare's plays have been and are continually re-interpreted by critics, theatrical and film productions, and audiences. Students investigate what literary interpretation is and how it is affected by historical and cultural contexts, reading the assigned texts both as works of literature and as scripts for a stage performance. In addition, students study current critical approaches to these plays to develop a sense of their own cultural lens for interpreting Shakespeare.

Attributes: ENBL ENLT LRTR P1 YLIB
Pre-requisites: -

ENGL-332 Borderlands Literature (3)

Unlike people, ideas and experiences are not limited or contained by borders. In fact, one of the markers of transformative literature is that it works well and even gains meaning through translation, be that translation from one language to another or cultural experiences. In this course, students will read, analyze, and respond to text that originates outside of the United States. Through our engagement with these texts, students will better understand and connect to the experience of those beyond their borders through in-depth discussions with peer groups and a wide range of projects.

Attributes: DEI YLIB

ENGL-335 Studies in AFAM Literature (3)

This course will explore the work of African American writers throughout American history. Students will learn about African American history and culture by reading fiction, nonfiction, and poetry from various literary periods. In addition, we'll read folklore, poetry, plays, novels, cultural analysis, and philosophical arguments by such writers as Zora Neale Hurston, W.E.B. De Bois, James Baldwin, Alice Walker, and several others. Beyond the individual works themselves, we will consider the political and social background of various African American movements and genres. Examples include the abolitionist movement, the Harlem Renaissance, and Afrofuturism.

Attributes: CLTC ENEA ENLT YLIB
Pre-requisites: -

ENGL-336 Studies in Native Amer Lit (3)

This course explores the means, styles, and purposes of self-representation, at both the individual and the communal levels, in a variety of texts by Native American writers. Themes and issues might include the struggle for cultural authenticity, the experience of conquest and the idea of the reservation, ideas of nationhood and the relations of tribal nations to the United States, and the pluralism of cultures within the Native American community itself.

Attributes: CLTC ENEA ENLT YLIB
Pre-requisites: ENGL-200C D- OR ENGL-259 D-

ENGL-337 Multicultural Literature (3)

Multiculturalism has a complex history in this nation whose motto is “E Pluribus Unum” (from many, one). This course examines literary representations of multicultural identity and culture, inviting students to explore definitions of ethnicity and to consider such questions as: What is the difference between race and ethnicity? How might we define multiculturalism in an increasingly multiracial world? How do we handle the practice of discrimination in today’s world? What is the role of the literary arts in addressing these questions?
Formerly titled: Ethnicities in/and Literature

Attributes: CLTC ENEA ENLT YLIB
Pre-requisites: -

ENGL-339 American Literatures (3)

This course explores the ways in which American writers have conceptualized the American experience and America as a nation. The plural in the title is deliberate; variety is a key concept. Possible areas of focus include key genres such as Romance, realism, regionalism, and naturalism; central themes such as race and ethnicity, religion, technology and the self-making narrative; and repeated motifs such as the American Adam and the American abroad.

Attributes: ENLT LRTR YLIB
Pre-requisites: ENGL-200C D- OR ENGL-259 D-

ENGL-342 Literary Genres (3)

People may be fans of many different sports, but we have different sets of expectations depending on whether we’re on our way to see football, baseball, or tennis. Readers’ expectations vary, too, when we approach a poem, a play, or a novel. And the same is true for players and writers. Even the athletic skills that are almost always valuable—eye-hand coordination, for example, or basic strength and speed—are applied in different ways and proportions in different games. Writers, too, tend to specialize, and to see themselves and their work as participating in a continuing history specific to traditional literary genres.

Topics for this course may concentrate on the general features, contexts and possibilities of poetry, drama, or prose in general or a narrower focus, such as science fiction, lyric poetry, or memoir.

Attributes: ENLT THME YLIB
Pre-requisites: -

ENGL-344 Lit & Pop Culture (3)

The various forms of popular culture have their own sets of styles and conventions, just as the traditional arts do, that help us to define them and to recognize innovation within them. Topics covered in this course will focus on popular genres such as graphic novels, mass market films, TV series, music videos, genre fiction (e.g., romances, detective novels, westerns) to investigate both the nature of the forms themselves and what they may tell us about their social and cultural contexts.

Attributes: ENLT THME YLIB
Pre-requisites: -

ENGL-346 Hacking the Humanities (3)

What are the digital humanities? To some, the term defines new practices of reading and writing. To others, it’s a set of research methods. Still others say it won’t be long before the Digital Humanities just are the humanities. But how did we get there? In this

course, we will explore how radical print practices—Choose Your Own Adventure Novels, conceptual poetry, reorderable narrative, image-text—inform central innovations of interactive, multimodal digital literatures. We will experiment with digital research methods, and we will discuss how digital interventions have provided new ways of imagining audience and access in 21st century humanities study.

This course was formerly titled: Narrative and New Media

Attributes: ENLT VDAP YLIB

ENGL-347 Studies in Postcolonialism (3)

Studies in Postcolonialism features art and criticism that helps us understand the cultural impact of imperialism on the colonizer and colonized. Our focus is on the discursive forms of resistance that emerged during and in the aftermath of empire. A general survey of postcolonial theory and criticism will occupy most of the course, along with a focus on the artistic productions of specific regions, and how authors from these regions express the violent legacies of settler colonialism, the ongoing processes of de-colonization, and the evolving forms of neo-colonialism. Taking an interdisciplinary, intersectional approach, we will examine issues of language, identity, transnationalism, diaspora, race, gender, and sexuality as they arise within individual texts. Questions include: what literary forms and languages do postcolonial writers use, and why? How do they negotiate between colonial and indigenous cultural traditions—and when, why, and how does that binary begin to break down? How are literary form and politics related to one another? What are some problems with the very term “postcolonial”?

Attributes: CLTC ENLT ENWL WGST YLIB
Pre-requisites: -

ENGL-349 Major Authors (3)

In addition to studying the literature of an author or group of authors in depth, students will examine the literary and social context which brought these authors to a place of prominence and the ways in which literary critics have approached their work.

Attributes: ENLT THME YLIB
Pre-requisites: -

ENGL-352 The History of Argument (3)

This course explores aspects of classical rhetorical theory in contemporary forms of communication, both digital and traditional. Students use the tools of classical rhetoric to answer questions: how does persuasion work? What are the distinctions between informing, entertaining, and persuading an audience? How does moral stance affect the ability to make an argument? How do invention, style, and organization interplay with argument? Students will learn to write and speak persuasively and to think critically about both contemporary and classical rhetoric.

Attributes: ENWR ENWT THME YLIB
Pre-requisites: ENGL-259 D- OR ENGL-200C D-

ENGL-355 Professional Writing: Tpcs (3)

A professional writer is no mere machine, programmed to spew out formulas for easily identifiable occasions. Therefore, this course emphasizes decision-making processes that inform the ethical and effective design of professional texts. To ground our studies, we will explore principles and advanced practices of professional communications situations where the stakes often involve monetary, human, or other valuable resources. Rhetorical principles of context, audience analysis, document design, and assessment are applied with professional rigor. Students may have the opportunity to work in collaboration with a community organization to design workplace documentation in digital or other formats, including grants, handbooks, letters, reports, and technical documents. In

addition, students develop a portfolio of revised documents. Students will advance critical skills in language use, such as grammar, structure, and tone as they work to complete substantial professional projects.

Attributes: ENWP ENWR PCRW YLIB ZCIV
Pre-requisites: -

ENGL-356 Editing and Publishing (3)

The world of editing and publishing is filled with exciting challenges that demand specific skills: guiding a writer to complete an article or book for publication; collaborating with a team of editors, graphic designers and marketers to get a book to readers; or putting out an online publication, such as a monthly newsletter or journal, for a trade publisher or a not-for-profit. This course introduces many of the essential skills needed for editing and publishing at the professional level. Writing, editing, and in-class critiques will be a regular feature of a course that teaches grammatical and rhetorical competency. Readings, activities, and projects involve analysis of diverse genres and contexts for editing, including a focus on how evolving technologies affect publication. Practice in editing sample texts will be supplemented by projects, including revision and editing a text of one's own for a specific purpose, audience, and publication; and collaboration with a community partner on a text bound for publication.

Attributes: ENWP ENWR VDAP YLIB ZCIV
Pre-requisites: -

ENGL-359 Technical Writing (3)

This course focuses on technical and instructional communication—the presentation of specialized information in an accessible way to a variety of different audiences, but audiences who, no doubt, will expect clarity, accuracy, and professionalism from you. This class teaches the key skills of effective technical writing including careful selection of both textual elements (word choice, tone, style) and visual design elements (font choice, layout, color). We will focus on the process of writing (including the planning, drafting, and revising stages) and look carefully at the work that goes into the final polished product. Assignments may include, but are not limited to, instructions, specifications, documentation, and usability testing.

Attributes: ENWP ENWR PCRW YLIB ZEXL

ENGL-361 Writing with New Media (3)

What does it mean to be a writer and reader in the 21st century? How have developments in digital media required writers to consider the visual in addition to the verbal as well as interactivity? How do conflicting interpretations of copyright law impact creativity? This course focuses on the emerging area of digital writing studies, and we will discuss texts and new media works both scholarly and popular addressing such issues as the impact of information technology on research and teaching/learning, the social and cultural dimensions of technology, and models of writing associated with digital media.

Attributes: ENWP ENWR VDAP YLIB
Pre-requisites: -

ENGL-370 Gender and Writing (3)

Social differences of every kind are reflected in the way we write. Differences such as age, social class, and ethnicity inform our beliefs and values; they shape our experiences and how we express those experiences to others. This course examines how gender shapes written communication. It draws on a variety of research fields, including feminist theory, literacy studies, rhetorical theory, and literary studies to define concepts such as masculinity and femininity. Course readings and projects explore how critics, writers, and artists imagine the relationship between gender and writing.

Attributes: ENWR ENWT THME WGST YLIB
Pre-requisites: -

ENGL-371 Creative Writing:Fiction (3)

In this course, students will give and receive detailed critical evaluation of short stories and chapters of novels. Students will leave the course with several works of short or longer fiction, according to their own preference.

Attributes: ENWP ENWR PCRW YLIB
Pre-requisites: -

ENGL-372 Creative Writing:Poetry (3)

In this course, students will give and receive detailed critical evaluation of poetry. Students will leave the course with a collection of poems.

Attributes: ENWP ENWR PCRW YLIB
Pre-requisites: -

ENGL-376 Creative Writ: NonFiction (3)

In this course, students will give and receive detailed critical evaluation of different types of creative nonfiction. Structure, voice, character and scene will all receive emphasis in the course. Students will determine their own semester projects.

Attributes: ENWP ENWR PCRW YLIB
Pre-requisites: -

ENGL-378 Topics in Advanced Writing (3)

This course explores a specific type of writing, according to the interest of the instructor. Past topics have included Young Adult Fiction, Detective Fiction, Humor Writing, and Sports Literature. In this course, students will give and receive detailed critical evaluation of different types of creative nonfiction. Students will determine their own semester projects.

Spring 2020 Topic:

ENGL 378 Section 01 Topic: Audio & Visual Storytelling

Attributes: ENWP ENWR PCRW YLIB
Pre-requisites: -

ENGL-381 The Rhetoric of Hate (3)

Hate crimes and acts of symbolic and physical violence against particular people and groups can usually be tracked to specific cultural discourses and worldviews. In this course, students learn how rhetorical histories of hate have formed the foundations of genocide, racial supremacist ideologies, homophobia, and sexism. We will also study how these developments have been resisted by forces seeking social justice. Through the lens of rhetorical and cultural theories, we will analyze the historical, political, and economic contexts that have produced the rhetorics of hate and the rhetorics of social justice in the twentieth and twenty-first centuries.

Attributes: ENWR ENWT YLIB ZCIV
Pre-requisites: ENGL-259 D- OR ENGL-200C D-

ENGL-420 Senior Seminar (3)

This seminar-style course allows students to further develop their work on a favorite text or a paper written in a 300-level course. Students choose a critical perspective to explore and apply to their work. Students engage in peer review and share their work at the end of the semester to an audience beyond the ENGL 420 class.

Typically offered:
Fall

Attributes: ENLT YLIB ZCAP
Pre-requisites: ENGL-200C D-

ENGL-425 Senior Experience (3)

This capstone course for senior English Department majors is a seminar-style course culminating in an extensive project of each individual student's own design. Each project includes a substantial written component and an oral presentation. During the semester, students read scholarly and other texts in order to become familiar with critical and rhetorical perspectives on writing. Students then situate their own writing and critical perspectives on a text (or texts) of their choice, within the context of established critical discourse.

Attributes: ENWR YLIB ZCAP
Pre-requisites: ENGL-259 D-

ENGL-475 Washington DC-Internship (6 TO 9)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Attributes: YLIB

ENGL-476 WashDC Experience-Sem (3 TO 6)

Washington Experience semester is offered through The Washington Center. Permission of the advisor, the department chair and TWC liaison (Dr. Monica Cherry) is required to register.

Attributes: YLIB

ENGL-477 WashDC Experience-Forum (1 TO 3)

Washington Experience semester is offered through The Washington Center. Permission of the advisor, the department chair and TWC liaison (Dr. Monica Cherry) is required to register.

Attributes: YLIB

ENGL-490 Internship (1 TO 3)

Through the department's internship program, eligible junior and senior majors may earn academic credit for supervised off-campus work in business and industry. No more than three credits earned in an internship will be counted toward the major.

Permission of the internship coordinator is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB

ENGL-496 Independent Study (.5 TO 3)

In consultation with a given instructor, the student decides on a topic for consideration. A written proposal, approved by the instructor, is then submitted to the department chair for approval. The student's independent study culminates in a paper of approximately 25-30 pages.

Completion of the Independent Study/Tutorial Authorization form is required.

Attributes: YLIB

ENGL-498H Honors in English (3)

Students may earn Honors in English by completing a one- or two-semester sequence of independent study during the senior year, culminating in a paper or project. Upon completion of the paper/project, a student receives three (for 1 semester) or six (for 2 semesters) hours of 400-level credit toward the major. The student selects a faculty advisor, who works with them during the development and completion of the paper/project and determines the final grade. The project ends with the student sharing their work with department faculty and/or the wider public. Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Spring

Attributes: YLIB

ENGL-499H Honors In English (3)

Students may earn Honors in English by completing a one- or two-semester sequence of independent study during the senior year, culminating in a paper or project. Upon completion of the paper/project, a student receives three (for 1 semester) or six (for 2 semesters) hours of 400-level credit toward the major. The student selects a faculty advisor, who works with them during the development and completion of the paper/project and determines the final grade. The project ends with the student sharing their work with department faculty and/or the wider public. Completion of the Independent Study/Tutorial Authorization form is required.

Attributes: YLIB

ENGL-1010 Critical Reading & Writing (3)

This course focuses on engaging students as writers and readers, building the reflective awareness needed for success in a wide range of college experiences. In this course, student write consistently, receive feedback on their writing and give feedback to others, and practice conventions of academic writing. In addition, student engage with challenging readings and begin putting others' ideas in conversation with their own. Building on the theme and topic of the specific Learning Community, readings in this course center on intellectual challenges and questions; in other words, course materials respond to and extend the conversations in academic communities of various kinds. Student who have taken a First Year Learning Community may not earn credit for ENGL 1010, ENGL 101C or ENGL 110.

Typically offered:
Spring

Attributes: LC YLIB

ENGL-1054 Reading the Court (3)

The Supreme Court of the United States has a unique role in our culture, in the way it both reads our norms and articulates them. The language of its rulings is enormously influential throughout American society, in ways we rarely recognize. In this course, we read many important Supreme Court decisions, personal narratives of several individual justices, essays on the role of the Court, and fictional representations of the Court. The class is largely discussion-based. Assignments include traditional writing, legal writing, and mock trials.

Attributes: LC YLIB

ENGL-1070 Writing in Context (3)

Viewing writing as a practice and a social activity, this course helps students see the academic experience as a process of inquiry, discovery, and communication. Building on the theme and topic of the specific Learning Community, this course features reading materials that explore contemporary social and cultural questions. Students enter into conversations about these questions by working on informal and formal assignments, receiving feedback, and practicing conventions of academic writing.

Typically offered:
Fall

Attributes: LC YLIB

ENGL-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of independent, inquiry-based projects. In their projects, students assert, support, and integrate their own positions into a scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Typically offered:
Fall & Spring

Attributes: RW YLIB ZRES

ENGL-2101 Law, Society & Justice (3)

This course addresses issues of law, society, and justice through an analysis of literature, history, journalism, social theory, and film. It will also give participants experience addressing these issues through acts of civic engagement. As an exploratory course, we will use our collaborative academic learning to examine and understand structural, historical, and cultural assertions about justice. Our goal is to leave with new tools and experiences that help us perceive and understand the legal system’s effects and resonances in our everyday lives; understand our own ability to respond to these effects through individual and communal contributions; identify and critically examine the foundations of our own positions on issues related to the
legal system, namely crime, punishment, and incarceration.

Typically offered:
Spring

Attributes: CCE YLIB

ENGL-2102 Community-Based Writing (3)

In ENGL 2102, students will gain knowledge, skills, and perspectives needed to contribute meaningfully as citizens in a diverse and complex society by studying civic engagement, citizenship and participating in a semester-long community-based writing project.

These experiences help ensure a commitment to collaboratively working across and within community contexts and structures to achieve civic aims in a democracy.

Learning will be collaborative both within the class in small groups and collaborative as these groups work with a not-for-profit organization situated in the Rochester community. Students will do both conventional academic reading and writing and writing with and for the community, in a direct and/or supporting role, depending on the partner and project. Potential partners may include schools, community centers, youth centers, and nursing homes.

Attributes: CCE YLIB ZCIV

ENGL-2121 Bridges Across Divides (3)

This course is both content and skills based. In terms of content, we will review historical and contemporary efforts in civic engagement on race and other issues affecting marginalized populations. Primary texts we will examine include selected work by Frederick Douglass, including his Narrative, his speeches delivered in Ireland on the cusp of the purchase of his freedom, and his second autobiography, published after his Irish visit. Furthermore, we will study contemporary stories published online by the group Black and Irish.
In terms of skills, we will learn how to communicate with others through methods including Sustained Dialogue about racial and cultural experiences including marginalization and privilege. Socioeconomic, identity, religious, and political topics are issues that may be explored to expand common ground in our Fisher experience. Cross cultural connections with citizens in movements in Ireland and Northern Ireland will expand our global understanding of commonalities in civic engagement. A final project will ask students to apply what they've learned by identifying issues they can address at Fisher and working in groups to address them through various actions.

Typically offered:
Spring & Summer

Attributes: CCE YLIB ZCIV

ENGL-2190 Science Writing for Public (3)

This course teaches the craft of writing and speaking about science research for general audiences. Our class sessions cover reading science research, writing explanatory and narrative prose, finding the most interesting news angles in published research, interviewing scientists, writing key story elements with creativity and accuracy, responding to editing, and presenting our work. Through course readings, class activities and research projects, we experiment in the range of work that science communicators perform, develop an understanding about the ethical and civic challenges of the work, learn about science communication as a career, and enhance your oral and writing communication skills all along the way,

Typically offered:
Fall – Odd Years

Attributes: CCE ENWR PCRW YLIB

ENGL-2210 The Bible as Bestseller (3)

In this course, we study the Bible as a literary document, with attention to genres, characters, and language. We look at the narrative forms included in the Bible and discuss how they are common to stories we still tell and offer ways of storytelling that are popular and enduring. Students become familiar with the tools used when looking at literature to understand and interpret texts, especially those from a time far removed from the present.

Typically offered:
Spring – Even Years

Attributes: CIA YLIB

ENGL-2212 Shakespeare on Film (3)

Shakespeare wrote his plays to be seen on stage, and many people think if Shakespeare were alive today he would be making movies. In this class we spend plenty of time reading his works to understand his use of plot, character, structure, language and genre; we also put ourselves in the position of Shakespeare's audience. Viewing multiple film versions of several plays, we consider how various interpretations are projected on screen and we discuss what is gained and lost by close and loose adaptations of Shakespeare's works.

Attributes: CIA ENLT VDAP YLIB

ENGL-2214 Gender in Lit&Visual Arts (3)

Gender is one of our most powerful sorting mechanisms. It structures behavior, organizes social life, and puts boundaries around identity formation. We therefore "read" gender everywhere: in our language, on people's bodies, in advertisements, in the dynamics among family members and peers, in classrooms and workplaces, and in sacred, literary, legal and instructional texts. In this class, we examine the ways that knowledge has been constructed about gender. We develop our understanding by examining literary and artistic works that feature the problems, perils and potentials of gender expression. Through fiction, film, visual arts and scholarly essays, we work to define gender, understanding how it intersects with racial, class, ethnic, and cultural differences, and how our notions of gender difference have changed in advances in civil and human rights. We use reading, writing, discussion and artistic design not just to absorb information about gender, but understand gender in ways that enhance our own lives.

Attributes: CIA YLIB

ENGL-2218 Theater and Culture (3)

Plays are different from novels and movies in numerous ways, but primarily they differ because they are temporal; the script may exist in a more or less permanent state, but the play, the thing that the script is only an outline for, exists only during its performance by live people in front of live people. Moreover, plays are written with the understanding of the theatrical conventions of the playwright's own place and time, but are performed within an understanding of the conventions of the actors' place and time. As we go through the semester, we read a handful of plays and we learn about these theatrical conventions to be able to understand how a play makes meaning.

Attributes: CIA YLIB

ENGL-2237 Storytelling in Brief (3)

In this course, students will explore the process of creative writing in flash fiction. Through reading, discussing, and generating fictional stories in the briefest of forms, students will learn about the characteristics unique to this subgenre of fiction writing as well as to investigate what properties all forms of creative writing share. Above all, a successful writer has learned to do one thing extremely well: they keep at it. This course will take that as its motto, and will require students to bring commitment and focus to every step of the creative writing process from finding inspiration to producing finished works.

In addition, this course will introduce students to contemporary literary publishing and literary magazine culture. Through readings and assignments, students will explore a range of current literary magazines and begin to understand the variety of aesthetics they promote, the audiences they reach, and the communities they help form.

Typically offered:
Fall, Spring & Summer

Attributes: CIA YLIB

ENGL-2247 War in Literature and Film (3)

This class takes an inclusive, multi-faceted look at our nation at war – at war with racial "others," at war with itself, at war abroad – and how war has affected not only soldiers who fight but also non-combatants. It examines depictions of U.S. wars in literature and films, from the colonial era's "Indian wars" to the Vietnam war. Course texts include novels, short fiction, films, poems, feature films, and documentaries.

Attributes: CIA ENLT YLIB

ENGL-2255 Creative Writing Now! (3)

In this course, students explore the process of creative writing in three genres: creative nonfiction, fiction, and poetry. Throughout the semester, students read, discuss, and generate creative writing to learn about the characteristics unique to each genre as well as to investigate what properties all creative writing shares. Above all, successful writers learn to do one thing extremely well: they keep at it. This course takes that as its motto, and requires students to bring commitment and focus to every step of the creative writing process from finding inspiration to producing finished works. In addition, this course introduces students to contemporary literary publishing and literary magazine culture. Through readings and assignments, students explore a wide range of current literary magazines and begin to understand the variety of aesthetics they promote – including Fisher's own literary magazine, ANGLES.

Typically offered:
Fall & Spring

Attributes: CIA PCRW YLIB

ENGL-2256 Story Craft (3)

Attributes: CIA YLIB

ENGL-2257 Poetry Machines (3)

The poet W.C. Williams said that "poetry is a machine out of words," and Audre Lorde said that poetry is illumination. This course emerges from the nexus of these ideas. In this course, students will learn the tools of poetry as they emerge from a historical tradition, and how they manifest in both contemporary poetry and music. They will write their own poems, perform their poetry, attend live poetry events, and review peer work, in their quest to expand their imaginations and develop an answer for what poetry means to them.

Attributes: CIA YLIB

ENGL-2260 Reading/Writing – Social Power (3)

For most of us, our understanding of literacy is based in our experiences of reading and writing in school, and through literacy tests that claim to measure our reading and writing aptitude. This course is designed to help you develop a more complex view of literacy by exploring theories of reading and writing in school, outside of school and in everyday life. Our ability to be literate in a specific community – for example, working your way up in a company – determines our ability to have power over our own lives, our ability to change minds and have influence, and our ability to have access to resources we need to flourish and grow. Literacy, in other words, is about access to power, or barriers to power. Along with theories of literacy, we study the history of reading, writing, and their relation to social power in the United States. Our course rests on the assumption that literacy is not a stand-alone set of skills, but rather is a set of socially constructed and culturally mediated practices, best examined in relation to the institutions that sustain them.

We examine this assumption through a variety of activities – classroom based and public, theoretical and personal, collaborative and independent – all of which ask you to grapple with research on literacy and apply it in ways that enrich you personally and deepen your understanding of the relation among reading, context, and agency.

Attributes: CIA YLIB

ENGL-2263 The Image and the Word (3)

What exactly do we mean by reading? To take in, to grasp? What does it mean to see? To recognize, to understand? What is the relationship between the written and the visual? These are the fundamental questions of the course that we return to over and over again, albeit with difference and nuance at each step. Through a consideration of photography, film, literature, and other media, we explore three central questions:what is the relationship between what we see and what we understand, or between what we see and what we believe, or even between what we see and what we know? The course includes multiple structured units of inquiry that culminate in two exams and two essays, through which students can demonstrate their skill of analysis using the ideas of that unit.

Attributes: AMHU CIA ENLT YLIB

ENGL-2273 Exploring Film History (3)

This course explores the history of film from the early 20th century to the present day, considering such issues as film genres, technology and film art, the representation of gender, race, ethnicity, and nationality, and the work of important film directors and artists.

Attributes: CIA YLIB

ENGL-2307 Transgender Lit (3)

This course will examine the broad range of literature and non-fiction by and about trans, nonbinary, and gender-expansive people. The class will study what makes literature trans/gender-expansive, who is framing the discourse on trans and genderqueer bodies and identities, and how those narratives are being solidified. Students will be studying the formal elements of literature from character development, theme, plot, and syntax, to structural questions of how trans and gender-expansive writers work with exposition, narrative, argument, and description. Students will also be exploring the relationship between trans and genderqueer narratives and social justice, as well as investigating relationships of power and privilege, and examining current legal policies that impact trans lives. The readings include literature, nonfiction, and trans theory, all focusing on 20th and 21st century material.

Attributes: DEI YLIB

ENGL-2320 AFAM Literature & Culture (3)

In focusing exclusively on works produced by African Americans, this course seeks both to demonstrate the contributions of Black artists to the composite of American culture and to explore some ways in which these works create a parallel tradition of their own. Clearly, in a single semester, we can examine only a sample of the available material, but our sample is broad-based and representative, including prose fiction, poetry, autobiography, and other media. The thematic emphasis of the course centers on the processes of self-identification and self-representation by African Americans. These processes are inevitably—and interestingly—multi-faceted, since self-identification and self-representation have both individual and collective (or communal) dimensions, and because they are likely to have reference points in both a specifically African-American culture and in the surrounding Euro-American one. The largely chronological arrangement of our texts—from the 1840s to the 2000s—is designed to make it easier to see links between the concerns and even the forms of cultural expression and the surrounding historical, sociological, and political circumstances.

Attributes: DEI YLIB

ENGL-2348 Books Without Borders (3)

Reading a work of literature is in fact seeing the world through the eyes of another person. In this course, students will read, analyze, and react to World Literature texts written in or translated into English. Through their discussions of fiction, students will become more aware of how their own biases, judgments and cultural perspectives inform their reactions to the descriptions of lives lived in different ways from their own. Students will explore these reactions in deep discussion with peer groups.

Attributes: DEI YLIB

ENGL-2360 Imagining the Amer Dream (3)

This course investigates notions of success in America today and in the past. We will bring a historical perspective to our work, beginning with a consideration of John Winthrop and Ben Franklin and moving forward from there to the present. Guiding themes will include the relationship between financial gain and virtue, the role of education, the availability of opportunity for all Americans, and the relationship between individual success and community success.

Typically offered:
Variable

Attributes: DEI YLIB

ENGL-2362 Multicultural America (3)

“Multicultural America” provides an introduction to literature (printed and film) by and about various US ethnic groups. Students will analyze common cultural beliefs about America/Americans, e.g. American democracy and equal opportunity, cultural assimilation/the American “melting pot” vs. preserving one’s culture-of-origin, and the American meritocracy. Students will address immigration to the US (past and present); identity politics; “passing”; bigotry; hate crimes; “racial uplift,” and the American meritocracy. Students will also learn how cultural differences/beliefs continue to affect contemporary American culture, business, and politics. “Cultures” in this class are defined as the social/cultural norms of largely racial, socio-economic and/or ethnic groups, defined by those within the group and defined by those in the majority (i. e., mainstream Anglo Americans). This course typically includes texts/assignments about Asian-American, Native American, Mexican/Latino, and African-American peoples, as well as First-Generation/Second-Generation dynamics and illegal immigrants.

Typically offered:
Fall

Attributes: DEI YLIB

ENGL-2376 Intercultural Communication (3)

Knowledge of effective intercultural communication practices prepares us to function in a multicultural society and a global economy. In ENGL 2376, class members will become aware of the many ways cultural practices and traditions inform communication throughout the world, especially in professional contexts. We will study how language, behaviors, attitudes, beliefs, traditions, customs, and values affect communication across cultures. With this knowledge class members will develop awareness in how varying cultural perspectives influence and shape human interactions, including those living and working in diverse communities. Scholarship in fields such as professional writing, rhetoric, sociolinguistics, and intercultural communication informs the curricular work.

Attributes: DEI YLIB

ENGL-3990 Adv Research-Based Writing (3)

Students develop an inquiry-based project by conducting in-depth research using discipline-specific practices that result in transferable research and writing. Students build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project are communicated in both written and oral forms or on other media platforms.

Typically offered:
Fall, Spring & Summer

Attributes: AWC YLIB

Ethics (Minor)

Overview

Carolyn Vacca, *Chair of the Division of Humanities*

Jointly administered by the religious studies and philosophy departments, the ethics minor is an interdisciplinary program that is open to students from all majors who seek a coherent program of study in the field of applied and professional ethics. As a multi-departmental program, the ethics minor complements major programs of study, preparing students for the complexities of the workplace, as well as for graduate studies in numerous fields, including medicine, business, communications, social work, and law.

The goals of the minor are as follows:

- Promote the importance of ethics and moral leadership in creating a good life, academically, personally, and professionally
- Provide students with a solid foundation of ethical principles, values, and norms, as well as the fundamentals of practical moral reasoning
- Enhance students' critical thinking and leadership skills so that they can develop creative solutions to ethical questions, problems, and conflicts they'll encounter in their personal and professional lives
- Offer students opportunities for sustained study of ethical issues in their chosen disciplines

Program Requirements

Minor in Ethics

A cumulative grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Introductory Courses – *3 credits*

- PHIL 124C – P2 Introductory Ethics (3)

Electives – *15 credits*

All the following elective courses have an emphasis on ethics and are offered in a variety of disciplines.

Choose **FIVE** courses from the following group:

- AMST 2460 – Feminist Dialogues (3)
- CHEM 2417 – The Ethical Chemist (3)
- COMM 346 – Media Law and Ethics (3)
- COMM 2470 – The Sin of Spin (3)
- CSCI 2420 – Computer/Internet Ethics (3)
- PHIL 235 – Environmental Ethics (3)
- PHIL 2401 – The Ethics of War and Peace (3)
- PHIL 2402 – Ethics Goes to the Movies (3)
- PHIL 2403 – U.S. Debate - Buddhist Ethical Perspectives (3)
- PHIL 2404 – The Good Life (3)
- PHIL 2405 – Who Cares?: Care-Based Ethics (3)
- PHIL 250C – Bioethics (3)
- PHIL 273C – Business Ethics (3)
- PSJS 260P – Global Issues in Peace and Social Justice (3)
- PSJS 275 – Sustainable Futures (3)
- REST 386D – Morality in Business (3)
- REST 2430 – Thinking Ethically (3)
- REST 2450 – Info Rights & Wrongs (3)
- REST 2460 – Ecocentric Ethics (3)
- REST 2477 – Transformational Leadership (3)
- SOCI 2424 – Death and Dying (3)
- SOCI 2484 – Understanding Racism (3)
- SPST 420 – Sport Leadership and Ethics (3)
- SUST 2450 – Creating Sustainable Futures (3)
- WGST 2419 – Disability and Social Justice (3)

To complete the 15 credit hour elective requirement, a student may pursue one independent study course with a member of the Ethics Advisory Committee. The course explores one or more ethics topics related to the student's chosen major. Any new courses added to the Ethical Reasoning category of core exploration courses may also be applied as electives in the ethics minor.

Total: 18 credits

Note: *No more than three courses used to satisfy the student's major requirements may also be applied to the ethics minor.*

Ethics (Minor) Courses

Film and Television

Overview

James Bowman, *Chair of the Division of Literature, Communication, and the Arts*

The B.S. in Film and Television is a production-oriented degree in which students study both narrative and documentary production. Students begin taking video production in their very first semester and will have a wide range of courses in production, acting, and writing from which to choose. Students also engage in the critical study of film and television to enhance their ability to apply this knowledge to the creative process.

Classes include instruction in studio production, screenwriting, cinematography and editing, and production management. Students also take required courses in narrative television, short film production, and documentary.

The program offers small classes and personalized attention, while St. John Fisher University's proximity to downtown Rochester allows students to participate in multiple internships.

From their first semester, students may work on the campus television station (Cardinal Television), online newspaper (*Cardinal Courier*), or the student-run public relations and advertising firm (The PRIMA Group).

The Film and Television *minor* focuses on the critical analysis of these media, allowing for two classes to be taken in writing and production.

Program Requirements

B.S. in Film and Television

All courses that apply to the major are included in the determination of the grade point average in the major. At least one half of the courses applied to the major — must be taken in residence at St. John Fisher University.

Requirements

Film and Television Core – *31 credits*

- COMM 231 – Video Storytelling (3)
- COMM 251 – Public Speaking and Performance (3) OR ARTS 117 – Craft of Acting (3)
- COMM 322 – Communication Career Seminar (1)
- COMM 323 – Screenwriting (3)
- COMM 328 – Cinematography and Editing (3)
- COMM 329 – Film and Television Analysis (3)
- COMM 332 – Television Production (3)
- COMM 346 – Media Law and Ethics (3)
- COMM 361 – Documentary Production (3)
- COMM 431 – Filmmaking (3)
- ENGL 268 – Fundamentals of Film (3)

Film and Media Studies Elective – *3 credits*

Choose **ONE** course from the following group.

- COMM 100 – Introduction to Media (3)
- COMM 2264 – Historic Moments in Television Culture (3)
- COMM 2360 – Social Documentary (3)

Electives – *9 credits*

Choose **THREE** courses from the following group.

- COMM 195 – Journalism (3)
- COMM 233 – Studio Production (3)
- COMM 236 – Art Photography (3)
- COMM 318 – Visual Journalism (3)
- COMM 327 – Television Writing (3)
- COMM 339 – Producing for CTV (3)
- COMM 349 – Media Management and Economics (3)
- COMM 487H – Honors Senior Project (3)
- COMM 490 – Internship (3)
- ENGL 371 – Creative Writing - Fiction (3)
- ENGL 376 – Creative Writing - Non-Fiction (3)

Total: 43 credits

Students majoring in Film and Television may not major or minor in Media and Communication.

Students are strongly encouraged to complete *at least* one internship (COMM 490) for elective credit. No more than three credits of Internship coursework may be applied to the major.

Minor

Minor in Film and Television

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Required Course – *3 credits*

- COMM 329 – Film and Television Analysis (3)

Electives – *15 credits*

Electives from either Film Studies or Production/Writing categories (15 credits).
No more than 6 credits from the Production/Writing category can be used to complete the minor.

Film Studies Electives

- AMST 2203 – America at the Movies (3)
- COMM 2211 – Film in Ireland and Scotland (3)
- COMM 2264 – Historical Moments in TV Culture (3)
- COMM 2360 – Social Documentary (3)
- ENGL 2212 – Shakespeare on Film (3)
- ENGL 2273 – Film History (3)
- ENGL 268 – P1 Fundamentals of Film (3)
- HIST 161 – Hitler and Hollywood (3)
- PHIL 2402 – Ethics Goes to the Movies (3)
- SOCI 2221 – Reality & Documentary Film (3)
- WGST 2121 – Queering Film (3)
- WGST 2130 – Race and Film (3)
- WGST 2222 – Masculinity in Film (3) or other film courses approved by department chair.

Production/Writing Electives

- COMM 231 – Video Storytelling (3)
- COMM 323 – Screenwriting (3)
- COMM 327 – Television Writing (3)
- COMM 328 – Cinematography and Editing (3)
- COMM 332 – Television Production (3)
- COMM 361 – Documentary Production (3)
- COMM 431 – Filmmaking (3)

Total: 18 credits

Note: *Only one course applied to a student's major may also be used to satisfy a requirement in the film and television minor. (For students majoring in media and communication, that course is COMM 329.) A student may not minor in both media and communication and film and television. The minor in film and television studies is not available to students majoring in film and television or minoring in media and communication.*

Film and Television Courses

COMM-100 Introduction to Media (3)

People engage with media for substantial periods of time each day: television, internet, and social media video viewing, engagement with social media, playing video games, listening to music, watching films, and consuming news in all its forms. This media exposure influences our beliefs and attitudes, drives our desires, and defines our behaviors. In this class, we will critique media content, study the historical development of media technologies, investigate the effects of economics and law on media industries and policies, and examine the ways in which media representation reflects our perception of race, class, and gender. Contemporary issues such as television viewing habits and streaming, media bias and "fake news," and the influence of video and social media on media activism are also considered

Typically offered:
Fall & Spring

Attributes: YLIB

COMM-103 Cardinal Courier Practicum (1)

Students receive credit for working on the student newspaper, The Cardinal Courier (http://cardinalcourieronline.com). Students fulfill requirements by writing articles in one or more areas of interest: news, features, sports, entertainment reviews; or by working as a staff photographer. Students will be expected to attend a weekly staff meeting and publish on a weekly basis. May be taken up to three times for credit. No experience necessary.

Typically offered:
Fall & Spring

Attributes: YLIB ZEXL

COMM-104 Cardinal TV Practicum (1)

Students receive credit for working on Cardinal Television (CTV), the Fisher student television station. Students produce shows or work on other programs as a member of the crew or as talent. Students will be expected to attend a weekly staff meeting. The student productions are shown on Rochester cable and posted online. May be taken up to three times for credit.

Typically offered:
Fall & Spring

Attributes: ZEXL
Pre-requisites: COMM-139 OR COMM-233

COMM-106 PRIMA Practicum (1)

Students will have the opportunity to participate in the activities of The PRIMA Group, participating in public relations, advertising, marketing, or design work for clients in the Greater Rochester area. This one-credit course can be repeated up to three times for credit.

Graded S/U.

Typically offered:
Fall & Spring

Attributes: YLIB ZEXL
Pre-requisites: COMM-219 D- OR COMM-231 D- OR COMM-270 D- OR COMM-281 D- OR MKTG-221 D-

COMM-139 Production Essentials (1)

This course offers one-to-one and small group instruction for students to hone skill sets or learn an advanced level of video production and create a reel to use for an internship, graduate school, or employment. Students are expected to either have taken COMM 231: Video Storytelling and/or COMM 233: Studio Production or have at least a year's experience as a member of Cardinal Television.

This course may be repeated for a total of three credits. Permission of the instructor is required to register.

Formerly titled: Cardinal TV Practicum

Typically offered:
Fall & Spring

Attributes: NLIB

COMM-195 Journalism (3)

This course is a practical introduction to journalism. It teaches students to think like journalists, analyze and critique the news media and introduce them to basic writing, reporting, interviewing and editing skills. The course also examines the historical, cultural, professional and ethical aspects of
modern journalism.

Attributes: YLIB

COMM-201 COMM Theory and Research (3)

Through readings and practical applications, students examine the field of communication as a vehicle for knowledge creation in society. Particular emphasis is placed on the study of theory and methodology, the process and protocols of communication research, and the application of that research to real-world issues involving the media and communication.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: COMM-100 D-

COMM-219 Design (3)

This course will explore the role of graphic design principles in developing design for publications. Emphasis will be placed on effective communication of audience message and concept development. Through individual design projects, students will explore the critical relationship and effective use of typography, photographic imagery and layout for impactful publication design. Students will have the opportunity to learn how to use professional design software to create and prepare documents for publication. Industry professionals may also come into class to speak and provide valuable student feedback.

Typically offered:

Variable

Attributes: YLIB

COMM-231 Video Storytelling (3)

Students will learn the basics of video production, shot composition, and editing, skills that have grown increasingly popular across many disciplines and industries. They will learn how to craft narratives (short-form and long-form) with video and edit their media with Adobe Premiere Pro.

Typically offered:
Fall & Spring

Attributes: CJVP PROD YLIB

COMM-233 Studio Production (3)

This course takes a practical approach to learning the theory and techniques used in television studio production with an emphasis on camera operation, audio recording, graphics, teleprompting, floor managing, producing and directing. Students will participate in the creation of weekly studio-based productions, which will demonstrate their understanding of each component of studio production.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: -

COMM-236 Art Photography (3)

Students will develop an appreciation for the art of photography through the study of basic digital photographic skills and concepts. The course will cover use of an SLR camera and the development of basic Photoshop skills. We will explore a range of photographic styles and subject matter and will discuss the work of professional photographers. Each student should have a digital camera by the first class session. A digital SLR is highly recommended and a few are available for loan, but each student must at least have her or his own point-and-shoot camera, which allows for exposure compensation. Cross listed with ARTS 236.

Attributes: CJVP YLIB

COMM-251 PublicSpeaking&Performance (3)

This course develops a student’s ability to prepare and present effective presentations in a variety of presentational styles. Emphasis will be placed on learning to connect with audiences on both an intellectual and emotional level. Students will be encouraged to take risks in both subject matter and presentation styles in order to more effectively engage with both the topic and the audience. Students also will practice media performance skills, such as narrating a film and hosting a podcast and/or television show.

Students who received credit for COMM 353 may not receive credit for COMM 251.

Typically offered:
Fall & Spring

Attributes: YLIB

COMM-253 Business Communication (3)

This course is designed to improve the effectiveness of students' business writing, with additional attention also given to presentation and visual summary skills. Students learn a systematic communication process that incorporates analyzing, composing, and evaluating their messages prior to communicating them. Through course work this process is applied to the creation of business documents including memos, emails, letters, social media messages, reports, and proposals. Students also learn to prepare and deliver effective, logically structured and convincing business presentations, designed to inform or persuade their audience. Attention is also given to extemporaneous (i.e., spontaneous) presentations, the use of presentation software, and how to appropriately deliver negative news messages. Not available as an audited course.

Typically offered:
Fall, Spring & Summer

Attributes: STCO YLIB

COMM-267 Social Media Management (3)

For many companies, social media has become a key channel to engage, listen to, and communicate with a variety of stakeholders. Advertising, public relations, and marketing communications professionals must understand how to integrate social media into their plans to engage customers, employees, suppliers, and competitors. This course provides the practical knowledge and insights required to establish objectives and strategies, properly select the social media platforms to engage consumers, and monitor and measure the results of these efforts.

Typically offered:
Fall

Attributes: STCO YLIB
Pre-requisites: -

COMM-270 Intro to Public Relations (3)

Examines the history and scope of the public relations industry, along with contemporary issues and criticisms. The course includes techniques of research, writing, planning, communication, and evaluation in the public relations process.

Typically offered:
Spring

Attributes: CJMP PR YLIB

COMM-281 AdvertisingConsumerCulture (3)

In Advertising and Consumer Culture, advertisements are studied as a dominant influence on both our consumption of products and the definition of our wants and desires. This class will take both a critical and practical look at the advertising industry. Students will consider the commodification of culture and apply techniques of visual analysis to the understanding of advertising messages. They will critique the role of new technologies in the personalization and growing immersive quality of ads. Students also will study segmentation and targeting of audiences, consumer choice and behavioral economics, media planning and buying, and the creative process (including the role of graphic design and video production in ad creation)

Attributes: ADVE CJMP STCO YLIB ZCIV

COMM-290 Special Topics (3)

This course presents a selected topic in media and communication not regularly offered. Possible topics include: Health

Communication, Arts Journalism, and TV Ad Production. This course may be repeated with a different topic.

Attributes: YLIB

COMM-301 Topics in Journalism (3)

This course presents a selected topic in journalism not regularly offered. Topics may include arts journalism, sports journalism, documentary research, virtual and augmented reality, and news games. May be taken more than once with a different topic.

Attributes: YLIB
Pre-requisites: -

COMM-315 Reporting in Rochester (3)

The need for local news has never been more urgent. News deserts are sprouting across the country as local print newspapers disappear. An obvious outcome: communities are losing their sources of information and outlets to hold government, business, and other influential people accountable. Learn to develop sources, build relationships with community leaders, and write impactful stories by covering issues and events in Rochester. Student work may be published in a Rochester area news publication.

Attributes: YLIB ZCIV
Pre-requisites: COMM-195 D-

COMM-318 Visual Journalism (3)

Students will develop skills necessary for the creation of visual journalism, exploring current and emerging non-fiction narrative forms. An emphasis will be placed on documentary-style video and visual stories for the web and social media. Other topics explored may include photography, virtual reality, infographics, and data visualizations.

Attributes: YLIB ZCIV

COMM-322 COMM Career Seminar (1)

This course will provide junior majors and minors the opportunity to explore the myriad career options in the field of communications and the media. Particular emphasis will be placed on the impact of a liberal arts curriculum and new media on searching for internships and professional positions after graduation. The course will include resumes and personal branding, informational interviews, Career Center resources, and visits from alumni and career professionals.

Typically offered:
Fall

Attributes: YLIB

COMM-323 Screenwriting (3)

This course examines the film screenplay through an emphasis on storytelling. Students learn how to write for the screen by understanding script format, structure, plot, character, setting, and other foundational elements. In addition to analyzing classic films, students will develop original stories, write scenes, and complete scripts by the end of the semester.

Attributes: ARTS YLIB

COMM-325 Sports Production (3)

In this hands-on course, students will develop and create sports programs and segments with a focus on all aspects of production: pre-production, production, and post-production. Experiences might range from field production and writing to live in-studio production and editing.

Attributes: NLIB
Pre-requisites: COMM-231 D-

COMM-327 Television Writing (3)

In this writing class, students work across multiple fiction genres, including comedy and drama. They understand the differences in writing for broadcast, cable, and streaming television platforms. Students improve their storytelling throughout the course of the semester by way of study and practice, culminating in the first draft of an original script.

Attributes: YLIB

COMM-328 Cinematography and Editing (3)

Students will study cinematography, lighting, editing, and sound from a technical perspective. The class emphasizes the development of professional skills necessary for creative work in advanced classes in video production, as well as for internships and employment. Formerly titled: Advanced Video Production

Attributes: YLIB ZEXL
Pre-requisites: COMM-231 D-

COMM-329 Film/Television Analysis (3)

In this course, students will view a variety of films and television programs through critical perspectives related to montage, genre analysis, narrative, psychoanalysis, gender, and fan studies. This course is designed equally for students interested in film and television studies and those focused on video production.

Typically offered:
Spring – Odd Years

Attributes: YLIB
Pre-requisites: -

COMM-332 Television Production (3)

This course builds on the video production techniques taught in Video Storytelling (COMM 231) and applies them to one of the most popular and pervasive media: television. Students learn the various forms of prime time television production, including multiple-camera, single-camera, and hybrid. At the beginning of the semester, students critically analyze and discuss popular television series. After forming production units and producing scripted exercises, they pitch their own original television series and produce episodes that they develop, write, cast, direct, shoot, perform, edit, and screen.

Typically offered:
Spring – Even Years

Attributes: CJVP PROD YLIB
Pre-requisites: COMM-231 D-

COMM-339 Producing for Cardinal TV (3)

Students will have the opportunity to serve as producer for a series on Cardinal Television. Permission of the instructor is required.

Typically offered:
Variable

Attributes: YLIB
Pre-requisites: COMM-231 D- OR COMM-233 D-

COMM-345 Politics and the Media (3)

This course examines the relationship between media and politics. It explores the media both as an independent institution reporting on government and politics and influencing public opinion and as a tool used by candidates, elected officials, and governments. Among the topics considered are where Americans get their news, new media versus traditional media, the decline of adversarial reporting, the rise of the ideological media, campaigning through the media, and governing through the media. Cross-listed with POSC 345.

Cannot be taken by students who have credit for POSC 321.

Attributes: YLIB

COMM-346 Media Law & Ethics (3)

Provides students with an overview of the law as it applies to mass media and with related ethical issues that face professional communicators, with emphasis on the First Amendment, libel and privacy, newsgathering, copyright, commercial speech doctrine, and broadcast and new-media regulation. Lecture and discussion highlight application of the law and ethical principles from a practitioner's viewpoint. Case studies focus on media professionals facing legal and/or ethical decisions in ways that take into account all stakeholders' concerns, with a special emphasis on cases from print and broadcast journalism, public relations, and advertising. Formerly titled: Media Law

Typically offered:
Spring

Attributes: CJMP YLIB

COMM-349 Media Management & Econ (3)

Students learn basic economic principles and analyze case studies to better understand business decisions made by media companies. Students also study strategies implemented by entrepreneurs and develop a business plan for a media startup. Innovation-driven approaches that address how to create blue ocean strategies and benefit from disruptive technologies are also addressed.

Attributes: STCO YLIB

COMM-361 Documentary Production (3)

This documentary video workshop emphasizes nonfiction field production. Hands-on demonstrations, screenings, readings, lectures and discussion focus on the fundamentals of documentary video, which include research, pre-planning, writing skills, interviewing, shooting and editing. Students will form working teams of 3-4 students to create socially relevant documentaries.

Typically offered:
Fall – Odd Years

Attributes: ARTS YLIB

Pre-requisites: COMM-231 D-

COMM-363 Media Research & Analytics (3)

This course introduces students to a cross-section of qualitative, quantitative, and industry related techniques used to measure and evaluate audiences using interactive media. Topics covered include: fundamentals in research design, measurement, data collection, and analysis; the design and execution of surveys, focus groups, content analyses, among other primary research methods; and industry applications for media research including analyzing web metrics to evaluate the success of online public relations and advertising campaigns, and how to apply these analytics to make strategic decisions for business success.
Formerly titled: Web Analytics.

Typically offered:
Fall – Even Years

Attributes: STCO YLIB

COMM-376 PR Writing (3)

This course introduces students to the theory, strategy and practical writing skills associated with public relations practice. Students will be exposed to different forms and styles of public relations writing and gain an understanding of message development, placement and evaluation. By the end of this course, students will have created a portfolio of professional writing samples.

Typically offered:
Variable

Attributes: PR STCO YLIB
Pre-requisites: COMM-195 D- AND COMM-270 D-

COMM-377 Media Relations (3)

Students gain a working knowledge regarding the intricacies of media relations. Research, identification of key publics, database development, pitching, and evaluation of the media relations process and program are studied. Students work with actual cases to learn the importance of relationship-building to develop their media-relations skills.

Attributes: PR STCO YLIB
Pre-requisites: COMM-270 D-

COMM-381 Ad Writing and Design (3)

Advertising across all platforms is a convergence of copywriting and visualization, or writing and design. This course examines basic principles and theories involved in both.Student hone their aesthetic skills and push creative boundaries. They learn to effectively choose words and tone that resonate with a chosen audience, and to recognize and use specific design and layout techniques to create original, meaningful, professional and persuasive ad messages based on strategy.

Attributes: YLIB
Pre-requisites: -

COMM-388 Media Planning & Buying (3)

This course covers the application of qualitative and quantitative data to the planning and buying of advertisements including broadcast, print, out-of-home, online, mobile, and social media. This course places particular emphasis on strategy, including

audience analysis, timing of media delivery, and ad placement. This course will also cover budgeting and measurement of advertising effectiveness. Students will experience the media planning, buying and measurement process through a partnership with a local client.

Attributes: YLIB ZCIV
Pre-requisites: COMM-281 D-

COMM-418 Diversity and Media (3)

This course examines representations of diversity (e.g., people of color, gender, age, class, and religion and faith) within the U.S. mass media and the role these depictions play in influencing our perceptions of different others. This course also explores social identity and the theoretical frameworks that help to elucidate media and its impact on different others.

Attributes: YLIB
Pre-requisites: COMM-100 D-

COMM-431 Filmmaking (3)

With an emphasis on storytelling, students build on what they have learned from their prior production courses to produce short films.

Typically offered:
Spring – Odd Years

Attributes: CJVP DCCC PROD YLIB
Pre-requisites: COMM-231 D-

COMM-440 Global Media Experience (3)

This course will expose students to the media landscape of another country through in-class study at the beginning of the semester and first-hand experience traveling abroad. The course may cover filmmaking, journalism, or strategic communication within the chosen country (location will vary) through a study abroad trip over spring break. Following the trip, students will return to campus to apply their knowledge through the completion of the project started abroad.
>br>
This course includes a 10-day, study-abroad trip over spring break at additional cost.

Attributes: YLIB ZCIV ZEXL ZRES ZTRA

COMM-448 Bateman Practicum (1)

Students will compete in the Public Relations Student Society of America annual Bateman Case Study Competition, the premier national case study competition for public relations students. Students will be challenged to research, plan, implement and evaluate a comprehensive public relations campaign with final entries due to PRSSA Headquarters in April. Note: students must be dues paying members of PRSSA. Graded S/U.

Permission of instructor required to register.

Attributes: YLIB ZCIV ZEXL ZRES
Pre-requisites: COMM-270 D-

COMM-472 PR Research & Planning (3)

This course covers the application of advanced public relations theories and concepts to the practice of public relations. It also covers the use of basic research methods in developing public relations campaigns. Students focus on the concepts and skills of developing

relationships with public relations clients and professionals. Formerly titled: Advanced PR Programs & Management

Typically offered:
Spring – Even Years

Attributes: PR YLIB ZCIV
Pre-requisites: COMM-270 C AND COMM-376 C

COMM-475 Washington DC-Internship (6 TO 9)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: COMM-476 Y D-

COMM-476 Washington DC-Seminar (3 TO 6)

Washington Experience semester is offered through The Washington Center.
Permission of advisor, department chair and TWC liaison is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: COMM-477 Y D-

COMM-477 Washington DC-Forum (1 TO 3)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB

COMM-481 Ad Strategy and Production (3)

This course uses theory and practice to develop a holistic approach to advertising management and strategy. Students will learn the process and development of campaigns and how to work with clients and teams.

For the semester project, students will work in teams to represent a mini-agency and will effectively manage a project from identifying a problem to executing a solution.

Pre-requisites: COMM-281 D-

COMM-484 Sport Media Practicum (1 TO 3)

Students intern with Fisher Athletics, gaining experience in a number of media roles, including sports announcing, video production,

social media, design, and/or photography. Students will be expected to complete 40 hours of work for every credit earned. (1 credit=40 hours; 2 credits=80 hours; 3 credits=120 hours). Students will determine their schedule in conjunction with Fisher Athletics. Students may apply up to 9 hours towards graduation. No more than three credits may be applied to major or minor requirements.

Permission of the department chair is required after a meeting with Fisher Athletics.

Typically offered:
Fall

Attributes: NLIB ZEXL

COMM-486 Portfolio Review (.5)

Students will attend two 3-hour Thursday evening labs to complete the portfolio. They will then meet with a professional in the community (assigned by the professor) to review the portfolio. These cumulative critiques will give the student the information needed to present a professional and suitable portfolio for employment or graduate school.

Attributes: YLIB ZCAP
Pre-requisites: -

COMM-487H Honors Senior Project (3)

The senior project in the Department of Media and Communication offers majors the opportunity to produce a portfolio piece for employment or graduate school while creating a project that serves as a culmination of their undergraduate work. Students may complete an academic-oriented thesis or a project in video, journalism, advertising, public relations, media economics and entrepreneurship, interactive media, or photography. Each project category has a series of prerequisite courses, and students must contact an instructor to discuss options and receive permission to register for the class. This section allows students with a 3.5 GPA or higher in the department and overall to receive a Media and Communication degree with Honors.

Completion of the Independent Study/Tutorial Authorization form is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB ZCAP

COMM-490 Internship (3)

This course allows qualified students to gain professional experience in media. The department and the Career Center maintain a list of available internships on Handshake, mostly in the Rochester area, but students may also find their own internships. A summer internship may be completed as an online course and may be out of town. Interns generally work 10-12 hours per week and complete additional department requirements. Students may apply a maximum of three internship credits to their major or minor requirements. Additional internship credits count towards the 120 credits needed to graduate. Open to junior and senior majors and minors. Not open to first-semester transfer students. Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZCIV ZEXL

COMM-491 Summer Internship (1)

This course allows qualified students to gain professional experience in the field of Media and Communication. The department and the Career Center maintain a list of available internships on Handshake, mostly in the Rochester area, but students may also find their own internships. Summer internships may be completed as an online course and may be out of town. Interns generally work 10-12 hours per week and complete additional department requirements. Students may apply a maximum of six internship credits to their major requirements. Additional internship credits count towards the 120 credits needed to graduate. Open to junior and senior majors. Not open to first-semester transfer students. Graded S/U.

Typically offered:
Summer

Attributes: YLIB ZCIV ZEXL

COMM-497 Independent Study (.5 TO 4)

Under faculty direction, qualified students may undertake an in-depth study of particular communication topics.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Variable

Attributes: YLIB

COMM-1020 Visual Communication (3)

This course provides an introduction to visual literacy by considering how the fundamentals of visual communication can be used to enhance understanding of broader communication processes.. The methods, practicalities, and ethics of visual communication are explored by analyzing examples and applications in a variety of digital forms, including print, graphics, illustrations, photographs, motion pictures, and computer imagery. The goal is to prepare students for advanced study in communication, with particular attention given to preparation for courses in print, video and web production.

Attributes: LC YLIB

COMM-1110 Media Data Analytics (3)

In this course, students learn to identify patterns in data that help uncover significant trends, and conceptualize clear and concise ways to illustrate these trends in both words and graphical presentation. This course meets these standards through projects and exercises demonstrating how journalists and other media professionals collect, analyze and present data. These skills include data collection; editing and organizing data while maintaining its integrity; and proper use of basic statistical methods and concepts.

Attributes: DA YLIB

COMM-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of inquiry-based projects. In their projects, student assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Attributes: RW YLIB ZRES

COMM-2110 Seeking Truth in Media (3)

The proliferation of misinformation, disinformation, and malinformation is ever-expanding in our contemporary media landscape. The age of information saturation poses an urgent threat to American democracy as misleading media messages spreads rapidly. Moreover, the speed at which artificial intelligence is gaining traction yields challenges like “deepfakes” that threaten the foundation of our information ecosystem. This class is designed to elucidate both the history and the contemporary state of media literacy through each media industry, equipping students with the tools necessary to discern which information can be trusted and which should be interrogated both in their academic work and in their everyday lives.

Attributes: CCE YLIB

COMM-2211 Film in Ireland and Scotland (3)

This course examines film production and reception in the Celtic nations of Ireland and Scotland. Students study the narrative content and formalistic qualities of film as both art form and technical product, as well as the historical and cultural contexts within which film products are created and received. Students learn how such films can educate, inform, and entertain audiences, yet at the same time create representations, stereotypes, and myths that both draw from and contribute to dynamic dominant discourses about these Celtic nations.

Attributes: CIA YLIB

COMM-2220 Communication and Vision (3)

This course provides an introduction to visual literacy and design in media by considering how the fundamentals of visual communication can be used to enhance our understanding of crucially important communication processes. The technical aspects and ethics of visual communication are explored by analyzing examples and applications in a variety of analog and digital forms, including print, graphics, illustrations, photographs, motion pictures and computer imagery. Equally importantly, the human element – how these visual stimuli are interpreted and understood within our culture – is also addressed.

Typically offered:
Variable

Attributes: CIA YLIB

COMM-2264 Hist Moments TV Culture (3)

From live broadcasts to time-shifting, from appointment viewing to binge-watching, this course takes students on a journey through U.S. television’s history and development. The course examines the artistic, commercial, and technological influences of this pervasive broadcast medium through aesthetic, political, social, economic, cultural, and regulatory lenses. Students analyze television’s long lasting influences from its “golden age” through today’s post-network era. In addition to the chronological examination, the course may cover units that include sport broadcasting’s unprecedented growth, the industry’s controversial indecency policy, post-9/11 television culture, and the unrealized potential for diversity in the face of increasingly fragmented niche audiences.

Attributes: CIA YLIB

COMM-2350 InterpersonalCommunication (3)

The course will combine theories of verbal and nonverbal communication with activities and exercises designed to develop and improve interpersonal skills. Includes critical listening, public advocacy, examination of identity, language and power, and communication as a tool for social action.

Attributes: DEI YLIB

COMM-2360 Social Documentary (3)

Students study non-fiction film as a tool for public knowledge and activism. They analyze documentaries focused on major social issues, problems, and solutions, and create their own short documentary (e.g., linear, VR). They also study both the content and formalistic qualities of film, including cinematography, sound, and editing, and how those elements merge to create socially relevant art.

Attributes: DEI YLIB

COMM-2367 Queer Narratives in Games (3)

In this course, students will learn about queer narratives in games as well as learn how to use low-programming tools to make their own personal game narratives. Throughout the course, students will engage with both queer texts and games, and will learn how analyze games and media through a queer lens that takes into account cultural and social contexts.

Attributes: DEI YLIB

COMM-2470 The Sin of Spin (3)

This course provides an overview and analysis of ethics issues confronted by public relations professionals and organizational leaders; discussions and case studies of ethical reasoning; philosophical, theoretical, and practical concerns affecting everyday matters of moral choice and moral judgement; current trends on these topics in public relations; the moral responsibilities and impact of public relations on public policy and society. The course covers a wide range of topics including transparency, digital ethics, social responsibility, and media framing. Students discuss case studies, complete online modules and apply learning from the course to an original case study paper.
The course also provides a framework for approaching strategic communications from an ethical perspective, allowing students to better understand the larger implications of communication on individual groups and society. Covered are theories and best practices that bridge cultural applications and offer practical insights on how communicators in corporations, government agencies, or advocacy groups might develop communication strategies that uphold ethical principles.

Typically offered:
Fall

Attributes: ER YLIB

COMM-3990 Adv Research-Based Writing (3)

Students develop an inquiry-based project by conducting in-depth research using discipline-specific practices that result in transferable research and writing. Students build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project are communicated in both written and oral forms or on other media platforms.

Attributes: AWC YLIB

First-Generation Scholars Program

Overview

Emily Colliss, *Associate Director, Institute for Civic and Community Engagement*
Dr. Wanda Cooper, *Director, Institute for Civic and Community Engagement*

Each year, the Fannie and Sam Constantino First-Generation Scholars Program awards a scholarship to 24 qualified high school students who exhibit a high degree of motivation and academic potential, and whose parents did not graduate from a four-year college or university.

A highly competitive program, selected students come to campus with a passion for civic and community engagement, develop as leaders, and cultivate a practice of impactful engagement with community. The scholarship award reduces tuition and room and board fees by one-half, for up to four years, in exchange for full participation in programming each semester.

This First-Generation Scholars Program reflects one of the original purposes of St. John Fisher University: to educate students who are the first in their families to attend a higher-education institution. The programming provides meaningful community engagement in the Greater Rochester community in partnership with local nonprofit organizations. Understanding that no single organization or individual can solve complex social problems alone, but through collaboration, collective impact can be realized.

Program Requirements:

To maintain good standing as a First-Generation Scholar and receive all benefits of the scholarship, students must successfully:

- Engage in full-time study as a matriculated student.
- Maintain satisfactory academic progress toward the completion of degree requirements.
- Complete the two-course learning community during the fall semester of their first year.
- Complete the weekly Community Engagement Seminar series during the first year of enrollment.
- Complete all successive courses and seminars the Program offers.
- As a sophomore, junior and senior meet program hour requirements and fulfill a commitment to weekly community engagement with a local nonprofit organization during each year of enrollment at the University.

Training is provided through Community Engagement Seminars in the first year, to effectively prepare Scholars to be thoughtful, empathetic, impactful, and culturally responsive in their community engagement activities while also building the critical thinking skills

necessary to take full advantage of this unique opportunity.

Community Engagement partnerships at local nonprofits are developed with and for Sophomore, Junior, and Senior Scholars by staff at Fisher's Institute for Civic and Community Engagement.

Experiences are designed to provide academic enrichment and preparation for career and leadership, as Scholars give back to the Greater Rochester community and continue the great tradition of community engagement with local leaders. Specific information about completion of community engagement hours is provided by the Associate Director of the Institute for Civic and Community Engagement.

Fisher Sponsored Transportation to Civic Engagement Sites

Scholars are ultimately responsible for finding their own transportation to off-campus programs/civic engagement sites. Nevertheless, subject to availability, budgeting limits and other transportation demands, St. John Fisher University will endeavor to provide transportation to off-campus programs for Scholars who live on campus. Fisher has no liability for any transportation method used by any student, other than transportation on official Fisher vehicles. Please plan accordingly.

Questions about the Fisher First-Generation Scholars Program can be addressed to the Institute for Civic and Community Engagement, by phone, 585-385-8050.

First-Generation Scholars Program Courses

FGEN-121 FY First Generation Sem (0)

First seminar in the First Generation learning sequence. Provides continuing exposure to social issues and community opportunities.

Attributes: YLIB ZCIV
Pre-requisites: -

FGEN-130C FY First Generation Sem (.5)

Second in a sequence of service learning seminars required for students in the First Generation Scholars Program. This seminar builds on the materials learned in the Learning Community and FGEN 121 to help students continue to develop their skill facilitating dialogue and group planning. Presentation of selected case studies and readings illustrating how to confront social issues and overcome adversity. Students draft a civic engagement plan for their own self-development.

Typically offered:
Spring

Attributes: YLIB ZCIV
Pre-requisites: FGEN-1020 D- AND FGEN-121 D-

FGEN-131P SO First Generation Sem (.5)

Third seminar in the First Generation learning sequence. Provides continuing exposure to social issues and community opportunities.

Typically offered:

Fall

Attributes: YLIB ZCIV
Pre-requisites: FGEN-130C D-

FGEN-132P SO First Generation Sem (.5)

Fourth seminar in the First Generation Scholars Program learning sequence. Provides continuing exposure to social issues and community opportunities.

Typically offered:
Spring

Attributes: YLIB ZCIV
Pre-requisites: FGEN-131P D-

FGEN-330P JR First Generation Sem (.5)

Fifth seminar in the First Generation Scholar Program learning sequence. Provides continuing exposure to social issues and community opportunities.

Typically offered:
Fall

Attributes: YLIB ZCIV
Pre-requisites: FGEN-132P D-

FGEN-331P JR First Generation Sem (.5)

Sixth seminar in the First Generation Scholars Program learning sequence. Provides continuing exposure to social issues and community opportunities.

Typically offered:
Spring

Attributes: YLIB ZCIV
Pre-requisites: FGEN-330P D-

FGEN-332P SR First Generation Sem (.5)

Seventh and final seminar in the First Generation Scholars Program learning sequence. Provides an opportunity for cumulative reflection on program experience and self-development. Seniors prepare and share plans for post-graduation leadership development and civic engagement.

Typically offered:
Fall

Attributes: YLIB ZCIV
Pre-requisites: FGEN-331P D-

FGEN-1020 Leadership Self Dev (3)

Introduces students to the concepts associated with the Relational Leadership Model, psychological and social identity development, as well as the impact of diversity on personal identity development and leadership. The course includes preparation for community service activities.

Typically offered:
Fall

Attributes: LC YLIB ZCIV

Gender & Sexuality Studies (Minor)

Overview

James Bowman, *Chair of the Division of Literature, Communication, and the Arts*

The Gender and Sexuality Studies Program at St. John Fisher University consists of an interdisciplinary set of courses, deep research traditions, and lively community engagement offerings that investigate how our lives are affected by socially-constructed notions of gender and sexuality. The program is designed to provide opportunities for the intellectual, personal, and social inquiry into gender and sexuality in relationship with race, class, religion, nationality, culture, immigration and citizenship status, age, disability, and other aspects of identity. We apply the frameworks of feminist, queer, and trans theory, history, and methods. In Gender and Sexuality Studies, students find a vibrant and supportive community of peers, close interaction with faculty from across the university, and opportunities to take on a wide range of leadership roles.

Program Requirements

Minor in Gender and Sexuality Studies

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Introductory Course – *3 credits*

- WGST 101C – Introduction to Gender & Sexuality Studies (3)

Feminist/Gender Theory Course – *3 credits*

- WGST 201 – Theories of Gender (3)

Electives – *12 credits*

Choose **FOUR** elective courses from the list below; at least one course must be WGST.

- AMST 2370 – Race, Gender, & Social Change (3)
- AMST 2460 – Feminist Dialogues (3)

- ANTH 227 – Anthropology of Sex (3)
- COMM 2367 – Queer Narratives and Games (3)
- ENGL 347 – Studies in Postcolonialism (3)
- ENGL 370 – Gender and Writing (3)
- ENGL 2214 – Gender in the Literary and Visual Arts (3)
- ENGL 2307– Transgender Literature (3)
- HIST 221 – Women and the Arts (3)
- HIST 237D – The Female Body (3)
- HIST 244 – Women and War (3)
- PSYC 265 – Human Sexuality (3)
- REST 255D – Great Women in Christianity (3)
- SOCI 275 – Indigenous Women Globally (3)
- SOCI 315 – Our Gendered World (3)
- SPST 205 – Gender and Sport (3)
- WGST 211 – Ethnicity and Race (3)
- WGST 220 – Women and Film (3)
- WGST 230 – Special Topics in WGST (3)
- WGST 243 – Creating Families (3)
- WGST 265 – Human Sexuality (3)
- WGST 270 – US & Global Queer Culture (3)
- WGST 272 – Digital Feminisms (3)
- WGST 275 – Indigenous Women Globally (3)
- WGST 295 – Gender, Science, and Society (3)
- WGST 496 – Independent Study (3)
- WGST 1011 – Gender in Media (3)
- WGST 1140 – The Nature of Human Diversity (3)
- WGST 2121 – Queering Film (3)
- WGST 2122 – Gender, Art, and Citizenship (3)
- WGST 2130 – Race & Film (3)
- WGST 2160 – Trans-Identities (3)
- WGST 2214 – Gender in the Lit & Vis Arts (3)
- WGST 2222 – Masculinity & Film (3)
- WGST 2258 – Identity and Popular Media (3)
- WGST 2303 – Queer Studies (3)
- WGST 2419 – Disability and Social Justice (3)

Total: 18 credits

Note: *Courses counted toward the student's major cannot count for the WGST minor. Core foundational courses in WGST (Learning Community, Research-Based Writing, and Data Analysis courses) cannot be applied to the minor.*

Gender & Sexuality Studies (Minor) Courses

WGST-101C Intro Gender & Sexuality Stdys (3)

Designed to introduce students to the academic study of the relationship between gender roles and power through an intersectional lens. Students develop a greater awareness of gender and its complex intersections with other social, cultural, and biological categories (sex, race, class, ability, age, nationality). By examining gender from a variety of disciplinary perspectives (social, literary, historical, and scientific), students gain an insight into the degree to which gender is a biological fact of human existence and the degree to which gender is socially constructed. In addition, students investigate the ways that gender functions in contemporary American society for women, men, transgender, nonbinary, and all people, as well as the ways in which our understanding of gender has changed over time.

Typically offered:
Fall

Attributes: AMSS CC WGST YLIB

WGST-120 Visions of Social Change (3)

This course will look at various writings that address the need for radical change in the struggle to achieve equality. Works by past and present activists will be read alongside fictional imaginings of a world without sexism and discrimination. While the primary focus will be gender, this course will also consider related categories of oppression such as race, ethnicity, religion, and ability. In reading a variety of genres including memoirs, novels and essays, students will explore how literature might be used to shape the world.

Attributes: WGST YLIB

WGST-202 Theories of Gender (3)

This course explores the social production of knowledge about gendered subjects and gender systems. Students will engage key issues in feminist, queer, and trans theory. They will also consider how feminist, queer, and trans social movements have identified and challenged gender-based subordination, and the ways these theorists have conceived and critiqued traditional theories of power. Students in the class will examine questions like the following: How do feminist, queer, and trans scholars identify and frame research questions? How is knowledge about marginalized subjects produced? How have these theories challenged dominant understandings of knowledge, rationality, objectivity, and scientific method? How have feminist, queer, and trans theorists addressed the subject of power? How have social movements sought to challenge traditional modes of knowledge production?

Attributes: YLIB

WGST-203P CC Intro to Queer Studies (3)

An introduction to queer studies from a wide range of orientation and gender perspectives. Relying upon theoretical, historical, and cultural studies texts, we will consider the representation and constructions of sexuality-based and gender-based identities as they have been formed within the contemporary United States. We will use Queer Theory to critically examine the way power works to institutionalize and legitimate certain forms and expressions of sexuality and gender while stigmatizing others. We will explore the idea of sexuality as a category of social identity and interrogate the ways that sexuality and gender interact, and how this interaction informs the meanings of each of these identity categories. We will also ask central questions: How do other social categories of identification (race, ethnicity, class, etc.)affect the ways in which we understand expressions of queerness? What does studying queerness tell us about the workings of contemporary political, cultural, and social life? What is normal and who/what is it that defines and controls normalcy?

Attributes: AMSS CC WGST YLIB

WGST-220 P1 Topics: Women and Film (3)

This course will examine film as art form in its cultural context, its formal features, and its many meanings, with consistent attention to gender. Throughout the semester, we will watch films made primarily by and about women, including award-nominated/winning films and documentaries as well as lesser-known independent features. The topics will change depending on the semester, but gender will remain the focus of the films, theory, and discussions. Current topics include Monsters, Ghosts, and Aliens; Bimbos, Broads, and Bombshells; and Women Behind & in Front of the Lens. This course may be taken 3 times as long as the topic is different

Typically offered:
Variable

Attributes: P1 YLIB

WGST-230 Special Topics in WGST (3)

This course offers special topics in Gender & Sexuality Studies and is not offered on a regular basis. Course content may vary with each offering and may be repeated for credit with different content. Recent topics include Gender & Politics, Gender & Reproductive Rights, and Sexual Identity & TV.

Attributes: YLIB

WGST-243 Creating Families (3)

This course investigates the roles of law, culture and technology in creating families. It focuses on the ways in which systems of reproduction reinforce and/or challenge inequalities of class, race, gender and sexuality. We examine the issues of entitlement to parenthood, LBGTQ families, access to reproductive healthcare, international adoption, surrogacy, birthing and parenting for people in prison, and the uses, consequences and ethics of new reproductive technologies. The questions addressed included: How does a person's status affect their relation to reproductive alternatives? What is the relationship between state reproductive policies and the actual practices (legal, contested, and clandestine) which develop around these policies? How are notions of family and parenting enacted and transformed in an arena that is transnational, interracial, intercultural, and cross-class? Students are required to write three analytical reflections, give an oral presentation, and write a final research essay based on independent research.

Attributes: YLIB ZCIV

WGST-260 CC TransIdentities&Activsm (3)

While transgender politics seem to be everywhere, what does this media attention mean for lived gender self–determination and liberation? Think about the visibility of trans celebrities like Laverne Cox, Janet Mock, and Caitlyn Jenner; the success of TV series such as I am Jazz and Transparent; and national proposals to restrict bathroom usage for trans people. This class rethinks these cultural flash-points through a survey of topics central to contemporary trans identity and activism: media representations of trans lives; the politics of trans medical care; gender policing in public space; the relationship between trans liberation and feminist activism; and many other issues. A central part of the course will be on civic engagement both on and off campus. We will form partnerships with the college administration and with the Out Alliance, an organization that works to meet the needs of the Rochester queer community. Through these partnerships, students will gain connections between classroom readings and discussions of trans materials and their relevance for specific populations booth on campus and in the Rochester community.

Attributes: CC YLIB

WGST-265 P3 Human Sexuality (3)

The study of human sexuality will certainly challenge your attitudes, beliefs and feelings. Sexuality pervades the world around us. It is difficult to turn on the television, open a newspaper or magazine, or peruse the internet without being confronted with sexuality in

some form. During the course of the semester we will study many aspects of human sexuality including: physiology of the sexual response, sexual development, gender roles, sexual orientation, cultural differences in sexuality, the politics of sexuality, and atypical sexual behavior. We will discuss topics that some of you may find difficult to discuss. We will discuss topics that are controversial. We will discuss topics that may be amusing. Course material will be presented primarily through discussion and some lecture. You will get more out of this course if you do the work and are active in class. It is absolutely necessary that you come to class as material discussed in class may not be in your text. You will be held responsible for all material presented in class as well as material from the required readings.

Cross listed with PSYC 265.

Typically offered:
Fall

Attributes: P3 WGST YLIB
Pre-requisites: PSYC-100C C

WGST-270 P5 US&Global Queer Culture (3)

This course is intended to provide students with an understanding of gender as a culturally variable creation and to broaden students' understanding of genders and sexualities with a primary focus on queer and gender-based identities. The course explores the ways in which cultures, Western as well as non-Western, construct and provide meanings to gender roles as they intersect with sexual orientation and gender identity. Since aspects of identity are so often considered stable and "natural" biological rather than cultural categories, this course seeks to destabilize this perception and broaden students' understanding of gender identity and queerness as socially and culturally constructed. The readings and discussions will encourage students to question the assumed naturalness of "normalcy" and the supposed abnormality of "difference." A central goal of the course is to provide a greater level of respect and understanding for the specific cultural groups that are addressed.

Formerly titled: P5 Gender and Culture

Typically offered:
Variable

Attributes: P5 WGST YLIB

WGST-272 P2 Digital Feminisms (3)

Reliance on technologies is, and has been for some time, an essential component of daily life in contemporary America. However, while we frequently treat the technological artifacts around us as simple tools, doing so ignores the complex cultural forces that shape our technologies. This course will use feminist theory to explore the co-production of identity and technology, examining how each helps to shape the other. Indeed, first-wave feminism emerged at a time of great technological upheaval, and as technology has continued to change rapidly over time, so to has feminism.

Cross-listed with ENGL 272.

Attributes: ENWR P2 WGST YLIB

WGST-275 P5 IndigenousWomenGlobally (3)

This course is designed to expose the students to the richness of the culture and literatures of women from indigenous communities, such as Native Americans, Australian Aborigines, and Dalit women from India. We will consider the systemic oppression that they have been and continue to be subject to due to race, caste, gender, and class. The traditional and historical status of these women in relation to their social, economic and political status today will be discussed. These silenced voices will be presented and analyzed in

the individual stories, memoirs, songs, poetry, and fiction of women from specific indigenous communities.

Attributes: P5 WGST YLIB ZCIV

WGST-280 CC Gender&Identity S Asia (3)

This course will focus on specifications of identities related to gender norms and gender roles in South Asia: India, Pakistan, Bangladesh, and Afghanistan. Heterogeneity within these countries will be discussed within social, cultural and religious realms. The various historical, political and cultural effects on ideologies that surround notions of gender due to colonialism and post-colonialism will be discussed. We will look at the various images of women as culturally symbolic embodiments of rigid efforts in preserving tradition and nation. Three major identities of religion, caste, and politics will be focused upon as major forces that inform experiences related to gender, sexuality, class, and caste, which in turn form identities. The realities that surround gender identities and representations of those identities among fast-changing cultural nodes will be examined in a South Asia that is radically changing, economically, culturally, politically, and spiritually. Explorations on women and gender will be made through exposure to South Asian histories, literatures, politics, economics, and media.

Attributes: CC WGST YLIB

WGST-295 P2 Gender, Sci & Society (3)

This course examines the relationship between gender, science and society in historical and contemporary contexts. Drawing on the ethical philosophical traditions of feminist studies, queer studies, and critical race studies, this examination will highlight how the making of scientific knowledge in bound up with societal norms about gender, race, class and sexuality. We will ask such questions as: How do societal norms about gender, sexuality, race and class influence how scientists conduct their work, make knowledge, and develop a community of scientists? How have women and minorities engaged with science and its mostly male-dominated traditions? We will engage topics such as the historical and contemporary positions of women and minorities in science and engineering; the ethics involved in the relationship between science and the social construction of gender and race; the feminist critique of sexist science; scientific representation of sexual difference and identity; representations of science and scientists in popular culture; and ethical issues raised by medical science and new reproductive technologies.

Attributes: P2 WGST YLIB

WGST-299P CC Sex & the Body Politic (3)

Introduction to feminist theories about politics. Topics include gender and citizenship; gender, race, class and the state; sexual identity and political identity; and gender, theories of knowledge, and political power.
Cross-listed with POSC 299P.

Attributes: CC YLIB

WGST-496 Independent Study (1 TO 3)

An opportunity for in-depth study of an area not regularly offered. Completion of the Independent Study/Tutorial Authorization form is required.

Attributes: WGST YLIB
Pre-requisites: WGST-101C D-

WGST-1010 Identity and Privilege (3)

This course is designed to focus on gender identity as it intersects with other identity markers, like race,

orientation, class, disability, and others. A primary focus in the course is to interrogate structures of power at the individual, social, and institutional levels to better understand how privilege and oppression are perpetuated as well as resisted in historic and contemporary US cultures.

Typically offered:
Fall

Attributes: LC YLIB

WGST-1011 Gender In Media (3)

In this course, students learn a variety of cinematic techniques to analyze popular films, television programs, and internet videos. We consider ways gender, race, and sexuality have been represented in various US and international media productions. Our investigation of popular media includes Hollywood and independent feature films, network and cable television programs, and internet webisodes and videos.
All works are subtitled in English. No prior experience with media studies in required.

Typically offered:
Fall

Attributes: LC YLIB

WGST-1140 The Nature of Human Diversity (3)

Race, gender identification, sexuality, intelligence, athletic ability – all traits that vary among human beings and all that have been used to sort, reward, punish, and judge. Having a clear understanding of what we know – and what we don't know – about the nature of these human traits is essential for ethically navigating our diverse world. This course examines the history and current state of our understanding of the biological underpinnings of human diversity, and discusses the ethical challenges posed by searching for the science of human difference.

Typically offered:
Spring

Attributes: DA YLIB

WGST-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of independent, inquiry-based projects. In their projects, student assert, support, and integrate their own positions into scholarly conversation based in research.. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Typically offered:
Spring

Attributes: RW YLIB ZRES

WGST-2121 Queering Film (3)

Students in this class build civic awareness, understanding, and support for the LGBTQ+ community on the Fisher campus as well as in the larger Rochester community by studying LGBTQ+ and mainstream films and by attending and participating in LGBTQ+ and feminist fall film festivals and venues held in the Rochester area including at the ImageOut Film Festival, the High Falls Film

Festival, The Out Alliance, the Dryden and the Little. Students then share their learning, insights and experience by collaboratively working on an online class magazine that contains film reviews and analyses. Interviews with film organizers and participants, photo essays, editorials, and reports on the history and importance of LGBTQ+ and feminist film festivals around the world. A new issue of this publication is created every year and is made available to the Fisher community as well as the Rochester film community at large, through links with partner websites.

Typically offered:
Fall

Attributes: CCE YLIB ZCIV

WGST-2122 Gender, Art, & Citizenship (3)

This course provides an in-depth exploration of gender portrayed in the major works of art throughout history. Students work with the Memorial Art Gallery's permanent collection as well as temporary exhibitions to get a better sense of the range of art the MAG has on view and to give them access to new and exciting works. We use gender as a critical lens to examine some of the social, cultural, economic, scientific, and political practices represented in various works of art. We explore a multitude of feminist and queer perspectives on the intersections of sex, sexuality, gender, race, ethnicity, class, and other categories of identity and the long-term effects these constructs have had on our society. We begin with an overview of art movements, artistic background, style, history, techniques regarding perspective, themes, and a discussion on the evolution of representation through art. After becoming acquainted with these, we examine personal meanings and examinations of art with a focus on gender and identity. Discussions include a close reading of works of art as well as an examination of gender in its historical and cultural contexts and how contemporary art seeks to deconstruct traditional representations of gender.

The course initially poses the following questions: What is art? What is the meaning of a painting? What is the male gaze? What is the female gaze? How does art represent identity? How do different lenses change the way we perceive art? Once definitions are established, we reflect on the following: What does art do for us? What does art do for a community? How does art fit into ideas of citizenship? What does civic engagement in the arts look like? How has this changed throughout the years? We explore many themes, such as identity and gender in art, old and new art traditions and styles, and art's impact on citizenship and community over time. At the course's end, students should have a clear understanding of what art is and how it lends itself to a focus on citizenship. Readings are drawn principally from the disciplines of art history, women and gender studies, anthropology, cultural studies, and art criticism.

Typically offered:
Fall

Attributes: CCE YLIB ZCIV

WGST-2130 Race & Film (3)

This course draws on critical race studies and cultural studies frameworks to foster analyses of race and representation in U.S. film with emphasis on contemporary film representations of racial minorities. The focus will be on films, of varying genres, that become part of the popular culture and how their racial representations speak to, reflect, reproduce and/or contest contemporary articulations of race and racism. Depending on the semester, there may be independent films and very recent films to assess current trends towards critical race films and/or reproductions of old scripts. Themes covered include: the origins of racial and gendered stereotyping in film, interracial family romance, film and social activism and Civil Rights, representation in film, model minorities, Whiteness, tokenism, coming-of-age, sexuality, labor, and the white savior, among others.
This course may be taken 3 times, so long as the course material/focus are different (Example: one semester Black Cinema, another semester Latinx or Indigenous Cinema.

Typically offered:

Spring

Attributes: CCE YLIB ZCIV

WGST-2160 Trans identities (3)

In 2022 alone, the Human Rights Campaign has recorded at least 38 deaths of trans people in the United States due to fatal violence, making it among the most violent years against trans people to date. It is also clear that trans violence and oppression disproportionately affects trans women of color, and that racism, sexism, classism, ableism, and homophobia intersect with transphobia in ways that shorten the lives of trans people (Spade 2015). Additionally, trans people experience social, economic, and political marginalization due to the lack of legal representation, barriers to gender-affirming healthcare, legal name and gender changes, physical spaces, and other seemingly neutral administrative systems that enforce narrow binary categories of gender and force people into them to get their basic needs met. While transgender politics seem to be everywhere, what does this media attention mean for lived gender self-determination and liberation? Think about the visibility of trans celebrities like Laverne Cox, Janet Mock, and Caitlyn Jenner; the success of TV series such as I am Jazz and Transparent; and national proposals to restrict military service and bathroom usage for trans people. This class rethinks these cultural flash-points through a survey of topics central to contemporary trans identity and activism; media representation of trans lives; the politics of trans medical care; gender policing in public space; the relationship between trans liberation and feminist activism; and many other issues.

Attributes: CCE YLIB ZCIV

WGST-2214 Gender in the Lit&Vis Arts (3)

Gender is one of our most powerful social sorting mechanisms. It structures behavior, organizes social life, and puts boundaries around identity formation. We therefore “read” gender everywhere: in our language, on people’s bodies, in advertisements, in the dynamics among family members and peers, in classrooms and workplaces, and in sacred, literary, legal and instructional texts. In this class, we will develop our ability to read gender more critically by applying theories and methods to specific works of art. We will develop our understanding of gender and its power by examining literary and artistic works that feature the problems, perils, and potentials of gender expression. Through fiction, film, visual arts, and scholarly essays, we will develop our ability to define gender, understand how it intersects with racial, class, ethnic, and cultural differences, and how our notions of gender difference have changed over time through advances in civil and human rights. We will use reading, writing, discussion and artistic design not just to absorb information about gender, but understand gender in ways that enhance our own lives.

Attributes: CIA YLIB

WGST-2222 Masculinity in Film (3)

This class will employ an intersectional approach to explore the representation of men and masculinity in American film from the 1960’s to the present. Using gender, queer, feminist, and/or critical race film theory as theoretical frameworks, we will investigate the ways in which film works to both perpetuate and challenge social, sexual, and racial discrimination and privilege, and explore such concepts as heterosexism, white hegemony, racial ideology, misogyny, toxic masculinity, hypermasculinity, male subjectivity, and the male and female gaze.

Attributes: CIA YLIB

WGST-2258 Identity and Popular Media (3)

In this class, students explore how popular culture generates and articulates our understanding of gender and sexuality and their intersections with race and class. How does popular culture reinforce and/or challenge race, gender, and sexuality norms? What messages do we receive from popular culture about the presumed correct ways to live our lives in the U.S.? For whom are these

presumably correct lives attainable? Who is left out? In other words, what do popular culture representations say about the lived realities of race, gender, sexuality (along with race and ability) in the U.S.? How does popular culture discipline and/or offer new possibilities for how we live?

Typically offered:
Fall

Attributes: CIA YLIB

WGST-2303 Queer Studies (3)

This course introduces students to literature, theory, and films from a wide range of orientation perspectives and gender identities often referenced collectively as queer. The queer community is a pluralistic one inclusive of many distinctive identities that the texts in this course explore. Distinguishing among these identities is important to not only appreciate the individual richness of experience and varying perspectives each offers, but also to understand the unique challenges each faces. The belief that sex, gender, and even orientation are binary and oppositional still dominates much of contemporary American culture. The literature and theory we study deconstructs such normative binary categories and demonstrates the variety of orientation and gender identities and the fluid aspects of gender and orientation.

Relying upon theoretical, historical and cultural studies texts, we consider the representation and constructions of sexuality-based and gender-based identities as they have been formed within the contemporary US. We use Queer Theory to critically examine the way power works to institutionalize and legitimize certain forms and expressions of sexuality and gender while stigmatizing others. We explore the idea of sexuality as a category of social identity and interrogate the ways that sexuality and gender interact, and how this interaction informs the meaning of each of these identity categories. We also ask central questions: How do other social categories of identification (race, ethnicity, class, etc.) affect the ways in which we understand expressions of queerness? What does studying queerness tell us about the workings of contemporary political, cultural and social life? What is normal and who/what is it that defines and controls normalcy? This course focuses on works from the 20th and 21st centuries with an emphasis on the historical context of each piece.

Typically offered:
Spring

Attributes: DEI YLIB

WGST-2419 Disability & Social Justice (3)

Disability Studies is a multidisciplinary field that has arisen to address the widespread individual, cultural, and institutional oppression faced by people with disabilities, as well as to create positive community and activism within this population. Historically, disability has been framed as, among other things, a punishment by God, a medical defect in need of a cure, a particular impairment that prevents one from work, a condition that requires institutionalization or outright murder, and a reason to prevent birth either through sterilization or genetic testing. this course provides an ethical framework through which to examine such historical and contemporary responses to disability, particularly through feminist disability theory. with the rise of the Disability Rights Movement, negative frames have been challenged and subverted by disability activists and scholars who have fought for the right to self-define as well as for self-direction, social equity, and cultural integration. We emphasize disability identities through an intersectional lens and through a variety of disciplines and institutions that have defined it in both restrictive and liberatory ways: from literature, film, and politics, to media, economics, and the legal system. The assignments for the course allow you to explore your won understanding of disability as you strengthen your use of theory and analysis to determine what disability means in America today.

Typically offered:
Spring

Attributes: ER YLIB

Gerontology (Minor)

Overview

Matthew Bereza, *Division Chair*

Gerontology is the scientific study of the process of aging and old age from a wide variety of disciplinary perspectives. Chief among these are the biological and social sciences, the humanities, and various professional fields. Contributing departments at St. John Fisher University include biology, economics, philosophy, psychology, religious studies, sociology. Furthermore, Gerontology is notable for the integration of several disciplines in the study of various aging-related topics, such as healthy aging, longevity, senior care, work and retirement, Alzheimer's disease and death and dying.

The gerontology program at St. John Fisher University reflects both the multidisciplinary and interdisciplinary nature of the field. Thus, the minor is especially well suited as either a complement or specialized focus for students from all majors. The minor offers key courses that introduce students to the foundations of aging from the social and biological perspectives, as well as an array of electives from a wide variety of departments/programs. Additionally, students will be able to enhance their classroom studies through service-learning, practicum, and research opportunities that provide hands-on, educational experiences in the field, as well as help connect them with various agencies and organizations serving older adults in the Rochester area.

Program Requirements

Minor in Gerontology

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Required Courses – 3 *credits*

- SOCI 322 – Sociology of Aging and Life Course (3) - OR - SOCI 2111 – Aging and Life Courses (3)

Electives – 15 *credits*

- SOCI 101 – Introduction to Sociology (3) - OR - PUBH 100 – Introduction to Public Health (3)
- SOCI 150 – Introduction to Human Services (3)

- SOCI 344 – Social Determinants of Health and Healthcare (3)
- BIOL 206 – The Science of Aging (3)
- BIOL 322 – Neurobiology (3)
- SOCI 2424 – Death and Dying (3)
- SOCI 2425 – Understanding Families (3)
- ECON 224 – Economics of Health Care (3)
- PHIL 250 – Bioethics (3)
- ANTH 241D – Medical Anthropology (3)
- PSYC 231C – Psychology Across the Life Span (3)
- REST 325 – P5 Spirituality and Health (3)
- REST 387D – Medical Ethics and Society (3)
- REST 2220 – Death and the Afterlife (3)
- GTLY 330 – Cross Cultural Aging (3)
- GTLY 410 – Advanced Issues in Aging (3)
- GTLY 490 – Practicum in Gerontology (3)*
- GTLY 496 – Independent Study (3)*
- GTLY 497 – Research in Gerontology (3)

Total: 18 credits

*Only one of these courses may be applied as an elective, and only one independent study may be taken for the minor.

Note: *Only two courses taken to meet major requirements may also be applied to the gerontology minor.*

Gerontology (Minor) Courses

GTLY-325 Contemp Issues Gerontology (3)

This course will examine the latest gerontological research and current debates in some of the areas of greatest significance to aging well, including: health promotion/longevity, medical care, senior housing, aging in place, long term care options, public policy, senior advocacy, work and retirement, civic engagement, and intergenerational relations.

Attributes: YLIB
Pre-requisites: GTLY-265 D-

GTLY-330 Cross Cultural Aging (3)

This course examines aging in various social and cultural contexts worldwide, as well as within the U.S. Particular attention is given to transformations associated with demographic and other societal changes. Among the various topics in the course are: longevity, meanings of aging and the life course, the social status of elders, migration and aging, the family, the law, gender and sexuality, spirituality and aging, and formal and informal care.

Attributes: YLIB
Pre-requisites: -

GTLY-410 Advanced Issues in Aging (3)

This course presents an in-depth examination of theoretical and methodological aspects of research and scholarship on aging. The students will develop a major research paper (literature review) on a topic of their choice. This may be take an interdisciplinary approach (combining two or more disciplinary perspectives), but it can also rely on one discipline as its primary perspective.

Attributes: YLIB

GTLY-490 Practicum in Gerontology (3)

In consultation with the instructor, gerontology students undertake fieldwork and independent study in human and health service agencies whose focus is serving older persons. Students must write a 12 to 15-page final report.

Attributes: YLIB
Pre-requisites: SOCI-322 D-

GTLY-496 Independent Study (3)

The student will work under the supervision of a faculty member to explore a topic of mutual interest for both, and which is not ordinarily present in course offerings. The course will require regular meetings with the instructor and the completion of one or more papers.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Spring

Attributes: YLIB

GTLY-497 Research in GTLY (1 TO 3)

The student conducts original research on aging under the guidance of a professor. This may involve survey research, secondary data analysis, interviewing or other research methods and techniques. The student must write a 15 page final research report. The student will be responsible for obtaining IRB approval prior to conducting the research. Completion of the Independent Study/Tutorial Authorization form is required. See Policy on Independent Study.

Attributes: YLIB ZRES

Global Health (Minor)

Overview

Matthew Bereza, *Division Chair*

The global health minor provides students with a deeper understanding of myriad health care approaches and perspectives across borders and a greater appreciation for the global implications of local health conditions and worldwide or regional epidemics.

The field of global health connects the approaches, methods, and philosophies of public health with diverse communities, radical political-economics differentials, logistical challenges for healthcare access and resources, and wide concerns for root or systemic causes and downstream effects.

In addition, global health takes into consideration varied understandings for both health and health care in the context of great cultural variation, as well as concerns for empowerment and disempowerments, which arise from cultural differences coupled with political inequalities.

Program Requirements

Minor in Global Health

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Required Courses – *6 credits*

- ANTH 238 – P5 Global Health (3)
- SOCI 201 – SQ Principles of Epidemiology (3)

Note: *Embedded in the required courses are attendance and reflective papers on at least two co-curricular events supported by the University's diversity calendar.*

Electives – *12 credits*

Choose 12 credits from the following:

- AMST 2140 – Immigration Stories (3)
- ISPR 2300 – Intro to International Studies (3)
- ISPR 2320 – Human Migration in the Modern Era (3)
- ITDY 2385 – Culture and Inclusion (3)
- PUBH 205 – Nutrition and Community Health (3)
- PUBH 410 – Community Health Service Learning (3)
- PUBH 490 – Internship (1-3)*
- PUBH 496 – Independent Study (1-6)*
- SOCI 217D – Latino Health Care Issues (3)**
- SOCI 2323 – Multicltr Ident & Conflict (3)**
- SOCI 344 – Social Determinants of Health and Health Care (3)
- SUST 2150 – Surviving Climate Change (3)
- Completion of an International Study Abroad Course (3)***

Total: 18 credits

NOTES:

*PUBH 490 or 496 – may be taken once (3 credits maximum) to partially fulfill elective requirements and cannot be included in both Global Health Minor and Public Health Major

** No more than one of the following courses can count toward both the Global Health Minor and the SOCI major or minor: SOCI 201, SOCI 217D, or SOCI 2323.

***Approval of Director of Global Health Minor Required

Global Health (Minor) Courses

Health Communication (Minor)

Overview

James Bowman, *Chair of the Division of Literature, Communication, and the Arts*

The ability to accurately and effectively disseminate information about science and medicine is crucial for public health and safety, and the communication of proper health practices is necessary for the successful implementation of wellness initiatives (e.g., seat belt and helmet wearing, vaccinations, safe sex practices, the cultural acceptance of mental health treatment).

The minor in health communication prepares students to create professional media messages for social media, news organizations, and video outlets.

The program includes core classes in epidemiology, public relations, and health communication and education, along with relevant electives.

Program Requirements

Minor in Health Communication

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Required - 9 *credits*

- COMM 270 - Introduction to Public Relations (3)
- PUBH 311 - Health Literacy, Communication, and Education (3)
- SOCI 201 - Principles of Epidemiology (3)

Electives - 9 *credits*

Choose 9 credits from below, with three at the 300+ level (excluding COMM 490).

- ANTH 238 – Global Public Health (3)

COMM 100 - Introduction to Media (3)

- COMM 195 – Journalism (3)
- COMM 219 – Design (3)
- COMM 231 – Video Storytelling (3)
- COMM 2350 – Interpersonal Communication (3)
- COMM 267 – Social Media Management (3)
- COMM 281 – Advertising and Consumer Culture (3)
- COMM 318 – Visual Journalism (3)
- COMM 361 – Documentary Production (3)
- COMM 376 – PR Writing (3)
- COMM 377 – Media Relations (3)
- COMM 381 – Ad Writing and Design (3)
- COMM 472 – PR Research and Planning (3)
- COMM 490 – Internship (3)
- PUBH 100 – Intro to Public Health (3)
- PUBH 205 – Nutrition and Community Health (3)
- PUBH 320 – Public Health Policy (3)
- PUBH 408 – Seminar in Regional Public Health Issues (3)

Total: 18 credits

Note: The minor is not available to students in public health, media and communication, or public relations

No more than three credits of COMM 490: Internship may be applied to the minor.

Health Communication (Minor) Courses

History

Overview

Carolyn Vacca, *Chair of the Division of Humanities*

The study of history introduces students to the larger forces of change that have given shape and substance to the modern world and encourages students to develop perspectives on the present through examination and analysis of the past.

Reflecting a variety of research interest, members of our department faculty have received four National Endowment for the Humanities grants.

The history program is a member of Phi Alpha Theta, the national history honor society.

Vision

Our vision statement guides the Department of History at St John Fisher: to prepare students to understand the complexity of how and why historical change happens. Our students critically evaluate historical continuities and use history as a contextual framework for understanding our world today.

Mission

History at Fisher trains students for lives of active citizenship and professional success. Whether in education, law, government, business, or the nonprofit sector, our goal is to graduate students who possess strong critical thinking abilities and excellent communication skills, as well as a commitment to civic engagement.

Teaching Certification

The History major provides both the content and the discipline that informs teachers of excellence. Students possess various skills employers want, including a mastery of history and cultures, ArcGIS mapping, effective engagement skills, and hands-on work with a wide range of source materials.

Degree options include:

B.A. in History

B.S. Inclusive Adolescence Education/History Dual Major

B.S. Inclusive Adolescence Education Major with a Social Studies Concentration (HIST)

B.S. Inclusive Childhood Education Major with a Liberal Arts Major/Concentration in History

4+1 Teacher Certification Program

The Ralph C. Wilson, Jr. School of Education offers a 4+1 program designed to provide an accelerated pathway to New York State Teacher Certification for highly qualified students in the liberal arts and sciences.

This competitive program allows you to complete your baccalaureate degree in the liberal arts and sciences and a master's degree in inclusive education with dual teacher certification in five years.

3+3 Pre-Law Programs

Earn a law degree in six years through the Legal Education Accelerated Program (LEAP) at Fisher. The History major can be completed in conjunction with this program.

St. John Fisher University, in conjunction with the State University at Buffalo School of Law and many other law schools offers the opportunity for a select number of qualified St. John Fisher University students to earn a Bachelor of Arts degree and a juris doctor degree over the course of approximately six years of full-time study.

The Honors Major

History majors who maintain a grade point average over 3.50 may apply to become honors majors. The honors major must complete the requirements for the major plus an additional course, HIST 498 - Honors in History. This independent study research project results in an essay that must be presented to the department and defended successfully. The prerequisite for HIST 498 is one 300- or 400-level history class from a concentration area pertinent to the research project. Hence, the honors major requires a minimum of 36 hours in history.

Program Requirements

B.A. in History

A cumulative grade point average of 2.00 is required for all history (HIST) courses taken in residence that may be applied to the major. At least 17 of the required 33 HIST credits must be taken at St. John Fisher University.

Note: *There are additional specific requirements for history majors who are also majoring in inclusive adolescence education. Please refer to these specific course requirements below.*

Requirements

Required History Courses – *15 credits*

- HIST 101D – P3 Europe and the World, 1500–1815 (3)
- HIST 102D – P3 Europe and the World Since 1815 (3)
- HIST 103D – P3 The United States to 1865 (3)
- HIST 104D – P3 The United States Since 1865 (3)
- Choose **ONE** Non-Western course:
  - HIST 106D – Asian Civilization Since 1800 (3)
  - HIST 131C – Ancient Warfare (3)
  - HIST 180P – The Vietnam Conflicts (3)
  - HIST 219 – Modern Middle East (3)
  - HIST 291D – P3 Japan Since 1800 (3)
  - HIST 292D – P3 China Since 1800 (3)

Electives – *18 credits*

See the general major and departmental concentrations below. Major elective courses must be chosen from the departmental concentrations and at least two of the six elective courses must be at or above the 300 level or above.

Total: 33 credits

Major and Concentration Options

The General Major

Students must complete a minimum of 18 credits beyond the required 15 credits. The courses are selected from the four departmental concentrations, with at least one course from each of the following concentrations: social/cultural studies; political/economic studies; strategic/military/diplomatic studies; and leadership/applied history studies. At least two of the six elective courses must be at or above the 300 level.

Departmental Concentrations

Students may elect a departmental concentration in social/cultural studies; political/economic studies; strategic/military/diplomatic studies; and leadership/applied history studies. A student must complete at least three courses within the chosen concentration and at least one course in each of the other three concentrations.

Social/Cultural Studies

Offering basic, thematic, and topical courses, social/cultural studies invites students to develop their analytical skills. Guiding its participants through the development, evolution, and interaction of culture and societal norms across the globe, this program examines the significance of societies' successes and failures in both domestic and foreign policies. Consequently, it provides a solid foundation for graduate study or a career in education.

Social/Cultural Studies Course Offerings:

- HIST 106D – Asian Civilization Since 1800 (3)
- HIST 111 – Panics and Pandemics (3)
- HIST 116D – P2 Asian Religions (3)
- HIST 161 – Hitler and Hollywood (3)
- HIST 202 – P1 Women and Gender in the 19th Century (3)
- HIST 203 – History of Sport (3)
- HIST 205D – CC United States Social History: The Family (3)
- HIST 208 – Ancient and Medieval Europe (3)
- HIST 218 – P5 Iran: Past and Present (3)
- HIST 219 – Modern Middle East (3)
- HIST 2200 – Ascertaining the Truth (3)
- HIST 221 – P1 Women and the Arts (3)
- HIST 223 – P5 Culture and Cuisine (3)
- HIST 226 – P5 Contemporary Italy (3)
- HIST 2308 – History of Hunting (3)
- HIST 237D – P1 The Female Body: A Problem to Grow into (3)
- HIST 250C – P2 The History of the Papacy (3)
- HIST 255 – CC Early Britain (3)
- HIST 256 – CC Britain Since 1688 (3)
- HIST 257 – P5 History of Ireland (3)
- HIST 258 – History of Canada (3)
- HIST 273 – Crime and Punishment: History (3)
- HIST 281D – Native American and United States Relations (3)
- HIST 294 – The Irish in New York (3)
- HIST 301 – P1 Japanese History through Film (3)
- HIST 302 – P1 Chinese History through Film (3)
- HIST 303 – P1 Indian History through Film (3)
- HIST 320 – The Crisis of the Union, 1829-1877 (3)
- HIST 322 – Reconstruction and Race (3)
- HIST 330C – Populist and Progressive Era, 1877-1918 (3)
- HIST 375 – The Italian Renaissance (3)
- HIST 401 – Topics in Social/Cultural History (3)

Political/Economic Studies

Dr. Stephen Valone, Director

A political/economic studies concentration emphasizes the interaction of political and economic systems across the globe and their

significance for the modern world. The concentration offers basic and topical courses to advance the understanding of policy and governance. This concentration is a good basis for graduate studies or legal education.

Political/Economic Studies Course Offerings:

- HIST 105D – Worlds in Collision (3)
- HIST 2210 – Contemporary Issues (3)
- HIST 234 – China and New Global Economy (3)
- HIST 238 – History of Leadership (3)
- HIST 246C – CC Modern Russia (3)
- HIST 252D – British Empire, 1550-1950 (3)
- HIST 275D – Nazi Germany (3)
- HIST 291D – P3 Japan Since 1800 (3)
- HIST 292D – P3 China Since 1800 (3)
- HIST 298D – New York State History (3)
- HIST 300 – The Modern World: Geography and Politics (3)
- HIST 340D – America Between the Wars, 1918-1941 (3)
- HIST 351P – The United States Since 1945 (3)
- HIST 402 – Selected Topics in Political/Economic Studies (3)
- HIST 430 – American Economic History (3)
- HIST 441 – American Colonial History (3)

Strategic/Military/Diplomatic Studies

Dr. Oliver Griffin, Director

Modern states have sought to protect their interests and project their policies through the instruments of foreign relations. Following the Napoleonic Wars, the basic conduct of international affairs became increasingly complex and centered rapidly around the essential security issues of survival and defense. The publication of Clausewitz's *Vom Kriege (On War)* shortly thereafter was both evidence and stimulus to the militarization of greater Europe. The Franco-Prussian War of 1871 accelerated, and World War I firmly established, the tenets of strategic doctrine as the basis of foreign relations throughout the Western world, including the United States. The most significant debates of 20th-century history, therefore, may be found in the alternating use of military or diplomatic means to achieve national strategic goals.

This concentration seeks to introduce students to the principal issues that have shaped the history of foreign relations and global affairs. It offers participants the opportunity to study the policies, strategies, wars, and ideologies that have produced the most profound conflict and compromise in human history. Designed for the general history major, it is especially useful for students interested in pursuing graduate or legal studies or careers in government, defense, or foreign service occupations.

Strategic/Military/Diplomatic Studies Course Offerings:

- HIST 110C – P3 The American Revolution, 1763-1783 (3)
- HIST 120 – The Civil War (3)
- HIST 130D – P3 United States Military History (3)
- HIST 131C – P3 Ancient Warfare (3)
- HIST 140C – War and American Society (3)

- HIST 150 – World War I (3)
- HIST 160C – World War II in Europe (3)
- HIST 170D – World War II in the Pacific (3)
- HIST 177D – Asian Military History (3)
- HIST 180P – P3 The Vietnam Conflicts (3)
- HIST 2101 – Perspectives on War (3)
- HIST 244 – Women and War (3)
- HIST 260D – American Diplomatic History (3)
- HIST 287 – Cold War Asia (3)
- HIST 385D – War and State (3)
- HIST 403 – Topics in Military and Diplomatic Studies (3)
- HIST 445 – Diplomatic History of Modern Europe (3)

Leadership/Applied History Studies

Dr. Frederick H. Dotolo III, Director

The leadership/applied history studies concentration provides students the opportunity to learn about innovative approaches to the study of history and community applications of history. Courses connect the academic and public discourse, provide experiential learning, and promote civic engagement.

Leadership/Applied Studies Course Offerings:

- HIST 228 – Gaming European History (3)
- HIST 229 – Caliphs, Khans, and Communists (3)
- HIST 272P – CC Martin and Malcolm (3)
- HIST 296D – The History of Rochester (3)
- HIST 310D – The New Republic 1783-1829 (3)
- HIST 315 – Napoleon's Europe, 1789-1815 (3)
- HIST 390 – Public History: Historians and the Community (3)
- HIST 395 – The Usable Past (3)
- HIST 404 – Topics in Leadership/Applied History (3)
- HIST 498H – Honors in History (3)

B.S. Inclusive Adolescence Education/History Dual Major

Students pursuing teaching certification in inclusive adolescence education (social studies) may ***dual major*** in inclusive adolescence education and history and earn a *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (see Inclusive Adolescence Education for details) the History Department in conjunction with the Education Department has outlined the following history major requirements for certification in social studies. Students must earn grades of "C" or above in all courses in the content area.

- HIST 101D – P3 Europe and the World, 1500-1815 (3)
- HIST 102D – P3 Europe and the World Since 1815 (3)
- HIST 103D – P3 The United States to 1865 (3)

- HIST 104D – P3 The United States Since 1865 (3)
- Choose **ONE** non-western course (3):
  - HIST 106D – Asian Civilization Since 1800
  - HIST 219 – Modern Middle East
  - HIST 291D – P3 Japan Since 1800
  - HIST 292D – P3 China Since 1800
- **TWO** electives from Political/Economic Studies (6)
  - HIST 300 – The Modern World: Geography and Politics (required)
  - HIST 298D – New York State History (strongly recommended)
- **TWO** electives from Social/Cultural Studies (6)
  - HIST 208 – Ancient and Medieval Europe (strongly recommended)
- **ONE** elective from Strategic/Military/Diplomatic Studies (3)
- **ONE** elective from Leadership/Applied History Studies (3)
  - A HIST course in Global History to 1500 is strongly recommended
- **ONE** economics course (3) chosen from:
  - ECON 105C – P3 Principles of Microeconomics
  - ECON 106C – P3 Principles of Macroeconomics
- POSC 111C – P3 Introduction to American Government (3)

Total: 39 credits

Note: *These requirements add six additional credits to the content area of the history major. As early as possible, students should consult with an education advisor to set up a program leading to certification.*

B.S. Inclusive Adolescence Education Major with a Social Studies Concentration (HIST)

Students pursuing teaching certification in inclusive adolescence education (social studies) may choose to complete a ***concentration*** in history instead of a major and earn a *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (40–43 credits: see Inclusive Adolescence Education for details), the History Department in conjunction with the Education Department, has outlined the following courses which meet the New York state requirement for social studies certification. Students must earn grades of "C" or above in all courses in the content area.

- HIST 101D – P3 Europe and the World 1500-1815 (3)
- HIST 102D – P3 Europe and the World Since 1815 (3)
- HIST 103D – P3 The United State to 1865 (3)
- HIST 104D – P3 The United States Since 1865 (3)
- **ONE** of the following non-western courses (3):
  - HIST 106D – Asian Civilization Since 1800

- HIST 219 – Modern Middle East
- HIST 291D – P3 Japan Since 1800
- HIST 292D – P3 China Since 1800

- **TWO** electives from Political/Economic Studies (6)
  - HIST 300 – The Modern World: Geography and Politics (required)
  - HIST 298D – New York State History (strongly recommended)
- **ONE** elective from Social/Cultural Studies (3)
  - HIST 208 – Ancient and Medieval Europe (strongly recommended)
- **ONE** elective from Strategic/Military/Diplomatic Studies (3)
- **ONE** elective from Leadership/Applied History Studies (3)
- **ONE** of the following economics courses (3):
  - ECON 105C – P3 Principles of Microeconomics
  - ECON 106C – P3 Principles of Macroeconomics
- POSC 111C – P3 Introduction to American Government (3)

Total: 36 credits

Note: *It is highly recommended that students interested in teaching social studies take* ***HIST 208 – Ancient and Medieval Europe.***

B.S. Inclusive Childhood Education Major with a Liberal Arts Major/Concentration in History

Students pursuing teaching certification in inclusive childhood education must declare a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education majors who wish to pursue a ***dual major*** with history take all of the major requirements listed above in addition to meeting all of the inclusive childhood education requirements (see Inclusive Childhood Education for details). If an inclusive childhood education major wishes to complete a ***concentration*** in history, the History Department in conjunction with the Education Department has outlined the following courses which meet the New York state requirement for a liberal arts concentration in this field. Students must earn grades of "C" or higher in all courses in the content area.

- HIST 101D – P3 Europe and the World, 1500-1815 (3)
- HIST 102D – P3 Europe and the World Since 1815 (3)
- HIST 103D – P3 The United States to 1865 (3)
- HIST 104D – P3 The United States Since 1865 (3)
- **ONE** of the following non-western courses (3):
  - HIST 106D – Asian Civilization Since 1800
  - HIST 219 – Modern Middle East
  - HIST 291D – P3 Japan Since 1800
  - HIST 292D – P3 China Since 1800
- **ONE** course from Political/Economics Studies (3)

- **ONE** course from Social/Cultural Studies (3)
- **ONE** course from Leadership/Applied History Studies (3)
- **ONE** course from Strategic/Military/Diplomatic Studies (3)
- **ONE** history elective from any concentration area (3)

Total: 30 credits

Minor

Minor in History

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- A minor in history consists of 18 credits of history courses, with at least one of the classes at or above the 300 level.

Total: 18 credits

The minor in history may be completed online.

Note: *Only one course already used to satisfy a major requirement may also be applied to the history minor.* ***Electives may be chosen from any level, excluding any foundational core courses (Learning Community, Research-Based Writing, Data Analytics).*** *HIST 3990 may be used as a minor elective.*

History Courses

HIST-101D P3 Europe 1500-1815 (3)

A two-semester survey of the major themes and developments in the history of Europe and the relationship between European civilization and the world.

Typically offered:
Fall

Attributes: P3 YLIB

HIST-102D P3 Europe Since 1815 (3)

A two-semester survey of the major themes and developments in the history of Europe and the relationship between European civilization and the world.

Typically offered:
Spring

Attributes: P3 YLIB

HIST-103D P3 US to 1865 (3)

The main lines of development in American history from the colonial period to the Civil War. Emphasis is given to major themes in political, social, economic, cultural, and diplomatic developments.

Typically offered:
Fall

Attributes: AMUS P3 YLIB

HIST-104D P3 US Since 1865 (3)

The main lines of development in American history from the Civil War to the recent past. Emphasis is given to major themes in political, social, economic, cultural, and diplomatic developments.

Typically offered:
Spring & Summer

Attributes: AMUS P3 YLIB

HIST-105D Worlds in Collision (3)

This course surveys the interactions of political and economic events since World War II.

Attributes: HPES YLIB

HIST-106D Asian Civilization Since 1800 (3)

This course provides a survey of Asian cultures and traditions.

Typically offered:
Fall

Attributes: HSCS YLIB

HIST-110C P3 American Revolution (3)

This course examines the origins, character, and results of the American Revolution. The interplay between domestic policy and foreign relations is emphasized.

Typically offered:
Fall

Attributes: HISM P3 YLIB

HIST-111 Panics and Pandemics (3)

This course will explore the origins and development of public health as well as the emergence and re-emergence of infectious diseases and public health ethical issues. We will examine the historical experience of health and illness from a population perspective. The course seeks to reveal how the organization of societies facilitates or mitigates the production and transmission of

disease. It also asks how populations and groups of individuals go about securing their health.

Attributes: HSCS YLIB

HIST-116D P2 Asian Religions (3)

A comparative examination of the evolution of the philosophical and religious traditions of Asia. The main focus is on India, China, and Japan, with some attention to Korea and Southeast Asia. Our goal is to appreciate the way different peoples of Asia have thought about (and continue to think about) the most profound questions of the meaning of life, the nature of death, and their social roles.

Attributes: HINW HSCS P2 YLIB

HIST-120 The Civil War (3)

An analysis of the causes, campaigns, and consequences of America's most violent military experience.

Attributes: HISM YLIB

HIST-130D P3 US Military History (3)

This course examines the history of American military strategy and force structure from the Revolution to Vietnam. It considers the peacetime issues of military theory, policy, and doctrine and the wartime topics of strategy, order-of-battle, and operations.

Attributes: HISM P3 YLIB

HIST-131C P3 Ancient Warfare (3)

This course examines warfare in ancient Europe and Asia, spanning the emergence of city-states in the Fertile Crescent and the fall of Rome in 476 C.E. Topics covered include the causes of war, strategy, technology, tactics, war and society, women and war, and leadership.

Typically offered:
Spring – Even Years

Attributes: HISM P3 YLIB

HIST-140C War & American Society (3)

An analysis of the causes, nature, and consequences of American involvement in war. The course surveys U.S. military and strategic doctrine during the Revolution, War of 1812, Mexican-American War, Civil War, Spanish-American War, World Wars I and II, and the Korean War.

Attributes: HISM YLIB

HIST-150 World War I (3)

An analysis and discussion of perhaps the most significant conflict in Western history. The origins, course, and effects of the war are examined, and conflicting interpretations discussed.

Attributes: HISM YLIB

HIST-160C World War II in Europe (3)

This course examines the salient political and social developments that characterized the conflict in Europe between 1939 and 1945. Topics covered include the Battle of the Atlantic; the Battle of Britain; North Africa; the Soviet-German war; the combined bomber offensive; diplomacy; the Italian campaign of 1943-45; and the campaign in northwest Europe of 1944-45.

Attributes: HISM YLIB

HIST-161 Hitler & Hollywood (3)

A course in the presentation and perception of the greatest modern war and the issues accompanying it.

Attributes: HISM HSCS YLIB

HIST-170D WWII in the Pacific (3)

An introductory survey of World War II in the Pacific theater. We consider the Japanese and American roads to war, major events and battles, as well as some of the controversies of this momentous war such as Japan's war goals, the attack on Pearl Harbor, and the atomic bombing of Hiroshima and Nagasaki.

Attributes: HISM ISRS YLIB

HIST-177D Asian Military History (3)

An introduction to the military traditions of China and Japan from ancient times until the 20th century, with some attention to Korea and Vietnam. Topics include early Chinese empires and border wars, the rise of the samurai in Japan, Japanese imperialism, World War II in Asia, and the Chinese communist revolution in 1949.

Attributes: HINW YLIB

HIST-180P P3 The Vietnam Conflicts (3)

The following questions are addressed as we examine America's most controversial war: Why did the U.S. expend so much blood and treasure in Southeast Asia? What goals were Americans fighting for? Why did so many oppose the war? Why didn't the U.S. win? What are the lessons to be learned?

Typically offered:
Spring

Attributes: HISM P3 YLIB

HIST-195 The American Century (3)

This course will analyze how each president since William McKinley has approached this critical issues of the global role of the United States. Some of the critical questions we will address are: why did the US intervene in WWI? Why did the Japanese attack Pearl Harbor? Who was responsible for the Cold War? Why did the US fight in Vietnam? How did the issues of race and racism have an impact on US foreign affairs during the 20th Century? Who won the Cold War? Are there parallels/lessons from the Cold War that are applicable to the War on Terror? Students will reflect on how this history impacts our future.

Typically offered:
Fall

Attributes: YLIB

HIST-202 P1 Women&Gender in 19thC (3)

The course explores issues regarding gender, class, race, and sexuality
in the 19th century. Uses a variety of primary and secondary sources to understand the interaction among gender, politics, culture, science, and economics. Format combines lecture and class discussion of the assigned readings.

Attributes: HINA HSCS MUST P1 WGST YLIB

HIST-203 History of Sport (3)

This course examines the historical development of sports in American society from its earliest colonial form to the current multi-billion dollar industry we see today. This course analyzes the external and internal events, and specific individuals, which have helped shape and define the sport industry. Cross-listed with SPST 203.

Attributes: HINA HSCS SPHR YLIB

HIST-205D CC US SocialHis:The Family (3)

This course examines the persistent and changing features of the family in the U.S. from the colonial period to the present. The family is studied within the larger context of the major economic, political, religious, social, and intellectual changes in American history.

Attributes: AMUS CC HINA HSCS WGST YLIB

HIST-208 Ancient & Medieval Europe (3)

This intermediate-level survey course shall examine the salient social, political, economic, and cultural developments that characterized ancient and medieval Europe ranging from the origins of civilization in southwest Asia to the emergence of the early modern world. Topics covered will include ancient Greece and Rome, the emergence of the Abrahamic religions, feudalism, and gender roles.

Attributes: HIES HSCS YLIB

HIST-218 P5 Iran: Past & Present (3)

This course will serve to introduce students to the history of Iran, its people and culture, as well as many of the issues confronting the country today. Much maligned in the Western media at present, Iran is in fact a unique country with a rich and diverse cultural heritage and a long, complex history. Therefore, over the course of the semester, students will go beyond the image of Iran offered in the Western media, exploring the enigma that is Iran, and acquire an understanding of this often misrepresented and misunderstood nation and its people.

Attributes: HINW HSCS P5 YLIB

HIST-219 Modern Middle East (3)

This course introduces students to the history of the modern Middle East, a vast region stretching from the Mediterranean Sea to the border of Afghanistan, and from the Anatolian Plateau to the Arabian Peninsula and Persian Gulf, comprised of such countries as Egypt, Iraq, Iran, Syria, and Saudi Arabia. Our exploration begins in the sixteenth century, the era of the Ottoman and Safavid empires, and concludes in the early twenty-first century. We survey not only the region’s history but also consider its distinct ethnolinguistic groupings and its diverse religious landscape. Over the course of the semester students get past the image of the Middle East generally offered in Western media and learn to appreciate the complexity of the region’s history and its people.

Attributes: HIES HSCS YLIB

HIST-221 P1 Women & the Arts (3)

This course looks at the emergence of modern women in the 19th, 20th and 21st centuries, examining their changing roles in politics, the economy, and cultural institutions. We examine the historical context as a backdrop for the gender roles, cultural norms, and shifting identities and how they are portrayed and created through various artistic vehicles. Among the themes we consider are the use of women as icons by others, particularly during turbulent times in history and especially in their relationship to violence, the various techniques and constructions employed to convey specific cultural imperatives, and the efforts of women artists themselves to balance their numerous roles in our culture.

Attributes: HINA HSCS P1 YLIB

HIST-223 P5 Culture & Cuisine (3)

This course considers the crucial role food has played in history and culture. While this may seem obvious, we often do not consider the ways that everyday objects govern and inform our lives. During the semester, we examine foodways (the cultural, social and economic practices relating to the production and consumption of food) and the intersection of food in culture, traditions, and history.

Attributes: HSCS P5 YLIB

HIST-226 P5 Contemporary Italy (3)

Investigates the significant socioeconomic, political, and ideological developments in Italian history from the end of the Napoleonic era to the contemporary period. Primary emphasis is on economic and political modernization during the first half of the 20th century.

May not be taken by students who have credit for HIST 225C.

Attributes: HIES HSCS P5 YLIB

HIST-228 Gaming European History (3)

This course uses popular historically themed digital and print simulations to explore selected topics in European history. Students play and analyze various historically based games and then compare this experiential knowledge with associated primary and secondary sources to analyze critically those areas of European history.

Attributes: HIES HLAS YLIB

HIST-229 Caliphs,Khans & Communists (3)

This course is intended to serve as an introduction to the region of Central Asia (i.e., the region occupied by the modern states of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, as well as Afghanistan and much of Iran)for students who possess no prior knowledge of the region’s history and its diverse peoples and cultures. The historical survey will serve to familiarize students with important figures and events in the region from the pre-Islamic era through the Mongol and Russian conquests to the establishment of the USSR in the twentieth century.

Attributes: HINW HLAS YLIB

HIST-234 China & New Global Economy (3)

An examination of the historical and cultural roots in China’s emergence as a major world power as well as its impact on the global

economy. After assessing the role of traditional culture in Chinese economic development, we turn to the explosive growth since the 1980s. In addition to tracing the historical evolution of China as a world economic power, we ponder the degree to which this growth was the product of distinctive Chinese factors and/or the more ubiquitous phenomenon of "globalization." Finally, we address the opportunities and challenges for Westerners to communicate and thereby succeed in contemporary China's vibrant and dynamic society and business culture. The course structure includes presentations by students and the instructor, Harvard Business School case studies, and group work.
Formerly titled: Rise of Asian Economies

Attributes: HINW HPES ISRS YLIB

HIST-237D P1 The Female Body (3)

This course explores the emergence of the notion of girlhood, its historical roots in Victorian notions of womanhood, and the "problematization" of female bodies in puberty by medical or scientific communities. Through the exploration of literature and works of art, we explore the use of biological events for cultural control within the patriarchal discourse and the use of the arts to both support and challenge that discourse.

Attributes: HHHD HHUM HINA HSCS P1 WGST YLIB

HIST-238 P3 History of Leadership (3)

This course will examine the meaning of leadership by looking at the impact of history, culture, and circumstance on how we define and identify leadership and the qualities of good leaders.

Attributes: HPES P3 YLIB

HIST-244 Women and War (3)

This course explores the relationship between women and war in history. The effects of war and militarism on women's lives and on the gendered concepts of masculinity and femininity are examined along with women's roles as actors within the military complex as munitions makers, wives, mothers, nurses, and soldiers. Feminist theories of gender, sexuality, and patriarchal culture are employed to explore the relationship between public and private violence. The treatment of war in films in the 20th century is studied to reveal how discussions and views about major wars were related to the relationship between the sexes and how they reflected the ways in which the views of men and women differed when it came to war and the ways in which they were congruent.

Attributes: HISM WGST YLIB

HIST-246C CC Modern Russia (3)

The history of Russia from its involvement in the Napoleonic Wars until the present. The course focuses on socioeconomic and political developments, Russia's relationship with the West, and the rise, consolidation, and collapse of the Soviet Union.

Attributes: CC HIES HPES YLIB

HIST-250C P2 History of the Papacy (3)

Concerns the development of the papacy and its role in world history. Examines the major historical, doctrinal, and theological justifications of the independent papacy in a global context from its origins with the pontificate of Leo I to that of John Paul II. Covers

material from the late Roman and Medieval, Renaissance, Modern, and Contemporary periods.

Cross-listed with REST 250C.

Typically offered:
Spring

Attributes: HIES HSCS P2 YLIB

HIST-252D British Empire:1550-1950 (3)

Development of the British Empire from the 16th to the 20th centuries from the perspective of both core and periphery. In this process it can be seen not only how London reacted to the development of the Empire but how the colonies affected London.

Attributes: HIES HPES YLIB

HIST-255 CC Early Britain (3)

Traces the major political, socioeconomic, and cultural development of the British Isles from the origins of Britannia in the Roman period; the emergence of feudalism after the Norman conquest; the weakening of centralized authority during and after the Hundred Years War; the effects of the Protestant Reformation; the development of the Plantagenet, Tudor and Stuart dynasties; and the establishment in England and Wales of constitutional government in 1688 with the Glorious Revolution.

Attributes: CC HIES HSCS YLIB

HIST-256 CC Britain Since 1688 (3)

The course analyzes Britain’s internal developments both socially and politically as well as its rise and decline as a Great Power after 1688. Among the areas of focus are the Empire, the Industrial Revolution, the Victorian period, Britain in the world wars, and the challenges of British decline since 1945.

Attributes: CC HIES HSCS YLIB

HIST-257 P5 History of Ireland (3)

The course will examine the political, socioeconomic, and military history of Ireland from pre-history to the present, focusing on the 16th through 20th Centuries. It will pay particular attention to Ireland’s relations with Britain and with Europe.

Attributes: HIES HSCS P5 YLIB

HIST-258 History of Canada (3)

Canada is the closest friend and neighbor of the United States, yet it remains largely unknown to most Americans. This course studies the early history of Canada, its French and colonial periods, and then proceeds to a study of modern Canadian statehood. Among the issues considered are Canada’s role in the British Empire, relations with the U.S., and the English-French language controversy.

Attributes: HINA HSCS YLIB

HIST-260D American Diplomatic Hist (3)

Surveying American foreign relations from the Revolution through Korea, this course examines America’s rise to world power status and the resulting debates over the nature of that status.

Attributes: HISM ISRS YLIB

HIST-272P CC Martin & Malcolm (3)

Malcolm X and Dr. Martin Luther King, Jr., were prominent religious advocates of Black Liberation. Their names and ideals still motivate countless Americans. Representative texts of both men are studied to understand their religious insights in light of the history of the Civil Rights Movement during the second half of the 20th century.
Students who have credit for REST 281P cannot take this course.

Cross-listed with REST 272P.

Attributes: AMUS CC HINA HLAS YLIB

HIST-273 Crime & Punishment:History (3)

This course will examine prison systems and sentencing schemes under federal and NY state law as part of a continuum that has produced the current concepts on mass incarceration and reform proposals. Beginning with ancient and medieval historical texts and moving forward, the course will also include case studies and encourage critical thinking about our current approach to imprisonment.

Attributes: HINA HSCS YLIB

HIST-275D Nazi Germany (3)

This course shall examine the salient social and political developments that characterized the emergence, evolution, and ultimate collapse of National Socialist Germany between 1933 and 1945. Topics covered will include the life of Adolf Hitler, geostrategic developments, women, the economy, political persecution, the Holocaust, and World War II.

Formerly titled: Modern Germany

Attributes: HIES HPES YLIB

HIST-281D Native Amer-US Relations (3)

A history of the changing Indian policies pursued by the colonial, state, and national governments in the United States from the 17th century to the present. The topics studied include the clash of cultures, resistance, and the reservation policy of the U.S. government.

Attributes: HINA HSCS YLIB

HIST-287 Cold War Asia (3)

This course offers a new perspective on the Cold War as more than a struggle between the Soviet Union and the United States as “superpowers” in a bipolar world. The Cold War in Asia was also a “hot war” waged in Korea and Vietnam. Arguably the Cold War in Asia did not end with the collapse of the Soviet Union but continues to this day, as Communist North Korea pursues nuclear weapons and proponents of democracy struggle with a neo-Stalinist ‘Communist’ regime in the People’s Republic of China.

Attributes: HINW HISM YLIB

HIST-291D P3 Japan Since 1800 (3)

An exploration of modern Japanese history in its global context. We examine Japan’s rapid emergence on the world stage as a nation-state, its self-destruction in 15 years of aggressive war, and its resurgence as a world economic power in the postwar years. Japan

occupies a unique place in world history as the first non-Western country to rival Europe and the United States both militarily and economically. Its modern history thus remains the site of complex issues for many Japanese pondering their place in the world as well as for students of comparative modernization.

Attributes: HINW HPES ISRS P3 YLIB

HIST-292D P3 China Since 1800 (3)

An exploration of modern Chinese history in its global context. Heir to a 4,000-year tradition of cultural, military, and economic greatness, mid-19th-century China encountered an utterly new phenomenon in Western imperialism. The impact of the West played a major role in traditional China's collapse, and Western concepts were a crucial ingredient in its rise as a communist state after 1949. Yet another wave of imported ideas and institutions contributed to the revolutionary transformation of China since the 1980s as a major player in the world economy.

Typically offered:
Spring

Attributes: HINW HPES ISRS P3 YLIB

HIST-294 The Irish in New York (3)

This course explores the sociohistorical context of Irish immigration to the United States through the microcosm of their experience in New York State. Beginning with the earliest settlers, and continuing through the famine and post-famine years, through the Civil War, and into the twentieth century, this course examines the interaction of ethnicity, language, and religion in the creation of a stable group identity and a secure place in a foreign society. While the focus is on communities throughout New York, there is comparative work with both the Irish homeland and to New York City, which in the nineteenth century became home to more Irish-born people than any other city, except for Dublin. Students also draw connections between the Irish experience and the current views of immigrant populations, and work with primary and secondary sources as they explore research methodologies.

Attributes: HINA HSCS YLIB

HIST-296D History of Rochester (3)

Surveys the development of Rochester from an early-19th-century boomtown to a contemporary technology center and how those changes are a microcosm of larger trends in urban history. The rise of an urban middle class, the influence of the Erie Canal, Rochester as the crucible of activism, the significance of the agricultural hinterland, the impact of immigration, and the socioeconomic transformations wrought by war are all discussed. The course weaves the history of leading industrialists with that of ordinary citizens of various backgrounds and incorporates the history of the Diocese of Rochester into the general social and political history of the community.

Attributes: AMUS HINA HLAS MUST YLIB

HIST-298D New York State History (3)

A history of the Empire State from colonial times to the present. This class is particularly useful for students pursuing Childhood or Adolescence Education certification and who plan to teach in New York State.

Attributes: AMUS HINA HPES MUST YLIB

HIST-300 Modern World:Geog&Pol (3)

Examines and analyzes the major socioeconomic, political, and ideological developments in 20th-century Europe and explores how these affected global history. A major theme of the class is the confrontation between liberal democracy and totalitarian systems.

Typically offered:
Fall

Attributes: AMSS HIES HPES ISFS YLIB

HIST-301 P1 Japanese Hist Thru Film (3)

The films of Japan as windows into its history and culture. About one Japanese film each week, class discussion, student presentations, and considerable written work, including a 10-page essay. Each student should become adept at employing film as a source for scholarly analysis. Through critical thinking, writing, and speaking, students will develop the skills to relate themes and issues in these films to Japan's past. Topics include war and peace, self and society, and the social role of women. While there are no prerequisites, there will be additional reading assignments for those without any prior college-level work in Japanese history.

Typically offered:
Fall

Attributes: HINW HSCS P1 YLIB

HIST-302 P1 Chinese Hist Thru Film (3)

The films of China as windows into its history and culture. About one Chinese film each week, class discussion, student presentations, and considerable written work, including a 10-page essay. Each student should become adept at employing film as a source for scholarly analysis. Through critical thinking, writing, and speaking, students develop the skills to relate themes and issues in these films to China's past. Topics include the impact of communism, "continuous revolution," and the social role of women. While there are no prerequisites, there are additional reading assignments for those without any prior college-level work in Chinese history.

Typically offered:
Spring

Attributes: HINW HSCS P1 YLIB

HIST-303 P1 Indian Hist Thru Film (3)

The films of India as windows into its history and culture. About one Indian film each week, class discussion, student presentations, and considerable written work, including a 10-page essay. Each student should become adept at employing film as a source for scholarly analysis. Through critical thinking, writing, and speaking, students develop the skills to relate themes and issues in these films to India's past. Topics include colonial rule and independence, Hindu-Muslim conflict, and the social role of women. (Note that, while there are no prerequisites, there are additional reading assignments for those without any prior college-level work in Indian history.)

Attributes: HINW HSCS ISRS P1 YLIB

HIST-304 Hip Hop Punk Rock Amer His (3)

Students will study recent American history through engagement with hip hop and punk rock songs, primary sources related to American politics, and secondary sources that describe the culture, politics, economics, and social dynamics of contemporary US history. Students will examine the intersection of culture and politics and apply historical methods to understanding and writing about how culture informs politics and politics informs culture in the United States since 1970.

Attributes: YLIB

HIST-310D New Republic 1783-1829 (3)

A history of the United States from the conclusion of the Revolution to the end of the Federalist era.

Attributes: HINA HLAS YLIB

HIST-315 Napoleon’s Europe (3)

This course explores one of the most important periods in European history, that of the French Revolution and the subsequent Napoleonic empire. What began in 1789 as a domestic political conflict within France would eventually become a titanic struggle that would embroil the entire continent and lead to major transformations in politics, society, culture, and warfare. We investigate these changes as well as one of the most complex personalities ever to dominate Europe: Napoleon Bonaparte.

Attributes: HIES HLAS YLIB

HIST-320 Crisis of Union 1829-77 (3)

An examination of slavery, sectionalism, secession, war, and Reconstruction at this critical time in the history of the United States.

Attributes: HINA HSCS YLIB

HIST-322 Reconstruction and Race (3)

Four million slaves celebrated freedom at the close of the Civil War, only to find it invaded and eroded over the ensuing decade and a half. Reconstruction marked a time of great hope and success for African Americans while Redemption, as it was known in the South, focused on ending all racial progress and the re-affirmation of long-standing prejudices and practices. Students will explore these significant years and their lasting impact on our society considering the question, how did we get to where we are today?

Typically offered:
Spring – Even Years

Attributes: YLIB

HIST-325 American Society (3)

This upper-division course will examine facets of American history and society. The broad panoply of topics covered can include women, historically underrepresented groups, forces of social change, economic developments, strategic/military/diplomatic history, and the historical and social implications of advances in STEM. Analyzing primary and secondary sources, students generate original research.

Attributes: YLIB

HIST-330C Pop & Prog:1877-1918 (3)

W. E. B. DuBois, Susan B. Anthony, Teddy Roosevelt, Woodrow Wilson, W. J. Bryan, and Robert LaFollette are only a few of the reformers and activists who enlivened American democracy during a critical time in its development. This course examines their successes, failures, and lasting legacies.

Attributes: HINA HSCS YLIB

HIST-340D America:1918-1941 (3)

A history of the United States from the end of World War I to the Japanese attack at Pearl Harbor on December 7, 1941. Topics of analysis typically include the Republican “New Era”, race, ethnicity, and gender between the wars; the Crash of 1929; the Great Depression; the New Deal and its critics; and the origins of World War II.

Attributes: AMUS HINA HPES YLIB

HIST-351P US Since 1945 (3)

A history of the United States since the conclusion of World War II. Topics of analysis typically include the origins of the Cold War; Martin Luther King, Jr. and the Civil Rights Movement; the Vietnam War; Lyndon Johnson’s Great Society; the women’s movement; Watergate; the Reagan Revolution; and the Clinton 1990s.

Typically offered:
Fall – Even Years

Attributes: AMUS HINA HPES YLIB

HIST-353 The Civil Rights Movement (3)

The African American civil rights movement was the most significant social movement in the history of the United States. Activists sought to make real the promise of life, liberty, and happiness for all people – from the Second World War through the Assassination of Dr. King. In this class students will study this ‘heroic period’ of the longer Black Freedom Struggle, focusing on the emergence and power of nonviolence, the rise of the Black Power Movement, and the ongoing challenges posed by this social movement that sought to make real for all people the ideals enshrined in our nation’s founding documents.

Attributes: YLIB

HIST-361 Becoming Modern America (3)

Using both primary and scholarly secondary sources, this course focuses on important social, cultural, and political shifts in the United States during the last half of the twentieth-century and into the twenty-first century in order to help students better understand how American society has become increasingly liberal in some respects and increasingly conservative in other respects.

Attributes: YLIB

HIST-375 The Italian Renaissance (3)

Traces the origins, course, and consequences of the Italian Renaissance and its impact on Europe from the late Middle Ages to the Protestant Reformation. A major theme is the emergence and maturation of early modern political, socioeconomic, and cultural sensibilities.

Attributes: HIES HSCS YLIB

HIST-385D War and State (3)

An analysis of the intellectual, political, and military origins, development, and consequences of European warfare and statecraft from the late Roman to contemporary periods. Topics include the Roman Imperial state and its collapse, the rise and transformation of the Carolingian and Germanic empires into the monarchies of the Middle Ages, the consolidation of the absolutist state of the

Enlightenment, the emergence of the modern nation-state, and the subsequent proliferation of competing democratic and totalitarian alternatives.
(Formerly titled: Sword and Robe Foundations)

Attributes: HIES HISM YLIB

HIST-390 Public Hist:Hist&Community (3)

This course explores the principles, techniques, and the ethics of the professional practice of public history. In addition, it examines the relationship between professionally trained historians, employed in both academe or public history, and history museums, societies, and institutions, as well as local and regional governments and communities.

Attributes: HINA HLAS MUST YLIB ZEXL

HIST-395 The Usable Past (3)

This course examines some of the challenges of historical work in museums, historical sites, archives, and other public history settings. Topics include a general overview of best practices in areas such as collections management, preservation, and archives, as well as administrative issues such as public relations, fundraising, and grantsmanship.

Attributes: HINA HLAS MUST YLIB ZEXL

HIST-401 Topics Political/Cultural Stds (3)

A concentrated examination of themes, issues, and ideas in Social/Cultural history.

Attributes: HINA HSCS YLIB

HIST-402 Topics in Political/Econ Stds (3)

A concentrated examination of themes, issues, and ideas in Political/Economic history.

Attributes: HIES HPES YLIB

HIST-403 P2 Topics:Mil&Dipl Studies (3)

A concentrated examination of themes, issues, and ideas in strategic, military, and diplomatic studies.

Attributes: HISM P2 YLIB

HIST-404 Topics Ldrshp/Appl Hist Stds (3)

A concentrated examination of themes, issues, and ideas in Leadership and Applied History studies.

Attributes: HINW HLAS YLIB

HIST-430 American Economic Hist (3)

Examining the nature and objectives of American capitalism, this course traces the progress of the U.S. economy from the 18th to the 20th century.

Attributes: HINA HPES YLIB

HIST-441 American Colonial History (3)

This course examines the social, cultural, economic, and political development of the New England, Middle and Southern colonies. Those developments that contributed to the growth of an American consciousness and the ultimate outbreak of the American Revolution will also be discussed.

Typically offered:
Spring – Odd Years

Attributes: HINA HPES YLIB

HIST-445 Diplo Hist Modern Europe (3)

Focuses on the major diplomatic events of European great power politics from the Concert of Europe to the end of the Cold War. Primary emphasis is on great power diplomacy within Europe itself but includes discussions of European imperialism and continental relations with the United States.

Attributes: HISM ISFS YLIB

HIST-475 Washington DC-Internship (6 TO 9)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Attributes: YLIB
Pre-requisites: HIST-476 Y D-

HIST-476 Washington DC-Seminar (3 TO 6)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Attributes: YLIB
Pre-requisites: HIST-477 Y D-

HIST-477 Washington DC-Forum (1 TO 3)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Attributes: YLIB

HIST-479 NYSCTE Review (1)

This course will provide students with a summative review of topics covered in the New York State social studies teaching certification exams. Students who are planning to take the exam within the year will benefit most from participation in the course.

Attributes: YLIB

HIST-490 Internship (1 TO 15)

Permission of the internship director is required.
Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZEXL

HIST-496 Independent Study (.05 TO 3)

An in-depth analysis of a topic in History. After consulting an appropriate member of the History Department, the student composes a two-page proposal and bibliography that will need to be approved by the faculty supervisor of the project and the department chair. The student's independent study will culminate in a paper of 25-30 pages and will utilize both appropriate primary and secondary sources.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZRES

HIST-496 Independent Study (.05 TO 3)

An in-depth analysis of a topic in History. After consulting an appropriate member of the History Department, the student composes a two-page proposal and bibliography that will need to be approved by the faculty supervisor of the project and the department chair. The student's independent study will culminate in a paper of 25-30 pages and will utilize both appropriate primary and secondary sources.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZRES

HIST-498H Honors in History (3)

An in-depth analysis of a topic in History. After consulting an appropriate member of the History Department, the student composes a two-page proposal and bibliography that will need to be approved by the faculty supervisor of the project and the department chair. The student's independent study will culminate in a paper of at least 30 pages and will utilize both appropriate primary and secondary sources. At the conclusion of the semester, the student will present and defend his or her work to members of the department. Completion of the Independent Study/Tutorial Authorization form is required.

Attributes: HLAS YLIB

HIST-1071 Gaming Strategy & History (3)

This course focuses on the theory and academic use of historical wargames to teach selected strategic and historical topics in European and American History. Over the semester, students utilize individually as well as in teams, different historical wargames and simulations to facilitate active learning.

Attributes: LC YLIB

HIST-1072 Talking with the Dead (3)

This Learning Community course focuses on the Spiritualist Movement in western New York in the mid-19th century.

Attributes: LC YLIB

HIST-1073 Tpc: Revolutionary Europe (3)

A lecture and discussion Learning Community course about modern European revolutionary movements and regimes. The course utilizes the historical method of tracing change and continuity over time through the study, analysis, and synthesis of primary and secondary textual and lecture materials to foster the analytical, communication, and historical perspectives of a liberal arts education within the Catholic tradition.

Fall 2020 Topic

HIST 1073 Section 01 Topic: Revolutionary Europe

Attributes: LC YLIB

HIST-1074 China’s Century? (3)

The twentieth century has already witnessed the rapid rise of China as an economic, political, and military power. Will this trajectory continue, making the People’s Republic of China the world’s new superpower? Or will the tremendous challenges facing China derail this astonishing express train to international dominance? We examine the historical roots of China’s return to great power status, the different types of global power it is pursuing, and individual stories of success and failure in order to highlight the human dimension of China’s dramatic reappearance on the world stage. Finally, we reflect upon the future prospects for China, moving forward into an utterly new world.

Attributes: LC YLIB

HIST-1075 Smugtown: Race & Rochester (3)

This course will examine the history of race in Rochester and the impact on education, housing, economic development, and social justice. Students will explore the concept of “history mapping” as well and will contextualize and integrate this into their study.

Attributes: LC YLIB

HIST-1076 Mapping Change: Rochester (3)

This course will introduce students to the concept of the “deep map” by following the course and history of the Genesee River which transects the city of Rochester. Along with the stories of residents, businesses, and general history along the banks, students will map the changes along the River and explore connections to enhance their understanding of the relationships between environment and history.

Typically offered:
Fall

Attributes: LC YLIB

HIST-1077 Rebellion in Rochester (3)

In 1961, a prominent commission declared that “Rochester equals Equality.” Yet just three years later, the city erupted in three days of rebellion as many Black Rochesterians directed their anger at property and police, protesting a lack of sanitary, affordable housing and limited economic opportunities. Why did this uprising happen in a city famous for being the hometown of abolitionist Frederick Douglass? How did a seemingly progressive northern city lacking the daily indignities of southern Jim Crow racism explode into three days of rebellion that left nearly a thousand people arrested and four people dead? Students in this course will grapple with the complex question of why the uprising happened in July 1964, and how the community has responded in the years and decades that followed the rebellion.

Typically offered:
Fall

Attributes: LC YLIB

HIST-1077 Activism in Rochester (3)

In 1961, a prominent commission declared that “Rochester equals Equality.” Yet just three years later, the city erupted in three days of rebellion as many Black Rochesterians directed their anger at property and police, protesting a lack of sanitary, affordable housing and limited economic opportunities. Why did this uprising happen in a city famous for being the hometown of abolitionist Frederick Douglass? How did a seemingly progressive northern city lacking the daily indignities of southern Jim Crow racism explode into three days of rebellion that left nearly a thousand people arrested and four people dead? Students in this course will grapple with the complex question of why the uprising happened in July 1964, and how the community has responded in the years and decades that followed the rebellion.

Typically offered:
Fall

Attributes: LC YLIB

HIST-1079 History & Society (3)

This section of your learning community will focus on using history to engage with a multitude of lived societies. Spanning centuries our effort will look to discover some of the key social, political, and economic attributes from historical cases drawing comparisons and particularities between various societies. This will be done through the active use of primary sources that will encourage a reaction from you about past societies through inquiry and engagement. The interaction with a plurality of historical societies will allow you then to help reflect and participate in your own contemporary society.

Typically offered:
Fall

Attributes: LC YLIB

HIST-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of independent, inquiry-based projects. In their projects, students assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, and analysis and documentation of sources that represent a range of different perspectives on important issues.

Typically offered:
Spring

Attributes: RW YLIB ZRES

HIST-2100 Activism in Rochester (3)

Through this course students will explore activism in Rochester by engaging the history of the abolitionist movement, the suffrage movement, and the Black power movement. Students will develop an understanding of the issues these historical actors confronted, the tactics and strategies they utilized, and they will evaluate the success of individuals and groups within these social movements through group projects. After evaluating these actors and groups within their historical context, students will apply their understanding of historical activism to contemporary challenges facing women and African Americans today in Rochester and the United States, more broadly.

Typically offered:
Spring

Attributes: CCE YLIB

HIST-2101 Perspectives on War (3)

This course considers the experiential differences of two of the nation's wars drawn from the last hundred years that have informed a diverse understanding of duty, patriotism, loyalty and service. Students also participate in a series of discussion leadership training events, culminating in a variety of public discussions led by students. The students facilitate dialogues focused on the experience of war, engaging veteran clients of the WNY Heroes, Inc. and veterans in residence or day care at a group of senior living communities.

Attributes: CCE HISM YLIB ZCIV

HIST-2102 From the Rhine to Genesee (3)

From the Rhine to the Genesee will examine the growth and experience of German immigrants in Rochester through analysis of newspapers, public health records, and other primary sources available from the Rochester Historical Society, Rochester Public Library, Rochester Museum and Science Center, and the University of Rochester library St. John Fisher College—Rochester: Mapping Place, Space, and Identity, page 10 and archives. Students will review census data, read translations of select articles from three German-language newspapers published between 1851 and 1967, and study a number of historical secondary sources about German immigration. Students will pay special attention to how German immigrants in Rochester fared during the period of the 1918 flu pandemic. The course will also examine the German experience in larger comparative perspective, with particular attention to how racial, ethnic, and class inequities; the circumstances of their arrival; and larger policy and political factors facilitated the integration of this group more readily than others. Students will contribute narratives, images, and data to the deep map of Rochester, highlighting residential areas populated by German immigrants.

Attributes: YLIB ZCIV

HIST-2105 Dimensions of Service (3)

In Citizenship and Civic Engagement courses, students will gain the knowledge, skills, and perspectives they need to become contributing citizens in a diverse and complex society. These experiences help ensure a commitment to collaboratively working across and within community contexts and structures to achieve civic aims in a democracy.

Beginning with text and movie interpretation, students will explore the after experience of service providers and veterans of previous wars, specifically WWI, Iran, and Afghanistan. Veterans and support-service personnel (SIVs) and SJF students will be trained in best practices in discussion leadership, emphasizing the study of humanities sources about war and its aftermath, grounding in ethical frameworks, and discussions of cultural interactions. The course culminates with student and student veterans leading small-group public discussions with veterans and resettled interpreters in the community. This work is grounded in explorations of previous service workers' postwar experiences in WWI, Iraq, and Afghanistan. Students will work with the Veterans Service Agency and

Keeping Our Promise, providing a unique community experience.

Attributes: CCE YLIB ZCIV

HIST-2200 Ascertaining the Truth (3)

In the year 2000, a British court dismissed a libel charge filed by David Irving against Jewish Studies professor Deborah Lipstadt, who had described the former as a Holocaust denier. This course uses the libel trial in order to analyze the historicity of the Holocaust. Student draw on the trial transcript, additional primary sources and secondary print and digital sources, and the film medium in order to examine how Lipstadt proved that the Holocaust had, in fact, occurred, and that the libel charge against her was therefore baseless. The format is seminar, with discussion, lecture, and presentations by students.

Attributes: CIA HSCS YLIB

HIST-2210 Contemporary Issues (3)

In Contemporary Issues, we analyze clashing interpretations of the recent past and present in order to understand how we have gotten to where we are today in the United States.

Attributes: CIA HPES YLIB

HIST-2218 Iran: Past and Present (3)

This course will serve to introduce students to the history of Iran, its people and culture, as well as many of the issues confronting the country today. Much maligned in Western media at present, Iran is in fact a unique country with a rich and diverse cultural heritage and long, complex history. Therefore, over the course of the semester students will go beyond the image of Iran offered in Western media, explore the enigma that is Iran and its history, and acquire an understanding of this often misrepresented and misunderstood nation and its people.

Typically offered:
Spring – Even Years

Attributes: CIA YLIB

HIST-2308 History of Hunting (3)

This course examines the history, development, and significance of hunting in North America and Europe. Students consider the types of hunting (sustainment, aristocratic, public or private land, guided or unguided, canned or wild, sport, trophy, market, big game, small game, waterfowl, bow, gun, and primitive), the respective type of hunters, and the historic and systemic barriers to entry to hunting (socio-economic, racial, ethnic, and gender).

Attributes: DEI HSCS YLIB

HIST-2319 Hist of MidEast in Mod Era (3)

This course introduces students to the history of the modern Middle East, a vast region stretching from the Mediterranean Sea to the border of Afghanistan, and from the Anatolian Plateau to the Arabian Peninsula and Persian Gulf, comprised of such countries as Egypt, Iran, Iraq, Syria, Saudi Arabia and so on. Our exploration begins in the sixteenth century, the era of the Ottoman and Safavid empires, and concludes in the early twenty-first century. We survey not only the region's history, but also consider its distinct ethnolinguistic groupings and its diverse religious landscape. Over the course of the semester, students get past the image of the Middle East generally offered in Western media and learn to appreciate and understand the complexity of the region's history and its

peoples.

Typically offered:
Spring – Odd Years

Attributes: DEI HSCS ISRS YLIB

HIST-2440 jus post bellum&Civil Wars (3)

This course examines the quality of the peace established following modern European civil wars through the framework of jus post bellum (just Peace). The civil wars we study affected multiple levels of society from intense intrapersonal violence to systematic collapse. Understanding the historical causes of the wars and how they ended, helps students to distinguish, apply, and justify a holistic peace settlement which is more than simply the absence of violence, but one that establishes positive norms in addressing broader issues of justice.

Attributes: ER YLIB

HIST-2440 jus post bellum&Civil Wars (3)

This course examines the quality of the peace established following modern European civil wars through the framework of jus post bellum (just Peace). The civil wars we study affected multiple levels of society from intense intrapersonal violence to systematic collapse. Understanding the historical causes of the wars and how they ended, helps students to distinguish, apply, and justify a holistic peace settlement which is more than simply the absence of violence, but one that establishes positive norms in addressing broader issues of justice.

Attributes: ER YLIB

HIST-3990 Adv Research-Based Writing (3)

Students develop and inquiry-based project by conducting in-depth research using discipline-specific practices that result in transferable research and writing. Students build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project are communicated in both written and oral forms or on other media platforms.

Typically offered:
Fall

Attributes: AWC YLIB

Honors Program

Overview

Lauren Calimeris Kocman (Economics), *Program Director*

In the St. John Fisher University Honors Program, intellectually and experientially curious students join together to explore a broad range of topics that engage real-world values, differences, and problems and to seek to affect change in the larger community. Through work in and support from the Honors Program, students challenge their own and each other's assumptions and limits as they work toward excellence in their fields and a fuller understanding of the world in which they live. Fisher Honors students provide leadership in the classroom and beyond, exemplifying the foundational values of the institution of respect, integrity, and responsibility.

Students who qualify for the Presidential and Trustee Merit Scholarships are eligible to apply for the Honors Program. Honors students have typically graduated with a high school average of at least 92 percent and have a strong high school curriculum. While Fisher is test-optional, in prior years eligible students have demonstrated a combined score of 1200 or higher (math and evidence-based reading and writing) on the SAT or an ACT composite score of 24 or higher. Students may opt to submit test scores as part of their application process in being considered for the Honors Program. Transfer students are also eligible for consideration if their cumulative grade point average is at least 3.30. If transfer students have earned 12 credit hours or fewer at another college, they must have a high school average of 92 percent.

To graduate from the St. John Fisher University Honors Program, a student must participate in one one-credit seminar geared toward the career and self-development Fisher outcome; take a freshman year learning community and four specialized Honors core courses, which also fulfill Fisher's general education core requirements; and complete three keystone experience credits which are designed by the student and may include, but are not limited to, travel, research, service, creative work, or other Honors-based involvement. Honors students must maintain a minimum 3.30 cumulative grade point average each semester and be a full-time student.

Program Requirements

Specialized Honors Courses – 7 *credits*

- HNRS 1001 & HNRS 1002 – Honors Learning Community (6)*
- HNRS 201 – Honors Seminar II (1)

HNRS Core Courses – *12 credits*

- Four 3–credit 2000-level HNRS courses*

Keystone Experiences – *3 credits*

Content of these courses is customized by the students for advanced work in their majors, travel, service interests, or other kinds of Honors-based involvement.

- HNRS 470 or 472 – Keystone Experience I (1)
- HNRS 480 or 482 – Keystone Experience II (1)
- HNRS 490 or 492 – Keystone Experience III (1)

Total: 22 credits

**Fulfill Fisher Core requirements. Specifically, the Honors Learning Community fulfills the Learning Community Foundations requirement, and any four HNRS courses taken at the 2000 level meet the exploration area of the Fisher Core.*

Note: *Students must maintain a 3.30 cumulative grade point average. Honors core courses may not be taken S/U.*

Transfer students may be admitted into the Honors Program. Most transfer students do not take HNRS 1001 or 1002. The core exemption that a transfer student is granted for the exploration area of the Fisher Core determines the number of HNRS courses that the honors student must take at the 2000-level. All transfer students will complete at least HNRS 201 and the 3 keystone experience credits.

Honors Students and the Fisher Core

Students who are accepted into the Honors Program also complete all areas of the Fisher Core; however, Honors students must enroll in HNRS 1001 and 1002 as the required Learning Community courses. The four HNRS core courses that are required at the 2000 level take the place of the exploration core courses taken by the rest of the student population. Please see the director of the Honors Program for more information.

Honors Program Courses

HNRS-100 The Public Intellectual (3)

In this course, students trace the history and role of the Public Intellectual in America and elsewhere through extensive reading, research, and critical writing. Students produce multi-modal work that addresses, and enhances, the scholarly community that is St. John Fisher University. Our explorations and discussions cross creativity, science, economics, philosophy, and more, because we know that ideas, like the people who share them, are multifaceted and not limited to one category of thought.

Attributes: YLIB

HNRS-150 Indecision (3)

Students in this 2-credit course will immerse themselves in an area of immediate political and social importance. Students will study the issue from a variety of angles, including media, theory, history and statistics. They will then seek practical resolutions which they will implement in our community, whether at Fisher or in the Rochester community. The course will meet either 2 hours a week of for

9 weeks depending on the presiding instructor. A recent topic was the selection of 2016, for which students ran a voter registration drive and presented a policy forum to publicize the stances of each major candidate.

Attributes: YLIB ZEXL ZRES
Pre-requisites: HNRS-100 D-

HNRS-201 Honors Seminar II (1)

This course provides division-specific guidance to Honors students regarding research pathways, and guides them as they explore summer opportunities, internship opportunities, conference and publication opportunities, mentoring and other leadership opportunities, and foreign study programs, in the context of the Honors Program. In this course, students articulate academic and personal goals for the second half of their college experience and reflect upon their progress through the Honors Core.

Typically offered:
Fall

Attributes: YLIB

HNRS-214 P4 The Theory of Games (3)

The course will focus on combinatorial games. We'll figure out what that means together as a class. You, as students, will build a robust theory from scratch, including theories of partizan games, impartial games, nimbers versus numbers, the "mex" function, and basic Sprague-Grundy theory. This will be done via carefully guided exercises, presentations, and rich in-class discussions. And we'll play a lot of games! Some of them include Nim, Hackenbush, Kayles, White Knight, and Chomp. Using logical reasoning, critical analysis, and working together we'll be able to explore an idea to the cusp of what is known — and hopefully have some fun while doing it.

Attributes: P4 YLIB

HNRS-265 Honors Extension (4)

This course is offered during the spring semester. It has a significant online component during the semester, with the majority of the work falling in two weeks in May, following graduation.
During this time, students live and sometimes travel together with an intensive focus on one particular interdisciplinary topic through hands on work, and interaction with the community, and will complete a self-directed project. It will have a different focus each time it is taught. Examples include:. Pigments, Particles, Documenting Natural History; Immigrant/Refugee; Politics; Law and Order in Rochester.

Spring 2020 Topic: Spain and Morocco
Students in this course explore the mutual influences of Moroccan and Islamic culture and southern Spanish culture over the past 500 years, as well as the position and representation of Islam in contemporary Spanish culture, literature, food, and art. In one-hour sessions during the semester, students learn the Arabic alphabet and a basic background of the cultures, history, politics, and other important dimensions of life in these societies. From May 10th – 24th, participants are overseas, with 6 – 8 days in Seville, Spain and an additional 4 days in Morocco. In addition to history, culture, and art, the Morocco portion of the trip involves opportunities to meet and interact with people of the society.

The course has a fee that covers participation in all activities, food, hotel, and flight. It is approximately $3,500.

Attributes: YLIB

HNRS-450 Capstone (3)

This course prioritizes synthesis of knowledge obtained in the Core Curriculum and in the students' major area of study, and is organized around a big, cross-cutting topic that is especially well suited to examination through multiple lenses. The course is designed collaboratively by faculty members from the Humanities, the Social Sciences, and the Physical Sciences, and is taught in three classes simultaneously. All three sections share the same syllabus and the same assignments. Students will bring their own expertise as well as their familiarity with viewing scholarly issues through multiple perspectives, and will collaborate to create and present a solution or clearer understanding of a real world problem. Topics may include Love, Beauty, Mental illness, Conflict/violence/war, God, Poverty, Food, and others.
Spring 16 Topic: Sustainability.

Attributes: YLIB

HNRS-470 Keystone Experience I (1)

This course functions as an Honors enhancement to an experience outside of the Honors curriculum. It can be used as: an Honors contract added to a 300-level course in the major; a leadership role in an Honors academic experience (such as The Review; an independent Honors project associated with a semester abroad; an Honors project associated with an internship; researching and preparing a proposal for senior-level scholarship; research performed outside of the requirements of the major. Requires permission of the Honors Program Director. May be taken for credit up to three times. Graded S/U.

Typically offered:
Fall & Spring

Attributes: HONR YLIB

HNRS-472 Keystone Experience I (1)

This course functions as an Honors enhancement to an experience outside of the Honors curriculum. Experiences may include, but are not limited to, an Honors contract added to a 300-level course in your major; a leadership role in an Honors academic experience (such as The Review); an independent Honors project associated with a semester abroad; an Honors project associated with an internship; researching and preparing a proposal for senior-level scholarship; research performed outside of the requirements of the major.

Typically offered:
Fall & Spring

Attributes: HONR YLIB

HNRS-480 Keystone Experience II (1)

This course functions as an Honors enhancement to an experience outside of the Honors curriculum. It can be used as: an Honors contract added to a 300-level course in the major; a leadership role in an Honors academic experience (such as The Review); an independent Honors project associated with a semester abroad; an Honors project associated with an Internship; researching and preparing a proposal for senior-level scholarship; research performed outside of the requirements of the major. May be taken for credit up to three times. Requires the permission of the Honors Program Director.

Typically offered:
Fall & Spring

Attributes: HONR YLIB

HNRS-482 Keystone Experience II (1)

This course functions as an Honors enhancement to an experience outside of the Honors curriculum. Experiences may include, but are not limited to, an Honors contract added to a 300-level course in your major; a leadership role in an Honors academic experience (such as The Review); an independent Honors project associated with a semester abroad; an Honors project associated with an internship; researching and preparing a proposal for senior-level scholarship; research performed outside of the requirements of the major.

Typically offered:
Fall & Spring

Attributes: HONR YLIB

HNRS-490 Keystone Experience III (1)

This course functions as an Honors enhancement to an experience outside of the Honors curriculum. It can be used as: an Honors contract added to a 300-level course in the major; a leadership role in an Honors academic experience (such as The Review); an independent Honors project associated with a semester abroad; an Honors project associated with an internship; researching and preparing a proposal for senior-level scholarship; research performed outside of the requirements of the major. May be taken for credit up to three times. Requires the permission of the Honors Program Director.

Typically offered:
Fall & Spring

Attributes: HONR YLIB

HNRS-491 Internship (1 TO 3)

Internships are off-campus experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. Internships offer the opportunity to “try out” a career while gaining relevant experience and professional connections. Internships are completed under the guidance of an on-site supervisor and a faculty sponsor, who in combination with the students, create a framework for learning and reflection. An Honors Internship should reflect an opportunity above and beyond a standard internship in the major. Honors internships may be taken for 1-3 credit hours and are graded S/U.
Interns generally work 10 to 12 hours per week and complete additional departmental requirements. Professionalism is emphasized in all aspects of this course and its requirements.

Attributes: YLIB

HNRS-492 Keystone Experience III (1)

This course functions as an Honors enhancement to an experience outside of the Honors curriculum. Experiences may include, but are not limited to, an Honors contract added to a 300-level course in your major; a leadership role in an Honors academic experience (such as The Review); an independent Honors project associated with a semester abroad; an Honors project associated with an internship; researching and preparing a proposal for senior-level scholarship; research performed outside of the requirements of the major.

Typically offered:
Fall & Spring

Attributes: HONR YLIB

HNRS-496 Independent Study (1 TO 3)

The student’s independent study is under the direction of the Honors Program Director. An opportunity to explore an area not regularly offered in the
program. Completion of the Independent Study Authorization form is required.

Typically offered:
Fall

Attributes: YLIB ZEXL ZRES

HNRS-1001 Communicating Places (3)

The Honors Program learning communities utilize place-based learning to engage with our local communities and ourselves. In this experiential learning setting, Honors scholars will explore Rochester and/or surrounding areas together, following their own curiosity through Rochester’s many stories and structures, historical and new. Students will analyze and experience our local community to delve into a deeper understanding of how the Rochester community has evolved to be what it is today. No longer will students answer questions posed, but rather scholars will learn to ask and answer questions, creating their own learning. Scholars will communicate their findings and conclusions in writing, as well as visually and/or orally.

Typically offered:
Fall

Attributes: HONR LC YLIB

HNRS-1002 Connecting Spaces (3)

The Honors Program learning communities utilize place-based learning to engage with our local communities and ourselves. In this experiential learning setting, Honors students will explore Rochester and/or surrounding areas together, following their own curiosity through Rochester’s many stories and structures, historical and new. Students will analyze and experience our local community to delve into a deeper understanding of how the Rochester community has evolved to be what it is today while simultaneously exploring their own personal histories and self. No longer will students answer questions posed, but rather students will learn to ask questions, creating their own learning.

Typically offered:
Fall

Attributes: HONR LC YLIB

HNRS-1299 Research-based Writing (3)

Students extend their writing skills to focus on the elements of a college-level, academic research paper in one of several areas: humanities, social sciences, sciences, quantitative sciences. Emphasis is on finding and exploring a research question of one’s choice, persuasive writing, the inclusion of more than one perspective on an issue, the proper use and documentation of sources, and revision. Honors students in particular use this course to advance their understanding of research in their own areas of interest, research opportunities at Fisher and outside of Fisher, and the role research writing plays in the larger academic world. Students also practice effective oral communication of their research process or findings.

Typically offered:
Spring

Attributes: HONR RW YLIB ZRES

HNRS-2500 Topics in Exploring Society (3)

Why are we… Students will engage with contemporary issues and analyze various societal constructs from a multidisciplinary perspective. Through collaboration, students will address issues of diversity, equity, and inclusion in attempts to solve real world problems. A necessary part of this class will be clear and critical communication through a variety of means and relevant to the field in which society is explored. Specific topics will vary by semester.

Students may register for this course up to three times but not repeat a topic

Attributes: HONR YLIB

HNRS-2501 Crime Scene Chemistry (3)

This course focuses on investigative chemistry. Students assume the role of a forensic chemist and become familiar with the chemical tests that are used in the analysis of physical evidence to aid in identification and analysis of fingerprints, glass, inks, fibers, narcotics (drugs), alcohol, and blood. Students conduct an investigation through experiments that are linked to the staged crime scene, testimonial evidence and a set of physical evidence which should lead them to one or another prime suspect. Students assume the role of an expert witness in a court and argue for who they think was the perpetrator by providing evidence and an informative laboratory report as well as an oral presentation on the analysis of the items of physical evidence under study.

Attributes: HONR YLIB

HNRS-2502 Bio Effects Envr Toxins (3)

This class investigates the effects of environmental toxins on the human environment, including but not limited to human development, behavior, immunity, and cognition. Students examine toxins in health care products, fragrances, house cleaning products, and other consumer goods. Students further focus on drinking water and document the process through digital storytelling. Students test and compare levels of current toxins to past data and other regions, as well as investigate sources of pollution and policies and procedures enacted to alleviate and cease contamination.

Attributes: HONR YLIB

HNRS-2503 Theories of Games (3)

This course focuses on combinatorial games. We figure out what that means together as a class. Students build a robust theory from scratch, including theories of partizan games, impartial games, nimbers versus numbers, the “mex” function, and basic Sprague-Grundy theory. This is done via carefully guided exercises, presentations, and rich in-class discussion. And we play a lot of games! Some of them include Nim, Hackenbush, Kayles, White Knight, and Chomp. Using logical reasoning, critical analysis, and working together, we are able to explore an idea to the cusp of what is known – and hopefully have some fun while doing it.

Attributes: HONR YLIB

HNRS-2504 Fungi: Friend or Foe? (3)

Fungi have molded life as we know it. This course investigates fungal influences throughout history, illustrates how they ‘infect’ all aspects of the world around us, and explores the interdisciplinary nature of science. Students with credit for BIOL 116C or HNRS 316 cannot earn credit for HNRS 2504.

Attributes: HONR YLIB

HNRS-2505 Invention & Innovation (3)

A primary goal of this course is to instill the idea that anyone can be an inventor/innovator. To this end, student will learn the history and processes that lead to many of our greatest inventions. Student will also explore the conditions that foster innovation as well as the process by which ideas can be selected and developed into marketable products, creative artifacts, and useful technologies. Interaction with Rochester stakeholders will provide students with the opportunity to identify & frame problems as well as analyze their potential root causes. Finally, students will use what they have learned in class to collaborate on a product, creative artifact or useful technology that will meet a need unfulfilled in the Rochester area.

Attributes: HONR YLIB

HNRS-2506 Science of Happiness (3)

Historically, the field of psychology has placed a great deal of attention on challenges and obstacles. More recently, however, the field has given more attention to the positive side of human nature and the most effective ways to "pursue the good life." This course examines scientific research centered on happiness and psychological well-being. Topics include the nature and measurement of happiness, cultural differences in the experience of happiness, the history of positive psychology and well-being during stressful times (e.g., pandemic). We will explore what different disciplines (biology, chemistry, religion, philosophy, etc.) contribute to our understanding of happiness and well-being. We will also have in depth discussions of different strategies for promoting happiness and well-being, such as mindfulness, gratitude, humor, love, emotional intelligence, volunteerism, and the characteristics of successful relationships. Students will write a thorough, empirically based paper, as well as present information to their classmates on a topic related to course material. It is also possible for students to engage in an applied project, developing and sharing positive psychology related materials to community groups

Attributes: HONR YLIB

HNRS-2507 Storytelling with Data (3)

This course will help students develop skills in communicating data through imagery to reveal the best insights in the most compelling way to varied users. Students will learn to incorporate story telling techniques and methods of structured communication into hands-on analytical work to make their findings memorable, relatable, and lead to action. The course will begin with basic data analytic tools and will include a focus on how to analyze an issue in order to create policies/recommendations that are fair, equitable, and effective.

Attributes: HONR YLIB

HNRS-2508 The Unexpctd Jrny of Phys (3)

The Unexpected Journey of Physics allows students to collaborate with their peers to design and build objects ranging from bridges to catapults to mini-speakers. Students will following an engineering process which allows for prototypes to be built and tested so the results can inform groups on how to redesign for improved performance of their device. During this process students will learn about the physics of their device through a historical lens.

Typically offered:
Spring

Attributes: HONR YLIB

HNRS-2509 Demystifying Martial Arts (3)

Martial arts like karate, Brazilian jiujitsu, and tai chi are often shrouded in mystery. On the movie screen, they can be dazzlingly displayed. These martial arts have a rich history and tradition, and are grounded in solid science, particularly physics and anatomy. This course will allow anyone – whether you have experience in a martial art or not – to learn more about these arts. You will learn

some techniques, explore the science behind them, and discuss the ethical implications of employing them for self-defense. We will also explore some of the history of these arts, how they differ from other combat-related training (e.g. military training), and how studying them can have major psychological, emotional, and physical benefits.

Typically offered:
Spring

Attributes: HONR YLIB

HNRS-2510 Not Your Grandparents High (3)

How do today's illicit drugs compare with those of our grandparents? Students in this course will investigate the chemistry of illicit drugs including the variability of today's drugs with those our grandparents had available to them. Investigations will include labwork experience. Additionally, students will examine illicit drug representation in media including film, television, and music.

Typically offered:
Fall

Attributes: HONR YLIB

HNRS-2511 Crime Scene Science (3)

Students will apply science to the process of law by collecting, examining, evaluating, and interpreting evidence. Through hands-on analysis and dissection of case studies, students will gain a basic understanding of the scientific and analytical approach to determining the value of evidence for criminal investigations.

Attributes: HONR YLIB
Pre-requisites: HNRS-1299 N D-

HNRS-2512 It's a Bird's World (3)

This course begins with an overview of avian biology and the interdependence of particular avian families with their ecological home. From that foundation, we turn to the place of ornithology in the historical imagination in music, literature, film, and the visual arts. Students will engage in the bird world with (perhaps) all their senses, and create their own works of art grounded in their new bird's eye understanding of the world. In addition to biology and the arts, the course is likely to touch on issues of conservation and government policy as well the local environment and native species.

Typically offered:
Variable

Attributes: HONR YLIB

HNRS-2521 Am Hlthcare: Past to Prsnt (3)

Using a social history model, this course is designed to broaden and then refine through historical analysis, the student's view and understanding of the forces that shaped the current healthcare system, as well as the enduring issues that continue to be challenging. Various eras throughout American history are examined to provide the contextual background necessary to better understand events of the time. Social class, gender, ethnicity, culture, and race are also addressed. Major events and defining moments in healthcare history are also highlighted, as are individuals and leaders in American healthcare.

Attributes: HONR YLIB

HNRS-2522 Psychology of Leadership (3)

This course examines the underlying psychological principles behind being a strong team contributor, a team leader, and a leader. Students learn the principles in these areas and practice them in ways designed to improve teams, leaders, and develop organizations. Some of the principles include group dynamics, improving teamwork, understanding leadership, adult learning principles, and team and organizational development.

Attributes: HONR YLIB

HNRS-2523 Seeing White:Neo-Nazi Mvts (3)

It may seem paradoxical that a country that has fought against the Nazi occupation of Europe has witnessed so many expressions of white supremacist activism and violence. This courses analyzes the ideology, organization, and actions of neo-nazi movements in the United States. To what extent have these movements gained strength over the past years? Do they share a common ideological foundation? How are they organized and what is their relations to non-US white supremacist groups? How and whom do they recruit? We address these questions through different disciplinary angles (history, political science, sociology, psychology) and using a variety of sources (social media sites, academic studies, guest lectures from former members, experts of hate groups, or undercover police officers).

Attributes: HONR YLIB

HNRS-2524 Ethics and Democracy (3)

This course explores the ethical issues and challenges underlying successful democracies here and internationally. Students will consider the key threats (including poverty and climate change), and will turn to international efforts to build and sustain democracies through media literacy, sustainability, and other programs and movements. Students will explore the issues directly facing their own communities and learn what is already being done to address those issues.

Attributes: HONR YLIB

HNRS-2525 Public Choice & Interest (3)

Should we be surprised when there is corruption and graft in government? Are legislators and bureaucrats always motivated by the public interest? What is the public interest? This class will provide an overview of Public Choice Theory, a field of study at the intersection of economics and political science. Public Choice uses the tools of economics to study non-market decision making, especially in the areas of social choice and public policy. Students will examine the evolution of Public Choice; will study the works of seminal scholars in the field, like Anthony Downs, James Buchanan, and Kenneth Arrow; and will apply these concepts to new areas.

Attributes: HONR YLIB

HNRS-2526 Sports as Capital Culture (3)

Although we often think of sports as leisurely activities, for the most part they are in fact a form of labor. This course will re-orient our thinking about sport so that we can better understand how it operates an unequivocal site of late Capitalism, though often doing so under the guise of just being a “game.” As such we will explore issues of disparities and inequities throughout the sports landscape – from high schools to universities to professional leagues. We will ground these issues in relation to gender and race and ethnicity in terms of opportunities, investments, and compensation, but we will also focus explicitly on wealth inequities and labor exploitation throughout the varying levels of sport. By thinking critically about the sports industry as a whole and reorienting how we view what is happening on the field/the court/the pitch, we will come to question how games are never really just games but are sites of meaning.

Attributes: HONR YLIB

HNRS-2527 The Psychology of Weight (3)

Body weight is a complex topic that receives ample attention in modern society. This course examines scientific research on the psychological processes and outcomes involved with how people think about and manage body weight, as well as reactions to weight-based devaluation. Some topics to be explored include weight culture, body image, dieting, food psychology, physical activity, and weight stigma.

Typically offered:
Fall

Attributes: HONR YLIB

HNRS-2528 Sustainable Cultures (3)

Students interrogate the socio-cultural habits that have influenced Americans to participate in a largely disposable/short-term usage society, habits which have social, psychological, economic, and environmental consequences. Students also examine other countries' cultures (e.g. Filipino death customs; the tiny house movement as a global movement; Swedish projects in human composting). Students complete a project in which they produce some artifact (e.g. a project proposal; a plan for their own tiny house; an end-of-life and burial agreement with their families) fundamentally informed by their consideration of social, societal, economic, and bureaucratic/political elements and supporting a contribution toward alleviating one of the problems considered over the course of the semester.

Typically offered:
Variable

Attributes: HONR YLIB

HNRS-2529 Psychology of Sleep (3)

Although we spend nearly a third of our life sleeping, most of us take this daily alteration in consciousness for granted. In this course we will examine the physiological and behavioral events of sleep. Topics will include circadian rhythms, measurement of sleep, function of sleep, sleep disorders, and healthy sleep practices.

Attributes: HONR YLIB

HNRS-2530 ROC Leadership Legacy (3)

This course will offer students an in-depth examination of the impact that Rochester's diverse and influential leaders have had on historic local, national, and international events/issues. Through dynamic classroom discussions and activities, students will investigate how these leaders' unique identities were constructed, later defined, and are currently viewed. Using Frederick Douglass and his role in shaping the abolitionist movement as an example, the course will explore and apply the concepts of Social Location, Intersectionality, and Social Identity. Using a range of sources, each student will identify, research, and analyze the identity and impact of a historically influential Rochester leader. As a cohort, the students will evaluate how their selected leaders' legacies are influencing current events, issues, and movements.

Attributes: HONR YLIB ZCIV

HNRS-2531 Society & the Environment (3)

The course will examine the dynamic relationship between human societies and the natural world. Social systems and ecosystems are interrelated and are experienced on a range of levels, from the micro, local level to the global, transnational sphere. The core issues of environmental sociology concern the effects of social structures such as different social groups and social networks on the environment. We will focus upon how humans are dependent upon the environmental world yet often human actions can create unintended effects. Under our current economic model of capitalist growth, environmental resources are limited in availability and continual extraction may produce negative consequences. We will examine how social systems may be rearranged to ensure environmental justice and sustainability.

Attributes: HONR YLIB ZCIV
Pre-requisites: HNRS-1299 D-

HNRS-2532 Immigration is US (3)

We are a nation born of immigrants and each of our families has a story to tell. In this course, we will explore the various groups of immigrants that came and are still coming to the US searching for hope, future, identity, and achieving the American Dream. Some immigrants adapted to the new world and some struggled as they were not able to let go of who and where they came from. Through texts and films, we will be analyzing themes of identity, gender, poverty, hope, religion, assimilation, acculturation, stereotypes, discrimination, among others. We will also be discussing current event issues including, but not limited to DACA, open borders, and sanctuary cities.

Attributes: HONR YLIB

HNRS-2537 Farm to Fork and Farther (3)

Where does your food come from, what resources are needed to get it to you, and what happens to all that you can't eat? This course will approach the question of food from many different angles. We will get our fingers in the dirt and make things grow. We will learn slow food, and explore the ideals of locavores. We will work alongside farmers and local artisans, and learn which foods are native to this area. We will investigate food waste and the technical, ethical, and legal facets of composting and food waste diversion. We will consider how food does and does not flow throughout our community, including food deserts, and consider how geography and history affect nutrition options. We will explore how our government (local and national) and community (Fisher) address questions of food insecurity.

Attributes: HONR YLIB

HNRS-2538 Environmental Racism (3)

Environmental Racism is the disproportionate impact of environmental hazards on people of color. Understanding those hazards relies on science, policy, economics, and the historical development of power structures. Through case studies students will be guided through an exploration of environmental justice/injustice within local, regional and international communities. This course is highly interactive and discussion-based.

Attributes: HONR YLIB

HNRS-2539 Scripture and Politics (3)

This course looks at some of the ways that people use the Bible as a scripture to address contemporary social issues. Specifically, the five books of Moses (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy) are read in conversation with contemporary sources to look at 1) environmental issues and human responsibilities, 2) issues related to gender and sexuality, and 3) issues of race and ethnicity. Student also consider the historical and cultural contexts in which the five books of Moses were written.

Attributes: HONR YLIB

HNRS-2540 Hamilton Then and Now (3)

In this 2000-level Honors course, we explore the life of Alexander Hamilton and the Broadway musical Hamilton through a variety of historical and theoretical perspectives (i.e. critical theory, critical race theory, feminist theory). We seek to better understand the past, present, and future of American government and politics, and what it means to be an "American citizen." Specific topics are the creation of American government, the foundations of modern American political parties, taxation, banking, the International/Colonial American slave trade and the abolition movement, Colonial and Revolutionary War history, New York history, and health issues of that time, as well as hip hop and American musical theater.

Attributes: HONR YLIB

HNRS-2541 Buddhist Philosophy (3)

Buddhist philosophy has been developing for almost 2,500 years, and in this time, it has cultivated a strong emphasis on compassion, non-anger, nonviolence, tolerance, forgiveness, and moral responsibility to self, others, community, and nonhuman beings. Through class-based discussions, students learn about the relevance of Buddhist philosophy for their life, the campus community, and civic engagement. The focus then, is not only on understanding the nuances of Buddhist philosophy but how to apply it to everyday challenges beyond the classroom.

Typically offered:
Spring – Odd Years

Attributes: HONR YLIB

HNRS-2542 The (Mis) Information Age (3)

The contemporary era is characterized by the irony that the more access we have to information, the less we seem to be able to trust it. This manifests itself in declining credibility of major media, increasing influence of partisan media, viral spread of falsehoods and misleading information on social media, and willful ignorance of scientific data on emotionally charged topics. This course examines these and other topics, primarily through a framework of media theory (e.g.propaganda theory and social construction of reality).

Attributes: HONR YLIB

HNRS-2543 Explr Diversity Thru Media (3)

The nature in which diverse individuals are portrayed in the media affects our socially constructed perceptions. To understand the experiences of marginalized populations, this course introduces students to ways that diverse people are thought about and portrayed. Micro-aggressions, positive and/or negative portrayals of culture, race, gender, and disability in every day media such as motion pictures, television series, newscasts, advertising, websites, and books can increase our awareness, stimulate discussion, and decrease stereotypes. This class includes a photography project.

Attributes: HONR YLIB

HNRS-2544 African American Food Culture (3)

This course explores a wide variety of issues connected to the African American food tradition: its roots in the conditions of slavery, but also its role in the creation of a Southern food culture, the effects of the Great Migration (1916-1970) and of Caribbean immigration, urban "food deserts" and how that has impacted equity and health in contemporary America, the history of food activism, and more. We take special care to place all of this awareness in a Rochester context, considering the history of Rochester's

African-American communities and its urban policies as well as where we are today. Students cook and eat a wide variety of foods, and are introduced to restaurants, shops, chefs, and food activists in Rochester.

Typically offered:
Variable

Attributes: HONR YLIB

HNRS-2545 How Do We Know? (3)

Working with both physical and online archives, students engage in archival research, considering both the artifacts found within particular archives (photographs, manuscripts, etc.) and the concept of "the archive" itself as a space that structures cultural knowledge.

Attributes: HONR YLIB

HNRS-2546 Race, Bias, Action (3)

This course provides an in-depth explanation of the theory and practice of living and learning in a diverse and pluralistic society. Students actively explore the ways socio-cultural practices simultaneously support and marginalize different groups of people. As a foundation for building an understanding of contemporary issues of diversity, students explore the ways in which language, literacy, culture, and experience influence the construction and deconstruction of knowledge at the societal, institutional, and individual level. Furthermore, we discuss issues of intentional and inadvertent discrimination as it occurs societally, institutionally and individually. Such interconnected exploration seeks to problematize our role in the construction and maintenance of a 'hegemonic' landscape for learning. Throughout the course, students discuss and interrogate issues related to social justice, with particular emphasis on the investigation of the discourses that create inequity in society. In addition to readings and films, students are involved in off campus activities and plan and propose a campus wide action plan to deal with racial inequities on campus.

Attributes: HONR YLIB

HNRS-2547 Truth Through Metaphor (3)

This course examines metaphor as it is represented in selected 20th century American film and literature. Why are metaphors an essential component of human communication? What is the relationship between art and metaphor? How do writers and filmmakers employ metaphor to effect cultural and social change? The works in question allow us to analyze the conflicts and moral dilemmas confronting the individual in society. In this class, students ask difficult questions and propose and develop original interpretations and critical judgments of what they see and experience. Visual thinking and writing skills are developed through a series of personal observations shared in classroom discussions and recorded in course journals as well as in more reflective responses through Blackboard (online) discussions, formal written critiques/essays, and the final project paper.

Attributes: HONR YLIB

HNRS-2548 Conflict and Communication (3)

The creative arts have always played a role in political upheavals, giving form to ideas sometimes too new for words. The author Shelley wrote that poets are the "unacknowledged legislators" of a country, and some say that if a person can make the songs of a nation, it does not matter who makes the laws, as the songs sway the people. This class focuses on creative expressions, very much in the context of our own time, that are timely, powerful and meaningful to each student.

Attributes: HONR YLIB ZCIV

HNRS-2549 PR and Social Movements (3)

Communication plays a vital role in our day to day lives. But how does the way we communicate impact our society? Students first learn about public relations – what is it? what is it not? – and then examine the role of public relations in social movements and activist causes, taking the women's suffrage movement as our primary case study. Through independent research, students identify the ways that communication has been used to persuade, motivate, and change attitudes in an effort to advance social movements and activist causes.

Typically offered:
Spring

Attributes: HONR YLIB

HNRS-2550 Public Viewing (3)

In this course, students explore all aspects of art exhibition from physical and aesthetic decisions such as framing and display spaces to questions of access—Who gets to be heard? Who gets to decide who gets heard? Who is the desired audience?—and funding. These issues intersect with policy, urban planning, and school funding, as well as with visual arts. Students will interact with curators and artists in the city of Rochester. Final projects may range from hands-on creativity to creating an exhibit for the Fisher community.

Attributes: HONR YLIB

HNRS-2551 STEAM & Human Experience (3)

The arts are an important expressive element often forgotten in the mania for STEM fields, but scientists are creative people in a full range of ways. Who are the people of the STEM disciplines? We live in a world of their creation but what do we know about them as people? How do they express themselves in ways other than theory development, problem solutions, and invention? What do the artifacts of their expression and the historical record tell us about them as people? We will answer these questions by examining a broad range of literature, art, film, music, and history related to the human experience of scientists, mathematicians and engineers.

Attributes: HONR YLIB

HNRS-2552 A Resilient Life (3)

Life is filled with challenges, but we always have a choice concerning how to respond to life's obstacles. This course will reflect on living a good life through the lens of resilience. For ancient thinkers, philosophy helped people to live well, and this is true of the Stoic philosophers who wanted to help people to be more resilient, serene, and courageous in the face of life's challenges. In addition to exploring Stoic philosophy at the center of this course, we also will engage modern sources focusing on resilience, which Stoic philosophy has inspired. Focusing on resilience and resilience practices, we will discuss insights from Cognitive Behavioral Therapy (CBT), happiness studies and Positive Psychology, and mindfulness practices; each of these fields overlaps with Stoic philosophy and builds on some of their insights. In the end, the purpose of this class is to provide a philosophical understanding of resilience primarily through Stoicism, an opportunity to intentionally incorporate these practices into your daily life, and an opening for students to cultivate their own philosophy of life that will allow them to be more resilient when life doesn't go as planned

Attributes: HONR YLIB

HNRS-2553 Hollywood as Historian (3)

From their very humble beginnings in the penny-arcade kinetoscopes, American movies have served both to express our greatest dreams and accomplishments and document our most important struggles and conflicts.

“Like writing history with lightning,” as Woodrow Wilson once put it, American film has not only reflected our history, but at times played a very critical and sometimes unseen role in rewriting it. In this class we will focus on the fascinating ideological role that Hollywood in particular has played in shaping our vision of ourselves as Americans and the ways in which we have thought and think about class, race, gender, sex, sexuality and identity.

Typically offered:
Variable

Attributes: HONR YLIB

HNRS-2554 Italian American Identity (3)

Between 1870 and 1920 over five million Italians immigrated to the United States. They were mainly men, and about one half returned to Italy. Those who remained, often joined by their families, left an indelible mark on the American cultural, political, artistic, educational and social landscape. This course investigates the fascinating story of Italian immigration to the United States. Our inquiry will be interdisciplinary. We will study historical texts, literature and cinema that address the historical and sociological conditions of 19th Century Italy, the odyssey of immigration to and assimilation in the United States, and life in the ethnic neighborhood. We will also explore the mafia, forms of prejudice, and ways Italians uniquely manifested their social values in labor unions, religion, and education. Upon successfully completing this course, you will have a solid grasp of how Italians, in becoming Americans, contributed to the rich fabric of life in the United States.

Typically offered:
Spring – Even Years

Attributes: HONR YLIB

HNRS-2555 Weird Fiction (3)

This course will explore and play with the speculative fiction genre (aka sci fi, folklore, fantasy and everything in between). We will examine everything from novels and short stories, to games and films. Texts may include the following authors (Neil Gaiman, Victor LaValle, Octavia Butler, H.P. Lovecraft, adrienne maree brown), films (Us, Coraline), shows (Black Mirror), podcasts (Welcome to Night Vale) and games (D&D). In this class students will be craft both scholarly and creative work.

Typically offered:
Variable

Attributes: HONR YLIB

HNRS-2556 Postwar British Hist Thru Film (3)

In this course, students will engage in a cross-disciplinary examination of the ideological, institutional and cultural forces that have shaped the post-WWII United Kingdom. They will examine developments in the political, commercial, cultural, and media realms across the United Kingdom. While the course format is a mixed lecture-discussion, a significant component will be given over to student-led presentations and discussions on pertinent course-related topics.
Through a mixture of readings and feature films depicting elements of British life in this period, students will explore the major events of post-WWII British history. The goal is to provide students with a non-U.S. case study of the development of a modern nation-state which has had to tackle a fascinating and complex range of cultural, political, and economic issues over this period. Since

the UK is culturally quite close to the United States, a consistent effort will be made to draw parallels and comparisons, where relevant, between both countries.

Attributes: HONR YLIB

HNRS-2557 Grand Strategy Challenge (3)

Through reading and discussion, students will examine and analyze the concept and implementation of grand strategy- how states from the classical period to the present have organized and implemented strategies to achieve their political and economic interests within a dynamic international system of intrastate competition and cooperation. Concepts include why states employ military, economic, and diplomatic resources, what factors shape or determine the types of strategies implemented, and the differences in national strategic policies based on theories of Realism and Idealism.

Attributes: HONR YLIB

HNRS-2558 Staging Resistance (3)

Theater can serve both entertain an audience and act as an agent for societal change. Students will read dramatic works that act as catalysts of change and study performance artists who work towards political goals. Students will also participate each week in improvisational, acting, and movement exercises meant to prepare students for the work of the second part of the class. Following the principles of devised theater, students will write and perform their own short monologues and plays around topics related to diversity, equity, and inclusion; social justice; or climate politics in a series of performances on and off campus at the end of the semester. The second half of the semester will focus on rehearsals and students should plan on rehearsing outside of class time (in lieu of traditional homework). Students may earn students keystone credit by restaging the show at the Rochester Fringe Festival in the early fall.

Attributes: HONR YLIB ZCIV

HNRS-2559 Art, Instrument of War (3)

Pablo Picasso famously said that “Painting is not done to decorate apartments. It is an instrument of war.” Paintings indeed serve as a powerful tool for political propaganda, reflect the main ideologies, political events and issues of their times, and question dominant societal norms and the injustice and inequalities they create.
In this course, students will use some of the basic vocabulary and techniques of painting in order to better understand the political meaning artworks and the intent of their creators, using example ranging from the renaissance period to contemporary art. In doing so, they will examine how artists position themselves vis a vis the most salient issues of the times, ranging from war, immigration, racism, LGBTQ+ rights, or the social and environmental impact of capitalism.

Attributes: HONR YLIB

HNRS-2560 Courageous Conversations (3)

Ask good questions. Collaborate. Communicate. These are essential skills in today’s job market. In this class, we practice skills to further students’ global citizenship. A main challenge today is to work with others in order to effectively solve local or national problems. Students learn effective and responsible leadership by engaging in courageous conversations about challenging topics. This class examines different models of dialogue, such as political peace-making strategies, social justice conversations, and dialogue-centered teaching methods. Students develop an action plan that addresses a local or campus problem and write a research paper exploring areas of individual curiosity on these topics.

Typically offered:
Spring – Even Years

Attributes: HONR YLIB

HNRS-2561 Hitchcock Through the Ages (3)

One of the greatest artists of the 20th century, Alfred Hitchcock was also one of the most popular. In this course, we will explore the source of this popularity and how, in a career that spanned six decades, Hitchcock created film masterpieces that illuminated key themes in Western culture and whose suspenseful stories and ideas about gender, sex, family, guilt, voyeurism, paranoia, marriage, distrust of authority, and morality spoke to generations of film audiences. Students will explore Hitchcock's films through several theoretical film frameworks and lenses including feminist film theory, Marxist film theory, psychoanalytic film theory, queer film theory, and auteur film theory. An important outcome of this class will be a four-week Hitchcock film series presented by the students at the Dryden Theatre at the George Eastman Museum, which will allow students to extend their classroom knowledge by engaging in meaningful discussions with the community about Hitchcock and his timeless appeal to audiences through the ages.

Typically offered:
Spring

Attributes: HONR YLIB ZCIV
Pre-requisites: HNRS-1299 D-

HNRS-2565 Honors Extension (4)

This course is offered during the spring semester. It has a significant online component during the semester, with the majority of the work falling in two week in May following the graduation ceremony. During this time, students live and sometimes travel together with an intensive focus on one particular interdisciplinary topic through hands on work, interaction with the community, and completion of a self-directed project. The course has a different focus each time it is taught. Examples include: Pigments, Particles, Documenting Natural History; Immigrant/Refugee; Politics; Law and Order in Rochester.

Attributes: HONR YLIB

HNRS-2570 Swinging Fore the Green (3)

The physics of a golf swing is deceptively more complicated than one might imagine. The "science" that goes into making the "perfect" golf shot is an interesting mix of physics and technical skill. In this course students will study the principles of the "perfect" swing and learn to put that science into practice using simulation, the driving range and even on the course.

Attributes: HONR YLIB

HNRS-2599 Topics in Bridging Community (3)

We live in multiple communities simultaneously: the Fisher community, the Rochester community, and various other communities related to our interests and identities. In this course, students will engage with contemporary issues in at least one community, applying ethical reasoning in conjunction with knowledge and skills developed in both curricular and co-curricular experiences to attempt to address the community's issues. A necessary component of this class will be working together to apply classroom knowledge to a community. Specific topics will vary by semester. Students may register for this course more than once but may not repeat the same topic.

Attributes: HONR YLIB

Human Services

Overview

Matthew Bereza, *Chair of the Division of Behavior Sciences*

Housed within the Division of Behavioral Sciences at St. John Fisher University, the Bachelor of Science in Human Services prepares students for careers that promote individual and community well-being through ethical, inclusive, and evidence-based practice. Rooted in the university's mission of goodness, discipline, and knowledge, the program is designed for students committed to addressing the complex challenges facing diverse populations. With an emphasis on interdisciplinary learning, social justice, and culturally-responsive care, the program equips students to support individuals and communities across a wide range of human services settings.

The Human Services curriculum draws from psychology, sociology, public health, and related disciplines, providing a foundation in human behavior, systems of care, and public policy. Required coursework includes foundational studies in psychology and sociology, lifespan development, diversity, research methods, and public health policy. Students are provided with professional development early in the program to help guide their degree choices. Elective offerings allow students to tailor the degree to their interests, with options in mental health, healthcare, family systems, ethics, and underserved populations. Finally, students complete their studies with a capstone in human services that integrates academic knowledge with applied skills and ethical practice. Elective offerings allow students to tailor the degree to their interests, with options in mental health, healthcare, family systems, ethics, and underserved populations.

Theory, Investigation, and Practical Application

Through coursework and applied learning, students develop the ability to assess human needs, design service plans, and advocate for equitable access to care. Program learning outcomes emphasize cultural competence, ethical decision-making, interdisciplinary problem-solving, and systems-level thinking. Whether working directly with clients, supporting organizational development, or pursuing graduate study, graduates are equipped to engage in meaningful, change-oriented work that enhances the quality of life for individuals, families, and communities.

Geared for Direct Service

Graduates of the Human Services program may pursue careers in a variety of fields including social services, mental health and counseling support, nonprofit and community organizations, educational settings, healthcare, public agencies, gerontology, and human resources. They are prepared for roles such as case managers, behavioral health technicians, program coordinators, family advocates, and public health educators. Students may continue their education in graduate programs such as social work, counseling, public health, or public administration.

The program's design reflects a collaborative and interdisciplinary process involving faculty from psychology, sociology, anthropology, and public health. This interdisciplinary approach enriches the curriculum and models the collaborative spirit essential to work in human services.

In alignment with St. John Fisher University's mission, the BS in Human Services cultivates ethical leaders and practitioners who are deeply attuned to the structural and cultural dynamics shaping the human experience. Through rigorous academic training and a sustained commitment to service, students are prepared to advocate for dignity, access, and justice within and beyond their communities.

Program Requirements

B.S. in Human Services

Requirements

Foundation Courses – 28 *credits*

- PSYC 100C – Intro to Psychology (3)
- SOCI 101D – Intro to Sociology (3)
- SOCI 150 – Intro to Human Services (3)
- PSYC 227C – Child & Adolescence Development --OR-- PSYC 231 – Lifespan Development (3)
- SOCI 285 – Sociological Research Design & Methods (3)
- PSYC 267 – Psychology of Diversity (3)
- SOCI 281 – Child & Adolescence Development Understanding Families (3)
- PUBH 320 – Public Health Policy (3)
- PUBH 420 – Capstone in Human Services (3)
- PSYC 195 – Professional Development (1)

Elective Courses – 15 *credits*

- ECON 224 – Economics of Healthcare (3)
- SOCI 201 – Principles of Epidemiology (3)
- SOCI 217D – Latino Healthcare Issues (3)
- SOCI 221 – Helping Professions In Action (3)
- SOCI 233 – Populations, Programs & Health (3)
- SOCI 235C – Agencies & Careers (3)
- SOCI 344 – Social Determinants of Health & Healthcare (3)
- SOCI 2111 – Aging & Life Courses (3)
- SOCI 2424 – Death & Dying (3)
- PSYC 211 – Introductory Psychopathology (3)

PSYC 235 – Social Psychology (3)

- PSYC 255 – Health Psychology & Behavioral Medicine (3)
- PSYC 270C – Drugs & Behavior (3)
- PUBH 205 – Nutrition & Community Health (3)
- PHIL 124C – Introductory Ethics (3)

Total: 43 credits

Human Services Courses

HUMS-100C P3 Intro to Psychology (3)

This course provides the student with an integrated approach to psychology. Students are introduced to both the empirical and theoretical views of behavior within a discipline noted for its breadth and diversity of interests.

Typically offered:
Fall & Spring

Attributes: P3 YLIB

HUMS-101D P3 Intro to Sociology (3)

This course provides students with a general introduction to the field of Sociology and the major concepts employed for studying the interrelations between the individual, groups, and society.

Formerly titled: P3 Sociology in the 21st Century

Typically offered:
Fall & Spring

Attributes: P3 YLIB

HUMS-124C P2 Introductory Ethics (3)

Problems faced by contemporary human beings and in contemporary society are examined through the lens of various ethical theories with a view to discovering whether there are any fundamental principles whereby all people may and ought to direct their lives.

Typically offered:
Fall, Spring & Summer

Attributes: P2 YLIB

HUMS-150 Intro to Human Services (3)

This course presents the breadth of professions within human services, explores the ethics of helping, discusses the responsibilities of the helping relationship, introduces students to the practice skills of an effective human service worker, and helps students explore their interest in pursuing a human services career.

Attributes: YLIB

HUMS-195 Professional Development I (1)

This one-credit seminar course is designed to introduce first-and-second year students to the skills and values that are important for academic and professional growth in the field of psychology. The course helps psychology majors to understand their role as students, formulate preliminary academic and career goals, identify developmental opportunities in the major, and explore the tools and resources available to facilitate success within and beyond the psychology major.

Typically offered:
Fall & Spring

Attributes: YLIB

HUMS-201 SQ Prin of Epidemiology (3)

This is an introductory level course that is especially suitable for those interested in careers across the health sciences, such as nursing, pharmacy, or pre-med students. This course introduces students to basic techniques and methods for exploring the emergence of health and diseases, morbidity, mortality, injuries, and disability across different populations. A primary objective for epidemiologists is to contain the spread of diseases and other threats to public health. Students therefore explore a variety of methods, study designs, and forms of quantitative analysis with this essential goal in mind. In addition, given the range of social, biological, and genetic variables with which epidemiologists work, students encounter an intriguing diversity of tools, hypotheses, and dynamic conceptual models.

Typically offered:
Fall

Attributes: SQ YLIB

HUMS-205 Nutrition & Comm Health (3)

This course introduces students to the field of nutrition as an essential component of public and community health. Students consider the importance of nutrition as a contributor to current and local public health challenges. Theories of health behavior are applied to address healthy eating and equity issues. Students develop their skills in the areas of program planning, development, and assessment. Students are also exposed to ecological and systems frameworks for health and nutrition promotion within specific community contexts. Examples of nutrition and community health programs, such as school settings or elder care settings, are reviewed and analyzed.

Typically offered:
Variable

Attributes: YLIB

HUMS-211 P3 Intro Psychopathology (3)

The purpose of this course is to explore, using a multidimensional approach, abnormal behavior and specific diagnostic categories included in the current classification system (i.e., DSM-IV-TR). The course will highlight the science of abnormal behavior and psychopathology, and will thus situate empirical research at the center of our explorations. The course will additionally emphasize application of principles to “real” people living in the “real” world. Controversial issues in abnormal psychology will be afforded special attention, and students should be prepared to engage with this content by completing assigned readings and regularly contributing to discussion/debate.

Note: Formerly titled P3 Society and Mental Illness.

Students currently enrolled in or who have prior credit for PSYC 401 – Abnormal Psychology may NOT take this course.

Typically offered:
Fall & Spring

Attributes: P3 YLIB
Pre-requisites: -

HUMS-217D Latino Health Care Issues (3)

As the Latino population continues to grow in the U.S., an increasing number of community-based professionals (educators, social workers, health care providers) find themselves working in a variety of Latino community settings. Beyond Spanish language skills, developing cultural literacy represents a critical tool for effective interaction and communication. This course is designed to help students develop an appreciation for the dominant cultural traditions shaping the beliefs, values, and practices/customs of the many Latino communities and how different Latino communities vary from one another.

Must have a minimum of one semester of Spanish to register.

Typically offered:
Spring

Attributes: HHHD YLIB

HUMS-221 CC Helpng Professns Action (3)

This course helps students understand clients and caregivers in health care and human service organizations. Over the years clinics, hospitals, social work nonprofits, and government agencies have grown to serve more people. Longer periods of training and practice are required for the professionals, who utilize increasingly sophisticated technologies and techniques. A professional culture can develop that is very different from the lives of patients and clients. Organizations with religious roots have had to change as they have accepted government contracts to deliver services to people of different faiths, or no faith. Students will explore all the ways that communities have changed, and what this means for the organization and provision of health care and human services.

Attributes: CC YLIB

HUMS-224 Economics of Health Care (3)

This course is an introduction to the American health care system with emphasis placed on using economics to analyze various problems. Topics covered include the demand for medical services; medical insurance (Medicare, Medicaid, and private insurance); the markets for hospital, physician, and nursing services; current developments; and the future of this sector of the economy. The course includes a consideration of proposals for health care reform and comparisons with the health care systems of other countries.

Typically offered:
Spring – Odd Years

Attributes: HHCF YLIB
Pre-requisites: -

HUMS-227C P3 Child & Adolescent Dev (3)

This course acquaints students with development from infancy through adolescence. Special emphasis is given to early determinants of behavior; the development of social, cognitive, and behavioral processes; and several of the theoretical formulations proposed to explain development.

Typically offered:
Fall & Spring

Attributes: P3 YLIB
Pre-requisites: PSYC-100C D-

HUMS-233 Populat, Programs, & Hlth (3)

Targeted initiatives and programs that address specific health topics across a diversity of populations are an essential tool for public health professionals. Different communities and populations may require different approaches for purposes of health promotion and education. This course allows students to consider various population-level characteristics (such as language, gender norms, or family structure) that must be taken into account when designing interventions and programs. Students develop programs to reach and educate community members from specific populations about certain health conditions such as diabetes, alcoholism, or HIV/AIDS. Cultural sensitivity, empathy, and personal self-awareness are stressed as essential for this type of work.

Typically offered:
Spring

Attributes: YLIB

HUMS-235 Agencies and Careers (3)

This course examines the nature of human service agencies and their basic structures of operation. This includes the study of supervision and management, for example, within the human service field. In addition, students explore the wide variety of career options across human service agencies.

Attributes: YLIB
Pre-requisites: SOCI-101D D- OR SOCI-101T D-

HUMS-235C P3 Social Psychology (3)

This course explores the way situational factors affect how we think, feel, and behave toward others in social situations. Topics include: altruism, aggression, persuasion, conformity, stereotyping and prejudice, and attraction to others.

Typically offered:
Fall & Spring

Attributes: P3 YLIB
Pre-requisites: PSYC-100C D-

HUMS-255 P3 Health Psych&Behav Med (3)

This course provides a broad overview of the related fields of health psychology and behavioral medicine. The course applies various theoretical perspectives to understanding how biological, psychological, and social factors interact with and affect: people’s efforts to achieve good health and prevent illness; factors underlying health habits and lifestyles; stress and coping and their role in illness; factors relating to seeking and receiving treatment for medical problems; pain and its treatment; and the recovery, rehabilitation, and psychosocial adjustments of people with serious health problems and chronic illnesses such as cancer and heart disease.

Typically offered:
Spring

Attributes: HHCF P3 YLIB

Pre-requisites: -

HUMS-267 The Psych of Diversity (3)

This course will focus on the psychological aspects of social human difference, such as why people are prejudiced and the consequences of that prejudice for members of stigmatized groups. Theory and research related to the psychology of diversity will be emphasized and applications to social issues will be highlighted throughout. Topics will include stereotyping, prejudice, and discrimination in general, as well as for specific characteristics of race, ethnicity, gender, sexual orientation, weight, and age, among others. Perspectives from both the perceivers of human difference and those with stigmatized identities will be considered.

Typically offered:
Fall

Attributes: YLIB

HUMS-270C P3 Drugs & Behavior (3)

An overview of psychoactive drugs and their effects on the nervous
system and on behavior. Emphasis is on the physiological and behavioral effects of drugs of abuse (such as alcohol, cocaine, and hallucinogens) and psychotherapeutic drugs (such as antidepressants and antipsychotics). Theories of drug abuse and issues regarding prevention and treatment of drug abuse are also discussed.

Typically offered:
Fall & Spring

Attributes: P3 YLIB
Pre-requisites: -

HUMS-281 Understanding Families (3)

This course explores varying types of families in contemporary US society. Students will consider a range of studies of families that incorporate qualitative and quantitative methods, along with different study designs. Explorations of how researchers frame their understanding of families, develop research questions, and conceptualize families will shape this course. The ethical implications pertaining to studies of families—and human subject research more generally—will also be considered.

Typically offered:
Spring

Attributes: YLIB

HUMS-285 Soc Research Design & Meth (3)

This course is designed for majors and minors in Criminology, Criminal Justice, and Sociology. It provides the methodological foundation for much of the course content in those programs. Completing this course will, therefore, prepare students to better understand the content of those courses and to further develop their own critical-analytical skills. There is an emphasis in this course on experimental and quasi-experimental research designs. These are the principle tools for establishing causal relationships for explaining specific outcomes, such as the impact of community policing on violent crime, the effectiveness of child protective services with immigrant families, or the impact of bail reform. The central goal in this course is for students to walk away with a general sense of how criminologists, criminal justice professionals, and sociologists test their beliefs and knowledge about general social phenomena, such as crime, criminal behavior, the criminal justice system.

Attributes: YLIB ZRES

HUMS-320 Public Health Policy (3)

This course provides an overview of local, national, and global health policy and the various ways in which governments play a role in health policy and in the provision of health care. Health policies can have a profound effect on quality of life. There are a host of public policy issues tied to public health, including the accessibility, cost, quality of health care; the safety of food, water, and the environment; the right to make decisions about our health. This course introduces a framework for understanding the social, political, and economic dimensions of health policy. It introduces the policy making and legal-regulatory environment in the United States and offers comparisons with health policies in other countries.

Typically offered:
Fall

Attributes: YLIB

HUMS-344 Soc Determ Hlth & Healthcr (3)

A basic premise of this course is that health needs and health outcomes at the individual, community, and population levels depend significantly on the social, economic, and environmental conditions under which people live and work. Students examine the critical connections between health outcomes and a range of factors such as poverty, illiteracy, health literacy, malnutrition, inadequate housing, and low-paid, unstable employment. A basic aim of this course is to consider such factors in relation to the incidence of infectious and chronic diseases with the goal of developing effective prevention strategies to promote healthy individuals and communities. Students in this course thus consider (a) how social, economic, and environmental conditions contribute to the spread of disease, (b) how societies contribute to the perpetuation of these conditions, and (c) what strategies and policies have proven effective in alleviating morbidity and mortality for populations living under these conditions.

Typically offered:
Variable

Attributes: YLIB

HUMS-420 Capstone in Human Services (3)

The capstone in Human Services serves as the culminating experience for students completing the Bachelor of Science in Human Services program. This course is designed to provide students with the opportunity to analyze and apply the interdisciplinary knowledge and skills they have acquired throughout their undergraduate studies. The course emphasizes the integration of cultural, social, and systemic perspectives in the development of solutions to real-world challenges faced by individuals, families, and communities. Through case studies, research projects, and community-based service learning, students will evaluate ethical issues, apply critical thinking, and demonstrate their ability to create comprehensive service plans that address the needs of diverse populations. The capstone culminates in a final project where students present their findings and recommendations to faculty, peers, and community stakeholders.

Attributes: YLIB

HUMS-2111 Aging and Life Courses (3)

In Citizenship and Civic Engagement courses, students will gain the knowledge, skills, and perspectives they need to become contributing citizens in a diverse and complex society. These experiences help ensure a commitment to collaboratively working across and within community contexts and structures to achieve civic aims in a democracy.

Aging is not simply a physical and biological phenomenon, it is also shaped by social processes at both the individual and societal

level. This course is designed to provide students with an overview of some of the major concepts, theories, issues and research findings relating to aging and the life course, especially as viewed by sociologists. Additionally, the students will also learn about issues of aging by meeting regularly with elders in the surrounding community as part of the CEL component of the course.

Among the different topics examined in the course are: social and cultural dimensions of aging, stereotyping and ageism, important social policy issues relating to the elderly; and specific topics such as: demographic factors; aging and the family; aging, health and healthcare issues; diversity in the aging experience; intergenerational equity issues, and policy and politics of aging.

Attributes: CCE YLIB

HUMS-2424 Death and Dying (3)

This course examines how individuals and societies respond to death, dying, and bereavement. Particular attention is given to the experience of people who have reached an advanced age, but the course more generally studies individuals whose functional abilities have severely declined and who are approaching death. Students analyze issues and controversies pertaining to old age, death, and dying within a framework for ethical decision-making that encompasses four ethical standards of reasoning. These are (1) a utilitarian approach, (2) a duties approach, (3) a rights approach, and (4) a justice/fairness approach. Among the topics and controversies addressed in this course are suicide, euthanasia, and end-of-life ethical debates along with how different institutions and professionals manage death and dying across different cultural settings.

Typically offered:
Fall

Attributes: ER YLIB

Information Technology (Minor)

Overview

Kimberly Chichester, *Division Chair*

Information technology is a term often used to denote the computer and communications industries, and the application of computing and communications technologies in business, industry, government, and entertainment. The minor in information technology provides students the opportunity to acquire an understanding of the impact and applications of computing and communication technologies. Students study networks as communication systems, concepts of data (and how information is derived from the data), and fundamental web technologies.

The applications software in the minor are tools that are widely available and important in the workplace. Organizations rely heavily on the use of these tools and on the people who use this software competently and professionally. Regardless of a student's major, knowledge of these applications is important.

Students who complete this minor satisfactorily should be able to use and apply current technical concepts and practices in the core information technologies, including programming, computer networking and hardware, databases, and web technologies and issues.

The courses in the information technology minor emphasize critical thinking, problem-solving, and communication while stressing interdisciplinary learning.

Program Requirements

Minor in Information Technology

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Required Courses – *12 credits*

- CSCI 140 – P2 Computer and Internet Ethics (3)
- CSCI 150 – P4 Life in a Digital World (3)

- CSCI 251 – Introduction to Computer Security (3)
- CSCI 260 – Introduction to Databases (3)

Electives – *6 credits*

Choose **TWO** courses from the group below.

- COMM/CSCI 158 – P4 Introduction to Computational Media (3)
- COMM 269 – Web Design (3)
- COMM 468 – Advanced Web Development (3)
- CSCI 161 – Foundations of Computer Science I (3)
- CSCI 300 – Networking (3)
- CSCI 385 – Data Mining (3)
- DIGC 245 – SQ Visualizing Data (3)
- MGMT 357 – Info Tech Management (3)

Total: 18 credits

Information Technology (Minor) Courses

Interdisciplinary Studies

Overview

Ann Marie Fallon, *Dean of the School of Arts and Sciences*

Students pursing interdisciplinary studies create their own degree programs with the support of faculty advisors. Drawing from across the University's resources, in areas as diverse as business communication, ethics or ecology students pursue their own questions and ideas. Students can follow their intellectual passions and integrate and synthesize knowledge, perspectives, and insights from the different fields.

Students majoring in interdisciplinary studies work closely with faculty to clarify their primary focus and to tailor their course plans. They meet one-on-one with faculty in their fields of interest as they work through to mastery of the major concepts of each on their progress toward a senior-level capstone.

Students might craft a program to prepare them for graduate study in a particular field, such as law or medicine or philosophy, or they might choose to stress workplace practices in (for example) business or non-profit organization. Although a student earns either a B.A. or B.S. degree in interdisciplinary studies, examples of student-designed fields of study have included: community arts management; disability and society; cognitive science; documentary studies; and health policy and management.

All online courses offered at St. John Fisher University can be included in the student's degree program.

Additional information may be obtained from the Center for Career and Academic Planning.

Program Requirements

B.A./B.S. in Interdisciplinary Studies

All courses specified in the interdisciplinary studies major are included in the determination of the grade point average in the major.

Requirements

There are two required courses for the interdisciplinary studies major: ITDY 260 and ITDY 460. Beyond these required courses, students take 30 additional elective credits (10 classes) in their selected areas of study. Students create this program in their ITDY 260 course, exploring the idea of interdisciplinary thinking and creating a thoughtful degree plan aligning with their interests and curiosity.

- ITDY 260 - Introduction to Interdisciplinary Studies (3)
- ITDY 460 - Capstone in Interdisciplinary Studies (3)
- Five major elective courses at or beyond the 200 level (15)
- Five major elective courses at or beyond the 300 level (15)

Total: 36 credits

Notes:

- The approved proposal for the ITDY major program (embedded in the course ITDY 260) should be submitted prior to completing the final four courses of the program of study.
- At least 1/2 of the major credits (18 credit hours) must be completed at St. John Fisher University.
- Students are permitted to double major, but no more than two courses may be shared between majors or between the ITDY major and a declared minor.
- Students have a choice between B.S. and B.A. programs. The B.A. requires completion of 90 credit hours of liberal arts, a minor as well as demonstrated proficiency in a foreign language. The B.S. requires 60 credits of liberal arts credits. All of these requirements can also count for the major or minor degrees.

Minor

Minor in Interdisciplinary Studies

Students may request an interdisciplinary studies minor, which could include courses from a variety of fields. For an interdisciplinary minor, students must obtain the signature of one of the advisors in the Center for Career and Academic Planning, and submit a list of courses to be used (a minimum of six courses - 18 credits), along with a statement describing the goals of the minor. No more than one course required for a student's major may be used for the interdisciplinary minor. The Academic Program Change Request form (to declare one's minor) is available on the website of the Center for Career and Academic Planning.

Interdisciplinary Studies Courses

ITDY-101 First Year Seminar (1)

This one-hour, graded course provides first year students with an orientation to college life and a support system intended to foster their academic success and personal growth.
New freshmen only.

Typically offered:
Fall

Attributes: NLIB

ITDY-103 Transitions Seminar (0)

This zero credit course provides second semester first year level transfer students with an orientation to the St. John Fisher University

academic requirements, policies, college life and a support system intended to foster their academic success and personal growth.
New second semester transfer students only.
Permission of a counselor in the Center for Academic Advising and Support Services required for registration.

Typically offered:
Spring

Attributes: NLIB

ITDY-109 Career Exploratn&Planning (1)

This course provides students with the ability to conduct career planning and develop advanced job search techniques. Students complete diverse assessments to evaluate and verify personal preferences, identify marketable and transferable skills, refine résumés, research opportunities, network, interview, and prepare for negotiations.

Attributes: NLIB

ITDY-110 Fitness for Life (1)

The design of the class is aimed at acquainting the student with the nature and scope of fitness by providing information that will show the student the importance of and the scientific foundations for engaging in a sound physical fitness program. It describes the components and basic principles that should be known and followed if a student wishes to become physically fit for life. It outlines exercises, activities, and resources that can be utilized in developing a well-rounded physical fitness program. This course blends theory with practical application by providing a general discussion of various fitness-related topics, followed by worksheets and specific activities to which theory can be applied.

Typically offered:
Fall & Spring

Attributes: NLIB

ITDY-112 Academic Writing Lab (1)

This writing lab will help students develop a strong understanding of academic writing and an effective writing process. Students will learn and practice writing strategies and have ample time for productive peer connection and self-reflection. This lab will combine three different forms of writing support: classroom instruction, writing group work, and one-on-one writing consultation. This combination of support will enhance writing confidence and prepare students to successfully accomplish their academic writing goals.

Attributes: YLIB

ITDY-113 STEMinar I (1)

STEMinar I will expose new S-STEM Scholars to diverse career pathways in life sciences, introduce and reinforce the concept of community-based research for Rochester area organizations, and foster connections between scholars and members of the Fisher community. STEMinars will be developmentally appropriate as scholars progress year to year, beginning with broad introductions to specific topics in STEMinar I (e.g., mindfulness and growth mindset, self-awareness of academic strengths and weaknesses, developmentally appropriate professional development) and tailoring those topics to the career and research interests within the cohorts as they progress in their S-STEM pathway. STEMinar I will directly link scholars with the expertise and resources of science faculty, STEM CCAP staff, STEM alumni, and scientists in the region.

Attributes: NLIB

ITDY-114 STEMinar II (1)

STEMinar II will further expose S-STEM Scholars to diverse career pathways in life sciences, reinforce the concept of community-based research for Rochester area organizations, and foster connections between scholars and members of the Fisher community. STEMinars will be developmentally appropriate as scholars progress year to year, building upon what students learned in STEMinar I, STEMinar II will be tailored to emerging career and research interests within the cohorts as they progress in their S-STEM pathway. STEMinar II will directly link scholars with the expertise and resources of science faculty, STEM CCAP staff, STEM alumni, and scientists in the region.

Attributes: NLIB

ITDY-115 Major Choices (1)

This course isn't just about choosing a major; it's also about learning how to make well informed major decisions throughout one's life. This course is intended for students who have not yet declared a major, and for those who have declared but are looking at other options. Students will: learn how to implement decision-making skills and strategies; examine their own interests, skills, and values; utilize campus resources; and gain a greater understanding of majors and career paths. In-class exercises, interest inventories, individual
meetings with the course instructor, and faculty/student/alumni interviews will all be utilized.

Typically offered:
Spring

Attributes: NLIB

ITDY-116 HotTopicsCoolConversations (1)

Explore issues and topics that are important to you and your future with a variety of faculty. Faculty and students will have a chance to engage their minds and voices in a shared discussion each week. You can submit some topics that interest you and faculty will bring some that interest them as well. Most of all, we'll be looking to your futures to build skills and prepare you for a life of learning and opportunity. You never know what faculty will be joining in, but there's sure to be a lively conversation.

Attributes: YLIB

ITDY-117 Research Writing Lab (1)

This writing lab will help students develop a strong understanding of academic writing and an effective writing and research process. Students will learn and practice writing strategies and have ample time for productive peer connection and self-reflection. This lab will combine three different forms of writing support: (1) classroom instruction, (2) writing group work, and (3) one-on-one writing consultation. This combination of support will enhance writing confidence and prepare students to successfully accomplish their academic writing goals.

Attributes: YLIB

ITDY-119 P5 Multicultur Comm Health (3)

Through this service learning experience, students will develop an awareness of the differential health challenges experienced by people from differing economic, social, biological, gender, and ethnic backgrounds. Students will be introduced to the concept of health and how it differs across cultures; examine and employ techniques for measuring health; identify the social and biological causes of health disparities; define health promotion; examine the ethical and political issues that impact effective health promotion;

and employ various strategies to engage in health promotion activities in a multicultural environment.

The service learning project will be in partnership with St. Joseph's Neighborhood Center, a ministry of the Sisters of St. Joseph. The Center, located in Southeast Rochester, provides comprehensive medical, dental, counseling, adult education and social work services to individuals and families who lack access to health care. Because students will be expected to visit St. Joseph's Neighborhood Center outside of the class period, it is recommended that participants have access to personal transportation.

Attributes: P5 SLC YLIB

ITDY-120 Health Professions FYS (1)

An introduction to the variety of careers and academic pathways in the broad area of health professions. Designed for first-year and new transfer students with an expressed interest in medical and related careers, but open to all students who wish to explore these fields and learn from current professionals.

Typically offered:
Fall

ITDY-121 Health Prof First Yr Sem 2 (0)

Continuation of a first-year seminar for students interested in a variety of health care careers, not including nursing or pharmacy. Topics covered include career and graduate program exploration, overviews of academic requirements for graduate programs, opportunities to gain clinical experience, and making the most of summer break. Meets approximately once per month.

Typically offered:
Spring

Attributes: NLIB

ITDY-125 Pharmacy Seminar I (0)

Students interested in the Pharmacy Profession who are actively engaged with liberal arts and sciences courses benefit from a linkage between these foundational courses and their professional aspirations. The pharmacy seminars provide this invaluable connection between the past, present and the future. We will discuss the Early Assurance program and the logistics of applying to the Wegmans School of Pharmacy. In addition Pharmacy faculty members will coordinate discussions in order to reveal the richness and diversity of contemporary pharmacy practice to the beginning student. This course is required for all full-time first year students applying to the pharmacy school who are following the Early Assurance Policy. This course is recommended to undergraduate students interested in a career in Pharmacy.

Typically offered:
Fall

Attributes: NLIB

ITDY-126 Pharmacy Seminar II (0)

Students interested in the Pharmacy Profession who are actively engaged with liberal arts and sciences courses benefit from a linkage between these foundational courses and their professional aspirations. The pharmacy seminars provide this invaluable connection between the past, present and the future. We will discuss the Early Assurance program and the logistics of applying to the Wegmans School of Pharmacy. In addition Pharmacy faculty members will coordinate discussions in order to reveal the richness and diversity of contemporary pharmacy practice to the beginning student. This course is required for all full-time first year students applying to the pharmacy school who are following the Early Assurance Policy. This course is recommended to undergraduate students interested in a

career in Pharmacy.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: ITDY-125 S

ITDY-140 RA Seminar (1)

This course is designed for Resident Assistants in the first year of their position and focuses on the role of the RA in a successful residential life system. This course also emphasizes developing community through needs assessment and programming for a diverse residence hall population.

Registration is restricted to first-year resident assistants only.

Typically offered:
Fall & Spring

Attributes: NLIB

ITDY-175 Wilderness Survival (1)

This is an introduction to wilderness survival using primitive skills that will take place outdoors, and will integrate natural conditions and seasonal changes into teaching (rain or shine). Students will learn time-honored mentoring techniques, cutting edge practices and traditional ecological knowledge to master an ancient understanding of their environment and their role within it. Students will leave this course with a strong base in fire-building, shelter building, tracking and edible/medicinal plant I.D., aidless navigation, wood carving, wild crafting, and Leave-No-Trace ethics. Students will be required to learn appropriate use of knives, saws, hatches and matches and participate in a moderate amount of physical activity during seasonal weather conditions.

Attributes: NLIB

ITDY-190 Intro to Interdisc Topics (3)

At the core of interdisciplinary studies is the integration of a number of disciplines and perspectives. This course will examine a variety of topics that vary by instructor and semester. Topics are selected by faculty. Students may take this course more than once for credit but the topic may not be the same.

Attributes: YLIB

ITDY-202 Eff Acad & Prof Goal Sttng (.5)

This course is tailored for CSTEP and TRIO SSS Scholars, designed to foster critical thinking and to support your holistic development as a college student. You will explore effective strategies for academic and career success, personal development, wellness, and other vital life skills necessary for thriving in college and beyond.

Typically offered:
Fall & Spring

Attributes: YLIB ZEXL

ITDY-213 STEMinar III (1)

STEMinar III: Students Thinking, Engaging, and Making a Difference
STEMinar III continues to expose S-STEM Scholars to diverse career pathways in life sciences, begins to develop community-based research projects with Rochester area organizations, and fosters connections between scholars and members of the Fisher community, with a special emphasis on connections with alumni. STEMinars are developmentally appropriate as scholars progress year to year, building upon what students learned in STEMinar I & II. STEMinar III is tailored to emerging career and research interests within the cohorts as they progress in their STEMinar pathway. STEMinar III directly links scholars with the expertise and resources of science faculty, STEM CCAP staff, STEM alumni, our grant partners, and scientists in the region.

Attributes: NLIB

ITDY-214 STEMinar IV (1)

STEMinar IV: Students Thinking, Engaging, and Making a Difference
STEMinar IV continues to expose S-STEM Scholars to diverse career pathways in life sciences, further develops community-based research projects with Rochester area organizations, and fosters connections between scholars and the area community. STEMinar IV directly links scholars with the expertise and resources of primarily one grant partner for formal training in public science communication.

Attributes: NLIB

ITDY-220P Peer Leadership Seminar I (1)

Students in the Peer Leadership Seminar will be introduced to the practice of peer leadership, with a particular emphasis on group facilitation, community building, diversity, academic success, life skills, and wellness issues. The course will give students the opportunity to learn different ways in which to share information with students, practice communication skills in a variety of settings, promote teamwork and refine their leadership skills. This course will prepare students to apply what they are learning in one or more leadership opportunities across the campus and community.

Typically offered:
Spring

Attributes: YLIB

ITDY-231 Peer Ministry Seminar (1)

Student leaders selected to serve as year-long Peer Ministers in the Office of Campus Ministry will work collaboratively with staff, faculty, and students in serving the spiritual and faith-based needs of the St. John Fisher University community. Through focused ministerial responsibilities, each student will forward the mission of the University and the mission of the Office of Campus Ministry through leadership, engagement, outreach and personal growth and development. Peer Ministry, a University student leadership position, is open by application process to any student of St. John Fisher University. Additionally, any student who may desire to gain skills and abilities in a ministerial setting is welcome.

Attributes: NLIB ZEXL

ITDY-250 Short-Term Study Abroad (3)

Attributes: YLIB ZTRA

ITDY-260 Becoming Interdisciplinary (3)

Some of our world's most complex problems, questions, and issues simply cannot be addressed from one perspective only. Biologists can learn to clone humans, and ethicists ask them to consider drawbacks as well as benefits. You can imagine a full range of other disciplines that might approach the questions differently – law; politics; literary studies; communication; economics. A true interdisciplinary approach blends not only information from more than one field (or discipline or major) but also the lenses through which they consider situations.
There are some fields of interdisciplinary study that are already well established: Women and Gender studies; African-American studies; Environmentalism. Yet wherever two people are educated to see the same issue in different ways there is the possibility of more and richer interdisciplinary study.
This course begins with establishing an understanding of what interdisciplinary studies is and why it matters. We then clarify what "disciplinary" means in our context, and students identify their own disciplinary leanings. Students learn the difference between a "double major" and an "interdisciplinary major." We use those concepts to explore, as a class, three different issues of relevance to us all, through a variety of disciplines and practice blending methods as well as information. Last, students develop an interdisciplinary question in a final project that can be used as a map for their own interdisciplinary major, whether or not they intend to pursue that major.

ITDY-301 MCAT Preparation (1)

This course is designed to support students as they prepare to take the Medical College Application Test (MCAT). Students will review the structure of the exam, take self-assessments, create a study plan, and employ practice materials and participate in practice test sessions.

Attributes: NLIB

ITDY-302 Resistance,Speed & Agility (2)

This course will provide rationale and examples, as well as hands- on opportunities for students to learn and demonstrate a variety of movements and training techniques focused on speed, agility and resistance. Through sports-specific drills, and examination of modification options based on individual needs, students will learn to create a personalized training program for individuals and/or groups.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: BIOL-131 D- AND BIOL-131L D- AND BIOL-132 D- AND BIOL-132L D-

ITDY-303 Strength & Conditioning (2)

This course will provide a basis in theories, concepts and scientific principles in strength and conditioning, as well as allow for practice and application to performance. In this class students will create a variety of strength and conditioning programs utilizing multiple skills for multiple ages/populations.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: ITDY-302 D- AND BIOL-131 D- AND BIOL-131L D- AND BIOL-132 D- AND BIOL-132L D-

ITDY-304 Hlth/Wellness:RiskAppraise (3)

This course will prepare students to conduct pre-participation health screenings and to assess risk in healthy individuals as well as

those with various conditions or health concerns. Students will conduct fitness assessments, such as cardiovascular testing, strength assessment, flexibility and body composition analysis. Issues of confidentiality and standards of ethics will be addressed.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: ITDY-303 D- AND ITDY-302 D- AND BIOL-131 D- AND BIOL-131L D- AND BIOL-132 D- AND BIOL-132L D-

ITDY-310 Intro to Medical Missions (2)

This course discusses the philosophy of missions, the responsibility of healthcare professionals to the underserved and how medically trained professionals can use their training to further mission work and serve others. The course will be based on a Christian faith foundation and will contain a service component requirement, with opportunities to participate in a short-term medical mission trip.

Attributes: YLIB

ITDY-313 STEMinar V (1)

STEMinar V: Students Thinking, Engaging, and Making a Difference
STEMinar V will facilitate S-STEM Scholars' planning for career pathways in the life sciences, support Scholars as they engage in research experiences, and foster connections between scholars and members of the Fisher and external community. An emphasis on personal reflective practice will be incorporated. STEMinars will be developmentally appropriate as Scholars progress year to year, building upon what students learned in previous STEMinars. This course will be tailored to emerging career and research interests within the cohorts as they progress in their S-STEM pathway. STEMinar V will directly link scholars with the expertise and resources of science faculty, STEM CCAP staff, STEM alumni, and scientists in the region.

Typically offered:
Fall

ITDY-314 STEMinar VI (1)

STEMinar VI: Students Thinking, Engaging, and Making a Difference

STEMinar VI is a direct continuation of STEMinar V and will continue to facilitate S-STEM Scholars' planning for career pathways in the life sciences, support Scholars as they engage in research experiences, and foster connections between scholars and members of the Fisher and external community. An emphasis on personal reflective practice will be incorporated. STEMinars will be developmentally appropriate as Scholars progress year to year, building upon what students learned in previous STEMinars, with a direct link to STEMinar V. This course will be tailored to emerging career and research interests within the cohorts as they progress in their S-STEM pathway. STEMinar VI will directly link scholars with the expertise and resources of science faculty, STEM CCAP staff, STEM alumni, and scientists in the region.

Typically offered:
Spring

Attributes: NLIB

ITDY-320 Peer Leadership II (1)

Building on the foundation of ITDY 220 Peer Leadership I, Peer Leadership II is designed for students to further develop their

leadership, communication, and facilitation skills. This course will focus on advanced techniques in peer mentoring, with an emphasis on conflict resolution, leadership styles, promoting inclusivity, and mentoring strategies for diverse student populations. Students will refine their ability to lead group discussions, foster academic and personal success, and support students through transitions. Practical application of skills in real-life peer mentoring contexts will be emphasized, providing students with hands-on experience and reflection opportunities. By the end of the course, students will be well-equipped to take on significant leadership roles across campus and the community.

Permission of the professor is required to register.

Typically offered:
Spring

Attributes: NLIB

ITDY-390 Peer Colleague Practicum (1 TO 3)

This course teaches students the best practices in classroom-based learning, and also offers a practicum in which they apply what you are learning in a First-Year Writing Program course. Students will learn how classroom-based peer colleagues can deepen and enrich learning and support for the writing, reading, speaking, research, and revising processes. Course responsibilities include debriefing sessions to discuss assigned readings, plan class sessions, and troubleshoot in-class practices that need support; planning and executing one or two class activity (as determined in consultation with the instructor) and reflecting on its affordances for learning; completing a critical reflection in any form (website, video, essay, poster) that analyzes a significant moment/practice/aspect of the Peer Colleague experience. Peer Colleagues are expected to attend the affiliated LC or 199 class regularly and complete LC or 199 course readings, in addition to the Peer Colleague assignments, as deemed appropriate by the instructor.

Typically offered:
Fall

Attributes: YLIB ZEXL

ITDY-413 STEMinar VII (1)

STEMinar VII: Students Thinking, Engaging, and Making a Difference
STEMinar VII is a direct continuation of STEMinar VI and will continue to facilitate S-STEM Scholars' planning for career pathways in the life sciences, support Scholars as they engage in research experiences, and foster connections between scholars and members of the Fisher and external community. An emphasis on personal reflective practice will be incorporated. STEMinars will be developmentally appropriate as Scholars progress year to year, building upon what students learned in previous STEMinars, with a direct link to STEMinar VI. This course will be tailored to emerging career and research interests within the cohorts as they progress in their S-STEM pathway. STEMinar VII will directly link scholars with the expertise and resources of science faculty, STEM CCAP staff, STEM alumni, and scientists in the region.

Typically offered:
Fall

Attributes: NLIB

ITDY-414 STEMinar VIII (1)

STEMinar VIII: Students Thinking, Engaging, and Making a Difference.
STEMinar VIII is a direct continuation of STEMinar VII and will continue to facilitate S-STEM Scholar's planning for career pathway in the life science, support Scholar as they engage in research experiences, and foster connections between Scholars and members of the Fisher and external community. An emphasis on personal reflective practice will be incorporated. STEMinars will be

developmentally appropriate as Scholar progress year to year, building upon what students learned in previous STEMinar, with direct link to STEMinar VII. This course will be tailored to emerging career and research interests with the cohorts as they progress in their S-STEM pathway. STEMinar VIII will directly link Scholars with expertise and resources of science faculty, STEM CAP staff, STEM alumni, and scientists in the region and prepare students to enter STEM careers or graduate programs after graduation.

Typically offered:
Spring

Attributes: NLIB

ITDY-420 Peer Leadership III (2)

Students who have successfully completed ITDY 320 have the opportunity to continue their training and assist in teaching new peer advisors in this course. Students develop programs and produce independent research projects on topics involving academic success and the transition to college.

Peer Mentor students only. Permission of the professor is required to register.

Attributes: NLIB
Pre-requisites: ITDY-320 D-

ITDY-460 Interdisciplinary Capstone (3)

In this course students pull together the strands of their preparation to address a difficult questions or complex issue, focus on writing up the results of their senior project, and refine their e-portfolio. They participate in workshops in class and one-on-one meetings with their advisors and the instructor of this course outside of class.
Through reflection and polishing of communication skills, students also construct their online presence and professional approach. Course time is devoted to articulating the purpose of the interdisciplinary project and degree, emphasizing the skills and knowledge required for particular professional paths, and helping students situate themselves for the next step, whether into careers or graduate programs.
This is a hybrid course. Participants meet twice a month for workshops and advisory sessions. Students writing research-based capstones or completing research-based projects are required to meet with their advisors at least twice a month. The remainder of the work, including reading and a range of short assignments, can be done online.

Pre-requisites: ITDY-260 D-

ITDY-490 Internship Interdisciplinary (.5 TO 6)

This course allows Interdisciplinary majors and upper-level students from other majors in good academic standing to gain professional experience that builds upon their completed coursework. Internships may be paid or unpaid. Students must submit a written application detailing the duties associated with the internship position and the goals of this academic experience to the Program Director or designee. Depending upon the credits to be earned, an internship will consist of a pre-determined number of hours per week at the internship site. The student and internship supervisor will agree to the format and content of bi-weekly reports and the final paper to be submitted. Permission of the Program Director required to register. Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZEXL

ITDY-496 Independent Study (.5 TO 4)

Offers students the opportunity to gain insight into a particular area of study in a multi-disciplinary context.

Permission of Department Chair required to register.

Typically offered:
Variable

Attributes: YLIB

ITDY-497 Independent Study (.5 TO 6)

In concert with a faculty member possessing the appropriate expertise, qualified students may undertake an in-depth study of a specialized area of inquiry. Credit will not be given until the student's final paper/project has been completed, defended, and a copy placed on file with the instructor of record. Terms and conditions of project and grading will be established and agreed upon between instructor and student in accordance with University norms and regulations. Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Spring

ITDY-498 Internship (3)

This course allows Interdisciplinary majors and upper-level students from other majors in good academic standing to gain professional experience that builds upon their completed coursework. Internships may be paid or unpaid. Students must submit a written application
detailing the duties associated with the internship position and the goals of this academic experience to the Program Director or designate. The three-credit internship will normally consist of 7-10 hours per week at the internship site. The student and internship supervisor will agree to the format and content of bi-weekly reports and the final paper to be submitted.
Permission of the Program Director required to register.

Typically offered:
Fall & Spring

ITDY-1010 Exploratn Societal Issues (3)

As part of a first year Learning Community, this course explores contemporary issues (e.g.. poverty, racism, education, happiness, relationships) at a societal level from a variety of different disciplines. Using the lens of multiple disciplines, concepts of culture, practices and systems will be examined as they impact and are impacted by societal issues.

Typically offered:
Fall

Attributes: LC YLIB

ITDY-1015 Education and Society (3)

This course explores the meaning, value, and cultural role that education plays in our society. Questions that typically are explored in this course include the following: What is the purpose of education for the individual? What is the purpose of education for society? How does basic education in the U>S> differ from other countries? Do all individuals have a right to education? What should quality education consist of and who should receive it? By the end of the semester students have analyzed their own educational experiences; considered what they value and hope for in their on-going experience in education; and thought deeply about some current issues in

education.

Attributes: LC YLIB

ITDY-1027 Drug Use, Abuse&Addiction (3)

This course offers undergraduates a writing-intensive inquiry into the pressing issues, problems, and events related to pharmacy, pharmacology and toxicology. It allows students to see how pharmacy studies impact our everyday lives, and engages students in problem-solving using ways of thinking and ways of knowing in pharmacy topics.

Attributes: LC YLIB

ITDY-2150 Reslnt Chldrn Engaged Comm (3)

Resilient Children, Engaged Communities focuses on the interplay of challenges and assets when addressing childhood poverty within the Rochester community. Students look at the impact of trauma on children and use an asset-based perspective to honor strengths and build resilience. Community-engaged learning enables students to apply course principles to practice and teach social-emotional learning, resiliency, and wellness through Seeds of Success and Steps to Wellness programs. This course also educates about the cultural and communication competencies needed to be successful.

Attributes: CCE YLIB

ITDY-2305 DEI in Soc/Beh Sciences (3)

In this course, students will examine issues of equity and inclusion through the lens of the social sciences. Students will examine theories, texts, and/or research summaries about diverse frameworks of individual differences, similarities, and cultures, and how to create a more equitable, just, and inclusive society using social science content and information. Specific content may come from sociology, anthropology, psychology, criminology, or related disciplines. Students will work with others to understand these different perspectives at a micro level within the classroom as well as at a macro, societal level. Specific topics may vary.

Attributes: DEI YLIB

ITDY-2385 Culture & Inclusion (3)

This course is designed to enhance cross-cultural understanding, relationships, and engagement among all cultures within your community, school, and workplace. Students will be introduced to an analytical framework through which they can explore, recognize, and honor the influence of cultural background on patterns of human behavior. The tools presented foster personal reflection on the impact of culture. Rather than describing selected cultural groups, this class cultivates knowledge, dialogue, and interaction. This course is designed to enhance student cultural competence, facilitate bridge building, and encourage engagement in diversity, inclusion, and global work. Students will: Explore the changing demographics of our communities, become familiar with core, secondary, and organizational dimensions of diversity, participate in powerful self-reflection and identification exercises (both individually and in groups), and understand and be able to articulate opportunities for inclusion in all areas of the work of their chosen profession.

Attributes: DEI YLIB

ITDY-3990 Adv Research-Based Writing (3)

In this course, students will develop an inquiry-based project by conducting in-depth research using discipline specific practices that result in transferable research and writing. Students will build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students will formulate important questions or problems, identify and examine

appropriate sources, and use evidence in order to substantiate their own claims. They will acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project will be communicated in both written and oral forms or on other media platforms.

Typically offered:
Fall

Attributes: AWC YLIB

ITED-228C P3 Adolescent Development (3)

This course focuses on the physical, mental, and emotional influences impacting the development of adolescents such as habits, values, interests, and social adjustment. Various factors in the community, school, and home environments that influence adolescent thoughts, decisions, and behaviors will be explored, presented, and discussed.

Typically offered:
Fall & Spring

Attributes: P3 YLIB ZCIV
Pre-requisites: PSYC-100C D-

International Studies

Overview

Carolyn Vacca, *Chair of the Division of Humanities*

The international studies program provides students with a unique global and interdisciplinary perspective that will enable them to understand and creatively address a wide array of contemporary world issues. Students take a series of courses in history, politics, world religions, economics, and other fields. Additionally, students will study a foreign language of their choice. Students will build their skills as critical thinkers and researchers throughout the course of their studies, culminating in the senior year capstone research project that will require them to present and argue an original thesis concerning a topic of international significance. Ultimately, the international studies program at St. John Fisher University prepares students to pursue a wide variety of careers in governmental and non-governmental agencies, education, law, business, and international communications, or to progress to graduate studies.

Program Requirements

B.A. in International Studies

All courses which may be applied to the ISPR major are included in the determination of the grade point average in the major.

Requirements

Core Courses – *15 credits*

- ISPR 100D – P3 Introduction to International Studies (3)
- Choose **FOUR** from the following:
  - ANTH 209 – World Cultures (3)
  - ECON 105C – P3 Principles of Microeconomics (3)
  - HIST 102D – P3 Europe and the World Since 1815 (3)
  - POSC 218 – P3 International Relations (3)
  - REST 152D – CC World Religions (3)

Electives – *15 credits*

- Two concentration courses from Functional Studies (see below)
- Two concentration courses from Area Studies (see below)
- One additional concentration course from either Functional or Area Studies

Additional Courses – *6 credits*

- ISPR 498 – Senior Thesis (3)
- Modern Language 211 or higher (3)
  The choice of language may necessitate additional competency prerequisites.
- One semester in a study–abroad program
  The course ITDY 250 – Short-term Study Abroad, may substitute for the semester abroad requirement with the approval of the ISPR program director.

Total: 36 credits

Note: *Seniors who maintain a cumulative grade point average of 3.50 may apply to become honors majors. If accepted, ISPR 498H – Honors in International Studies is taken in place of ISPR 498.*

Senior Thesis

ISPR seniors develop a senior project, which enables them to pursue individual research as well as to synthesize the various components selected for the concentrations. Seniors identify project advisors (typically a professor from the student's area of concentration). After consultation with this faculty member, students compose a one- to three-page thesis proposal that is mutually satisfactory and approved by the director (who will also serve as a reader for the paper) and then complete a substantial research paper.

At the conclusion of the senior-thesis semester, every senior will make an oral presentation and defense of the project before faculty readers and interested members of the University community.

Study Abroad Requirement

ISPR majors who enter the University as freshmen and declare international studies as a major before the first semester of the junior year are required to spend at least one semester during the junior year studying abroad. In exceptional cases, a student may request that this requirement be waived. To do so, a written petition outlining the justification for the waiver must be submitted to and approved by the director of the international studies program prior to the start of the junior year. Transfer students, students for whom English is not the native language, or students who declare international studies as a major after their first-semester junior year may request a waiver from the program director.

Choosing a Minor

ISPR majors should discuss their choice of a minor with the program director. Students who might pursue careers in the corporate world are encouraged to consider combining their ISPR major with a management minor. This course of study, which blends the strengths of an interdisciplinary liberal arts degree with the vocational and pre-professional skills of management, creates a very appealing course of study both for students and potential employers.

Concentration Courses

International studies majors are required to take two courses from each of the following categories: functional studies and area studies, and a fifth course from either area. Students may substitute courses successfully completed as part of the study abroad experience for part of the lists below with the written permission of the director.

Functional Studies

- ANTH 226 – P2 Anthropology of Law (3)
- ECON 207C – Current Economic Issues (3)
- ECON 315C – Comparative Economic Systems (3)
- ECON 316 – Economics of Development (3)
- ECON 340C – International Economics (3)
- FINA 413 – International Banking and Finance (3)
- HIST 300 – Modern World: Geography and Politics (3)
- HIST 445 – Diplomatic History of Modern Europe (3)
- ISPR 204 – P3 Contemporary Global Issues (3)
- ISPR 270D – CC Global Gender Studies (3)
- MGMT 312 – International Business Management (3)
- MKTG 414 – International Marketing (3)
- POSC 112C – P3 World Politics (3)
- POSC 208D – CC Introduction to Comparative Politics (3)
- POSC 211 – Introduction to Public Policy (3)
- POSC 245 – CC Russian Politics Today (3)
- POSC 280 – P3 Terrorism and Politics (3)
- POSC 350 – International Security (3)
- POSC 399 – Advanced Topics in Political Science (3)*
- PSJS 260P – P5 Global Issues in Peace & Social Justice Studies (3)
- PSJS 270 – CC Ethics and World Ecology (3)
- SOCI 220 – CC Groups and Diversity (3)
- SPST 265 – P5 International Cultures and Sport (3)
- SPST 365D – CC International Sport (3)

**When topic is appropriate and approved by program director.*

Area Studies

- ANTH 106D – P5 Cross-Cultural Interaction (3)
- HIST 116D – P2 Asian Religions (3)
- HIST 170D – WWII in the Pacific (3)
- HIST 234 – China and the New Global Economy (3)
- HIST 260D – American Diplomatic History (3)
- HIST 291D – P3 Japan Since 1800 (3)
- HIST 292D – P3 China Since 1800 (3)
- HIST 303 – P1 Indian History Through Film (3)
- ISPR 205 – CC Contemporary Ireland (3)
- ISPR 210 – Cultural Identity: Southeast Asia (3)
- ISPR 212 – CC Introduction to Contemporary Africa (3)

- ISPR 220 – CC Latin America in Global Context (3)
- LSPN 230P – P1 Hispanic/Latino Film and Literature (3)
- POSC 232 – Politics of Developing Nations (3)
- POSC 235D – P5 European Politics (3)
- POSC 240 – CC Middle East Politics (3)
- POSC 335 – Politics of the European Union (3)
- REST 179C – P2 Intro to Islam (3)

Minor

Minor in International Studies

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- ISPR 100D – P3 Introduction to International Studies (3)
- Choose **THREE** courses:
  - ANTH 209 - World Cultures (3)
  - ECON 105C – P3 Principles of Microeconomics (3)
  - HIST 102D – P3 Europe and the World Since 1815 (3)
  - POSC 218 – P3 International Relations (3)
  - REST 152D – CC World Religions (3)
  - Modern Language 211 or higher (3)*
- **TWO** courses from the Functional or Area Studies categories (6)

Total: 18 credits

**The choice of language may necessitate additional competency prerequisites.*

Note: *No more than two courses which are satisfying a student's major requirements may also be applied to a student's ISPR minor.*

International Studies Courses

ISPR-100D P3 Intro Internatl Studies (3)

This is an introductory course designed to provide students with a geographical understanding of contemporary global issues and problems. There will be some discussion of the physical world and its representation in maps, but the emphasis is upon the cultural realm and the various ways humans have interacted with their environments and with each other. Students are required to familiarize themselves with many global regions beyond North America and to compare and contrast these regions as an essential part of becoming "globally literate."

Attributes: P3 YLIB

ISPR-204 P3 Contmp Global Issues (3)

The course is a discussion of some of the major issues of the twenty-first century that confront the global community and that have dominated the headlines in the past two years. These issues include the Eurozone crisis, the refugee crisis in the Middle East and in Europe, the rise of terrorist group such as ISI, the renewal of diplomatic relations with Cuba etc.

Typically offered:
Spring

Attributes: ISFS P3 YLIB

ISPR-205 CC Contemporary Ireland (3)

The course examines the political, economic and social conditions of contemporary Ireland (including both the Republic and Northern Ireland), relations between the two parts, and Ireland's role in the world. Origins, current conditions and prospects for the future will be considered.

Attributes: CC ISRS YLIB

ISPR-206 P3 Comp Military Thoughts (3)

The course will compare military thought of different historical, cultural and political settings ranging from the US and Western Europe to the East (Russia, Japan, China), and from Machiavelli and Clausewitz to Mao and Giap. This will provide for the understanding and analyzing of selected contemporary global security issues.

Attributes: P3 YLIB ZRES

ISPR-207 Global Humanitarianism (3)

The course exposes students to theories and practices of humanitarian actions around the world. It is also a critical investigation into issues generated by humanitarian interventions.

Attributes: YLIB ZRES

ISPR-210 Cult. Identity: So. Asia (3)

This course examines the historical, social, sexual, economic, and political dimensions of life in South Asia (India, Pakistan, Bangladesh, and Afghanistan) exploring especially issues of identity within the complicated dynamics of culture, tradition, colonialism, religion, nationalism, and a global economy that is radically changing South Asia.

Attributes: ISRS YLIB

ISPR-212 CC Intro to Contemp Africa (3)

The course introduces, from an interdisciplinary perspective, the basic concepts and theoretical frameworks for understanding the dynamic and complex region that is Africa today. Major issues to be explored include history, the politics of democratic transitions, the economy, the environment, health policies, family structure and women in development, religion, ethnicity, as well as African music, food and literature.

Attributes: CC ISRS YLIB

ISPR-220 CC Latin Am Global Context (3)

Latin America in the Global Context will explore contemporary issues related to this region and integrate them into the current global context. After a brief introduction about the history of Latin America the course will focus on the social, cultural and political commonalities found in the different countries of Latin America and in the particular realities of each specific nation.
This course will have an interdisciplinary approach. Some of the topics that we will focus on include political and economic processes; urbanization and migration; religion; and race, ethnicity and gender.

Attributes: CC ISRS YLIB

ISPR-270D CC Global Gender Studies (3)

The global study of women requires considering different cultures, religions, and forms of government. This course studies contemporary issues through a gender perspective and considers the ways in which this perspective is useful in broadening our understanding of women's lives and concerns in the Americas, Europe, Asia, and Africa. Examines the role of women in the struggle for human rights, environmental protection, economic justice, and political participation. Compares the situation of first-world and third-world women and analyzes the role of the United Nations in promoting advances in the status of women.

Attributes: CC ISFS WGST YLIB

ISPR-475 Washington DC-Internship (6 TO 9)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: ISPR-476 Y D-

ISPR-476 Washington DC-Seminar (3 TO 6)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: ISPR-477 Y D-

ISPR-477 Washington DC-Forum (1 TO 3)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall

Attributes: YLIB

ISPR-490 Internship (1 TO 6)

An internship with a company or agency in the Rochester area, which includes the opportunity to work in the area of international affairs or a related subject.

Permission of the Program Director is required to register.

Attributes: YLIB

ISPR-496 Independent Study (1 TO 6)

An opportunity for a student to engage in research or study in an area or topic not regularly covered in the program.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall

Attributes: YLIB

ISPR-497 Senior Thesis Preparation (3)

This is the first course in the series ISPR 497-498, which must be taken in this sequence or concurrently. ISPR 497 students will work through the process of planning a major research paper, preparing a proposal (including a consideration of research design), selecting faculty readers, and completing an annotated bibliography.

Permission of the Program Director is required to register.

Attributes: YLIB

ISPR-498H Honors: Internat’l Studies (3)

ISPR 498H Honors students work through successive drafts and seminar discussions of their research paper begun in ISPR 497, culminating in a formal written paper suitable for publication, as well as a formal presentation to the Fisher community, ISPR faculty, and students in April. Students interested in enrolling in ISPR 498H must maintain a 3.50 cumulative GPA and declare their intention to pursue honors in ISPR prior to the beginning of their senior year.

Permission of the Program Director required to register.

Attributes: YLIB

ISPR-498 Senior Thesis Presentation (3)

This is the second course in the sequence ISPR 497-498. ISPR 498 students will work through successive drafts and seminar discussions of their research papers, culminating in a final written paper suitable for publication, as well as a formal presentation to the Fisher community, ISPR faculty, and students in April.

Permission of the Program Director required to register.

Typically offered:
Fall & Spring

Attributes: YLIB

ISPR-1060 Global Issues (3)

Through a series of articles, case studies, and films, this course explores global issues from the disciplinary perspective of international studies. Topics of focus include human rights, the production, trafficking and abuse of illegal narcotics, extremism and terrorism, various forms of corruption, human migration and immigration, human trafficking, poverty and development, etc. As they critically research and engage with such issues in various regions of the world, students will gain a more complete picture of some of the serious challenges facing humanity as a whole in the early 21st century, begin to understand relationships and connections that exist between the United States and the rest of the world, and be encouraged to develop into mindful, globally educated citizens.

Attributes: LC YLIB

ISPR-1299 Research-Based Writing (3)

Students study and practice skills central to academic and professional research through the development of independent, inquiry-based projects. In their projects, students assert, support, and integrate their own positions into scholarly conversations based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Attributes: RW YLIB ZRES

ISPR-2206 Comparative Military Thght (3)

The course will trace the evolution of military thought from the Renaissance to the present day, and the impact these ideas have had on war. Material is developed around the major thinkers and theories that have been the foundation of military doctrine and strategy, providing a solid basis for understanding and analyzing selected contemporary functional and regional security issues.

Attributes: CIA YLIB

ISPR-2300 Intro to Int’l Studies (3)

This course will introduce students to the interdisciplinary field of International Studies. We will consider such topics as world history and the origins of modern cultural, political and economic globalization, the evolution of international relations and diplomacy, modern global conflict and cooperation, security concerns, economic and human development, and so on. Students will become familiar with key concepts in international / global studies,
and learn to analyze contemporary events and issues from multiple perspectives.

Attributes: DEI YLIB

ISPR-2320 Human Migra in the Mod Era (3)

This course will examine the global phenomenon of human migration in the modern era, from immigration to the United States and other countries in the Americas in the nineteenth century do current trends in legal and illegal global migration, refugee crises and related global issues in the twenty-first century. Why do people chose to migrate across international borders? Why and how do sovereign nation states seek to control the movement of peoples? What are the potential social, economic, and political ramifications of both emigration and immigration? The overarching goal of the course is to provide students with essential fundamental knowledge of historical and contemporary human migration so that they will be able to consider and discuss such questions from a variety of disciplinary perspectives and develop a more comprehensive and nuanced understanding of the topic.

Typically offered:

Fall

Attributes: DEI YLIB

Legal Studies

Overview

Clair Smith, *Chair of the Division of Social Sciences*

Legal Studies at Fisher

The legal studies major examines the questions of law from many angles and is excellent preparation for careers in law or law school. Students in the major are encouraged to take advantage of the Pre-Law Association, Mock Trial, financial support through the Michael M. Moran legal studies fund and personalized advising. Legal studies students may also be interested in the 3+3 Legal Education Admissions Program (LEAP). In conjunction with the State University of Buffalo School of Law and Syracuse University College of Law, Fisher offers the opportunity for qualified students to earn a bachelor of arts degree and a juris doctor degree over the course of approximately six years of full-time study. See the Pre-law Experience section for more information.

The legal studies major is one of two programs offered by the Department of Political Science and Legal Studies. It is multidisciplinary in its focus. The legal studies major is for Fisher students who have broad and varied interests in the relationship between law and society; who may be seriously considering attending law school or graduate school after completing their undergraduate degrees; or who are interested in an array of careers such as paralegal, lobbying, union organizing, and government service, where some basic knowledge of law and legal systems is important.

The legal studies major is designed to introduce students to substantive knowledge about law and society (broadly defined), with an emphasis on law's societal, political, and human contexts. The legal studies major also aims at developing students' analytical and communication skills, which are necessary for success in law school, graduate school, or the workplace.

The legal studies major is a bachelor of arts program.

Program Requirements

B.A. in Legal Studies

All courses which may be applied to the legal studies major are included in the determination of the grade point average in the major.

Requirements

Required Courses – *24 credits*

- ECON 250 – Law and Economics (3)
- ENGL 271 – Introduction to Legal Writing (3)
- POSC 210 – P3 Law, Politics, and Society (3)
- POSC 212 – Legal Research and Analysis (3)
- Choose **ONE**:
  - POSC 252 – Theories of Law (3)
  - PHIL 260C – P3 The Philosophy of Law (3)
- Choose **ONE**:
  - POSC 325 – Constitutional Law (3)
  - POSC 398 – Special Topics in Legal Studies (3)
- POSC 355 – Issues in Lawyering (3)
- POSC 495 – Internship (3)

Electives – *12 credits*

Choose **FOUR** electives from the list below. At least one of which must at the 300 level or above.

- COMM 346 – Media Law and Ethics (3)
- ENGL 306 – Law & Literature (3)
- PHIL 260C – The Philosophy of Law (3)
- PHIL 340 – Philosophy and Jurisprudence (3)
- POSC 217 – The American Jury (3)
- POSC 252 – Theories of Law (3)
- POSC 254 – Criminal Courts and Trials (3)
- POSC 267 – Foundations of U.S. Law (3)
- POSC 325 – Constitutional Law (3)
- POSC 348 – Environmental Law (3)
- POSC 326 – Judicial Behavior (3)
- POSC 398 – Special Topics in Legal Studies (3)
- SPST 240 – Sport Law (3)
- ECON 221 – SQ Statistics (3)

Total: 36 credits

Note: *Course substitutions for the legal studies major can be made only after consultation with and approval of the Chair of the Division of Social Sciences.*

3+3 Legal Education Admission Program (LEAP)

Legal Studies majors interested in the 3+3 Legal Education Admission Program should refer to the Pre-law Experience section of the Undergraduate Catalog. Upon acceptance into the program and in consultation with a legal studies advisor, LEAP students complete the following requirements for legal studies:

Requirements

Required Courses – *21 credits*

- ECON 250 – Law and Economics (3)
- ENGL 271 – Introduction to Legal Writing (3)
- POSC 210 – P3 Law, Politics, and Society (3)
- POSC 212 – Legal Research and Analysis (3)
- Choose **ONE**:
  - POSC 252 – Theories of Law (3)
  - PHIL 260C – P3 The Philosophy of Law (3)
- POSC 355 – Issues in Lawyering (3)
- Choose **ONE**:
  - POSC 495 – Internship (3)
  - 300 level POSC elective (3) (choose from: POSC 325, 326, 348 or 398)

Law School Transfer Credits – *15 credits*

- 15 law school credits in transfer (grades of "C" or higher)

Total: 36 credits

Note: *Course substitutions for the legal studies major can be made only after consultation with and approval of the Chair of the Division of Social Sciences.*

Minor

Minor in Legal Studies

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- ENGL 271 – Introduction to Legal Writing (3)
- POSC 210 – P3 Law, Politics, and Society (3)
- POSC 212 – Legal Research and Analysis (3)
- Choose **ONE**:
  - POSC 252 – Theories of Law (3)
  - PHIL 260 – P3 The Philosophy of Law (3)

- Choose **ONE**:
  - POSC 325 – Constitutional Law (3)
  - POSC 398 – Special Topics in Legal Studies (3)
- POSC 355 – Issues in Lawyering (3)

Total: 18 credits

Note: *No more than one course taken to meet a major requirement may also be applied to the legal studies minor*.

Legal Studies Courses

Mathematics

Overview

Kimberly Chichester, *Chair of the Division of Natural and Mathematical Sciences*

The mission of the department is to provide an inclusive environment that promotes student success and intellectual engagement in mathematics, statistics, and computer science. We value the interdisciplinary nature of studies in these fields. Our programs provide preparation for graduate work and careers in these and related fields. We support students across the University in applying mathematical, statistical, and computational techniques in their inquiries and explorations. We provide students with a foundation for ethical citizenship built on the use of data and the analysis of evidence so they can engage meaningful questions. In addition to problem solving skills, we help students learn to collaborate and communicate so they can apply their skills to investigate problems in local and global communities where clear, logical, evidence-based reasoning and inquiry are needed. The mathematics program aims to do the following:

- Offer students the opportunity to engage classical and modern mathematics;
- Prepare mathematics majors for careers in business, industry, or government, graduate work in mathematics and related disciplines, or teaching certification; and
- Provide supporting courses in areas of pure and applied mathematics for general education and other disciplines.

The major in mathematics may lead to either the Bachelor of Arts degree or the Bachelor of Science degree. Students wishing to pursue actuarial mathematics should choose the actuarial option within the Bachelor of Science degree path.

Program Requirements

B.S. in Mathematics

All courses that may be applied to the major requirements are included in the determination of the grade point average in the major.

Requirements

Mathematics Modeling Courses – *18 credits*

- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- MATH 221C – Calculus III (4)

- MATH 222 – SQ Introduction to Dynamical Systems (3)
- MATH 301 – Mathematical Statistics I (3)

Mathematics Reasoning and Proof Courses – *12 credits*

- MATH 200C – Discrete Structures (3)
- MATH 232 – Linear Algebra (3)
- MATH 325 – Abstract Algebra (3)
- MATH 421 – Principles of Real Analysis I (3)

Mathematics as a Profession Courses – *3 credits*

- MATH 201 – Sophomore Mathematics Seminar (1)
- MATH 300 – Junior Mathematics Seminar (1)
- MATH 401 – Senior Mathematics Seminar (1)

Mathematics Elective – *3 credits*

- **ONE** MATH course at or beyond the 300 level

Computational Mathematics Courses – *6 credits*

- MATH 391 – Numerical Analysis I (3)
- Choose **ONE** programming course from the following:
  - CSCI 161 – Foundations of Computer Science I (3)
  - DIGC 158 – P4 Introduction to Computational Media (3)
  - STAT 375 – Data Analysis and Stat Comp (3)

Mathematics/Actuarial Mathematics Option – *18-19 credits*

- Choose **ONE** option:
  - **Actuarial Mathematics Option (19 credits):**
    MATH 302, 410, 460 (1), 461; STAT 210; ECON 106; plus either MATH 480 Capstone or STAT 490 Internship
  - **Mathematics Option (18 credits):**
    FIVE additional 3-credit MATH courses at or beyond the 300 level, plus MATH 480 Capstone

Total: 60–61 credits

B.A. in Mathematics

All courses that may be applied to the major requirements are included in the determination of the grade point average in the major.

Requirements

Note: *The requirements for the mathematics major are more specific for students who are also majoring in inclusive adolescence education. Please refer to these specific course requirements below.*

Mathematics Modeling Courses – *18 credits*

- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- MATH 221C – Calculus III (4)
- MATH 222 – SQ Introduction to Dynamical Systems (3)
- MATH 301 – Mathematical Statistics I (3)

Mathematics Reasoning and Proof Courses – *12 credits*

- MATH 200C – Discrete Structures (3)
- MATH 232 – Linear Algebra (3)
- MATH 325 – Abstract Algebra (3)
- MATH 421 – Principles of Real Analysis I (3)

Mathematics as a Profession Courses – *6 credits*

- MATH 201 – Sophomore Mathematics Seminar (1)
- MATH 300 – Junior Mathematics Seminar (1)
- MATH 401 – Senior Mathematics Seminar (1)
- MATH 480 – Mathematics Capstone (3)

Mathematics Electives – *6 credits*

- **TWO** MATH courses at or beyond the 300 level

Total: 42 credits

Note: *Mathematics majors may NOT minor in statistics.*

B.A. in Mathematics with Inclusive Adolescence Education

Disclosure: *This degree program is intended for students that are/will be part of the Noyce Inspire scholarship. Other students can enroll in this degree, however, only those that have applied and were selected by the Noyce Scholarship Committee will receive the scholarship. Visit the Noyce website for more details.*

The B.A. in mathematics with inclusive adolescence education degree program is a dual certification program comprised of both the mathematics major and the inclusive adolescence education major with certification concentration in adolescence education – mathematics (7-12) and students with disabilities - generalist (7-12) certification. This program prepares teacher candidates to be highly capable and ethically responsible teachers who have the knowledge, skills, and dispositions necessary to teach and reach all students effectively in adolescence education (grades 7-12).

Students in the B.A. in mathematics with inclusive education degree program must successfully complete the mathematics requirements as listed below as well as the inclusive adolescence education requirements (see *Inclusive Adolescence Education* for details). Students must earn grades of "C" or higher in all courses in the content area.

- Complete the B.A. requirements in mathematics as listed above, except MATH 222 – SQ Introduction to Dynamical Systems (3)
- Substitute MATH 470 in place of MATH 480
- Complete MATH 417 as one of the two required 300+ level electives.

Inclusive Adolescence Education/Mathematics Dual Major

Students pursuing teaching certification in inclusive adolescence education (mathematics) may ***dual major*** in inclusive adolescence education and mathematics (following B.A. requirements) and earn a *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (see *Inclusive Adolescence Education* for details) the Department of Mathematics, Computer Science, and Statistics, in conjunction with the Education Department, has outlined the following requirements for certification in mathematics. Students must earn grades of "C" or higher in all courses in the content area.

- Complete the B.A. requirements in mathematics as listed above
- Substitute MATH 470 in place of MATH 480
- Complete MATH 417 as one of the two required 300+ level electives.
- Strongly recommended completion of PHYS 141 and CSCI 161

Inclusive Adolescence Education Major with a Mathematics Concentration

Students pursuing teaching certification in inclusive adolescence education (mathematics) may choose to complete a ***concentration*** in mathematics instead of a major, resulting in a *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (see *Inclusive Adolescence Education* for details), the Department of Mathematics, Computer Science, and Statistics in conjunction with the Education Department, has outlined the following courses for the mathematics concentration which meet the New York state requirement for mathematics certification. Students must earn grades of "C" or higher in all courses in the content area.

- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- MATH 200C – Discrete Structures (3)
- MATH 232 – Linear Algebra (3)
- MATH 301 – Mathematical Statistics I (3)
- MATH 310 – Number Theory (3)
- MATH 325 – Abstract Algebra (3)
- MATH 421 – Principles of Real Analysis I (3)
- MATH 417 – Geometry (3)
- MATH elective at the 200 level or above (3-4)

Total: 32-33 credits

Inclusive Childhood Education Major with a Liberal Arts

Major/Concentration in Mathematics

Students pursuing teaching certification in inclusive childhood education must declare either a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education majors who wish to pursue a ***dual major*** with mathematics take all of the major requirements as listed above (B.A. or B.S. degree requirements) in addition to meeting all of the inclusive childhood education requirements (see *Inclusive Childhood Education* for details). If an inclusive childhood education major wishes to complete a ***concentration*** in mathematics, the Department of Mathematics, Computer Science, and Statistics in conjunction with the Education Department, has outlined the following courses which meet the New York state requirement for a liberal arts concentration in this field. Students must earn grades of "C" or higher in all courses in the content area.

- MATH 114C – Math for Teachers (3)
- MATH 115C – P4 Math Explorations II (3)
- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- MATH 200C – Discrete Structures (3)
- MATH 232 – Linear Algebra (3)
- MATH 301 – Mathematical Statistics I (3)
- MATH 310 – Number Theory (3)
- MATH 417 – Geometry (3)
- MATH elective at 200 level or above (3-4)

Total: 32-33 hours

Minor

Minor in Mathematics

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- **FOUR** 3- or 4-credit courses chosen from:
  MATH at or beyond the 200 level (at least two of the MATH courses must be at or beyond the 300 level) (12–13)

Total: 20–21 credits

Mathematics Courses

MATH-104C P4 Math Perspectives (3)

This course is designed to bring the beauty, fun, and utility of mathematics to a broad variety of students. By use of games, puzzles, paradoxes, art, and other explorations, students gain insight into the way mathematicians think and learn ways of thinking that significantly improve their ability to solve problems. Possible topics include number theory and secret codes, notions of the infinite, geometry and topology, chaos and fractals, and probability and expectation.

Attributes: P4 YLIB

MATH-107 Math in Pop Culture (3)

This course will explore mathematics as it is presented in various popular culture phenomena, such as TV, movies, puzzles, games, and literature. Potential mathematical ideas to be explored include game theory, probability, statistics, mathematical modeling, and the history of mathematical ideas.

Formerly titled: Mathematics in Games

Attributes: YLIB

MATH-109C College Algebra (3)

Topics in this course include relations and their graphs, functions and some of their important properties, trigonometry, exponential and logarithmic models, and methods for solving systems of equations and inequalities.

Attributes: YLIB

MATH-111C SQ Finite Math Soc Sci (3)

Topics include: functions, linear and non-linear models, matrix algebra and applications, linear programming applications.

Typically offered:
Fall & Spring

Attributes: SQ YLIB

MATH-112C P4 Calculus for Soc Sci (3)

This course is devoted to the study of calculus concepts and techniques. Emphasis is placed on differential and integral calculus. Applications to business, industry, and the social sciences are heavily stressed in the course. This course is not equivalent to MATH 120C and may not be taken concurrently with MATH 120C or if the equivalent of MATH 120C has been successfully completed.

Typically offered:
Fall & Spring

Attributes: P4 YLIB

MATH-114C P4 Math for Teachers (3)

Course design is guided by the CAEP, NCTM, and New York State Standards, and therefore mathematics content will be developed through problem-solving, communication (both written and oral), reasoning, and with the objective of creating mathematical connections. Students gain an understanding of the mathematical concepts by studying patterns and making generalizations. Topics in

the two-course sequence include: numeration systems (including non-decimal bases), the four basic arithmetic operations and the development of their associated algorithms, the extension of the integers and rational numbers to the real number system, mathematical modeling, number theory, proportional reasoning, measurement, geometry, probability, and statistics.

MATH 114C and MATH 115C are a two-course mathematics content sequence designed for the prospective educator.

Typically offered:
Fall

Attributes: P4 YLIB

MATH-115C P4 Math for Teachers II (3)

This course is a continuation of the topics included in MATH 114C.

Attributes: P4 YLIB
Pre-requisites: MATH-114C C OR MSTI-114C C

MATH-115C P4 Math Explorations II (3)

This course is a continuation of the topics included in MATH 114C.

Attributes: P4 YLIB
Pre-requisites: MATH-114C C OR MSTI-114C C

MATH-119C P4 Precalculus (3)

Topics include trigonometric functions, analytic geometry, and properties of functions, with emphasis on exponential and logarithmic functions. Graphical interpretations are emphasized throughout the course. Most topics are supported by the use of graphing calculators.
This 3-credit course was formerly offered for 4 credits.

Attributes: P4 YLIB
Pre-requisites: -

MATH-120C P4 Calculus I (4)

This is a first course in calculus primarily aimed at mathematics and science students. Limits of functions are explored algebraically and graphically. Tangent lines, derivatives, and their applications are introduced. Students work with mathematical properties and consequences of the derivative such as concavity and finding extreme values as well as applications, such as applied optimization and related rates. The course also includes an introduction to definite and indefinite integrals. the Fundamental Theorem of Calculus, and some basic applications of the definite integral.

Prerequisite will be met by a grade of B (83%) in a high school pre-calculus course.

Typically offered:
Fall & Spring

Attributes: P4 YLIB
Pre-requisites: GPA >=PCALB OR MATH-119C C

MATH-122C P4 Calculus II (4)

This is a second course in calculus, building on the material of MATH 120C. The subject matter includes techniques of integration, applications of the integral, infinite series, power series, Taylor series, and improper integrals.

Typically offered:
Fall & Spring

Attributes: P4 YLIB
Pre-requisites: MATH-120C C

MATH-130C SQ Math Modeling&Quan An (3)

This course provides students with the background necessary to study both the quantitative aspects of business (decision-making, etc.) and the foundations of differential calculus for functions of several variables. This is accomplished through various projects, which provide a contextual framework to study the mathematical content of the course. The course topics include functions, curve fitting, and statistics. These topics are tied together through the central ideas of mathematical modeling and communication. Throughout the course, technology (such as Microsoft Excel) is integrated and used as a tool for the solving of problems.

MATH 130C replaces and is the equivalent of MSTI 130C.

Attributes: HHSM SQ YLIB

MATH-150C Elem Discrete Math (3)

This course introduces students to the mathematics that is needed for computer science. In particular, this includes sets, ordered tuples, logic, rates of growth, finite state machines, functions, composition of functions, relations, matrices as representations of digraphs, Karnaugh maps, and binary representation of data in the computers.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: -

MATH-170 P4 Mathematical Modeling (3)

This course is designed to introduce students to various applications of mathematics utilizing relatively simple mathematics and basic technology. The course reinforces the cycle of steps in modeling real-world phenomena through the study of topics such as: difference equations, sequences of numbers, recursive relationships, and the Game of Life.

Attributes: P4 YLIB

MATH-190 Intro Topics in Math (3)

An introductory math course on a topic of interest that is not typically part of a regularly scheduled class. The topic will vary depending on student and instructor interests. Students may take this course again for credit, but not with the same topic.

Fall 202509 Section 01 Topic: Mathematics and Music

In this course, we will apply mathematical ideas to study the foundations of western music. We'll compare various historical scales (Pythagorean, just intonation, equal temperament), study patterns in rhythm, melody, and harmony, and the analysis and synthesis of musical sound. No particular background in mathematics, physics, or music will be assumed.

Attributes: YLIB

MATH-199C RW Research-based Writing (3)

Students learn the basics of writing an academic research paper in this discipline. Emphasis is on elements of persuasive argumentation, the inclusion of more than one perspective on an issue, the proper use and documentation of sources, and revision. Students also learn how to make an effective oral presentation of their research. Department-determined topic may change from semester to semester and is likely to include literary texts as primary materials.

Restricted to freshmen and transfers.

Note: 199C courses may not be taken for credit more than once.

Research-based Writing (199) Courses & Topic Descriptions [pdf]

Attributes: RW YLIB

MATH-200C Discrete Structures (3)

This course has a two-fold purpose: the first is to introduce the student to modern mathematics and its methods of argument and proof; the second is to make practical applications of these ideas in the fields of applied mathematics and computer science. The subject matter includes a selection from: sets, functions, relations, combinations, graphs, trees, strings, number systems, abstract structures, Boolean algebra, and the design of logical circuits. Students begin their exploration and study of proofs in mathematics.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: MATH-120C C OR MATH-150C C

MATH-201 Math Seminar (1)

Students will focus on mathematical problem solving and computational mathematics. This will take the form of problem-solving sessions and competitions as well as learning the fundamentals of computing as it pertains to mathematical problem solving and representation. Throughout, students will further their understanding of software packages such as Maple and Matlab or open-source alternatives.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: MATH-122C C

MATH-221C Calculus III (4)

This is a course in multivariable calculus. The topics include three-dimensional coordinate geometry, vector arithmetic, visualization of multivariable functions, partial derivatives and gradients, optimization, double and triple integrals in Cartesian and other common coordinate systems, line integrals, surface integrals, and the main integral theorems of vector calculus. The course also covers applications of these concepts.

Attributes: YLIB
Pre-requisites: MATH-122C C

MATH-222 SQ Intro Dynamical Systems (3)

This is a first course in the study of modeling dynamical systems using differential and difference equations. Topics include explicit solutions, methods, qualitative analysis, numerical methods, and applications of using continuous and discrete equations as models in chemistry, physics, biology and other areas.

Formerly titled: SQ Differential Equations

Typically offered:
Spring

Attributes: SQ YLIB
Pre-requisites: MATH-122C C

MATH-232 Linear Algebra (3)

This is an introductory course in linear algebra. The key topics in the course are systems of linear equations, vector spaces and inner product spaces, linear transformations and matrices, determinants, eigenvectors, eigenvalues, and applications of linear algebra.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: MATH-120C C OR MATH-150C C

MATH-290 Peer Tutoring in Math (1)

This course educates students in the theory and practice of tutoring in mathematics. Students tutoring in the Math Center must be taking or have taken this course.

Graded S/U.

Permission of the Professor is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB

MATH-300 Junior Seminar (1)

Students will focus on learning to read mathematical journal articles written at an appropriate level. Students will also explore mathematics as a profession, including careers in industry, academia, and government, as well as graduate school opportunities in the mathematical sciences and summer research experiences that are available to undergraduates.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: (MATH-200 D- OR MATH-232 D-) AND MATH-201 Y D-

MATH-301 Mathematical Stats I (3)

The content includes probability models, finite sample spaces, conditional probability and independence, random variables, functions and sums of random variables, characterizations of random variables, and moment-generating functions.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: MATH-122C C

MATH-302 Mathematical Statistics II (3)

As a continuation of MATH 301, this course will use the probabilistic framework developed there to develop statistical analyses. Estimation (including the method of maximum likelihood), confidence intervals, hypothesis testing, regression, and correlation are covered. Analysis of Variance and tests of categorical relationships are included, as well as an introduction to time series analysis and an introduction to Bayesian statistics.

Typically offered:
Spring – Odd Years

Attributes: YLIB
Pre-requisites: MATH-301 C

MATH-310 Number Theory (3)

The following topics are covered: Euclid's algorithm, prime numbers, perfect numbers, Diophantine equations, congruences, and other specialized applications. In addition, some of the historical background of the subject is discussed.

Typically offered:
Variable

Attributes: YLIB
Pre-requisites: MATH-200C C AND MATH-232 C

MATH-325 Abstract Algebra (3)

This proof-intensive, theoretic course examines the properties of generalized algebraic structures, focusing primarily on topics selected from groups, permutations, cyclic groups, normal subgroups, rings, and homomorphisms. Illustrative examples include the real number systems and several of its subsystems, permutation groups, functions under composition, modular arithmetic, the complex numbers, and matrices.

Typically offered:
Fall – Odd Years

Attributes: YLIB
Pre-requisites: MATH-200C C AND MATH-232 C

MATH-333 Applied Mathematics I (3)

The first of a two-semester sequence in applied mathematics for the physical sciences and engineering. The course content is derived from the following list of topics: vector calculus; tensor analysis; functions of a complex variable; solutions of partial differential equations; eigenvalue problems; Fourier series; Laplace and Fourier transforms; calculus of variations; and properties of some special functions.

Cross-listed with PHYS 333.

Attributes: YLIB
Pre-requisites: MATH-221C C AND MATH-222 C

MATH-334 Applied Math II (3)

A continuation of MATH 333.
Cross-listed with PHYS 334.

Attributes: YLIB
Pre-requisites: MATH-333 C OR PHYS-333 C

MATH-391C Numerical Analysis I (3)

A study of numerical methods for solving problems, such as approximating the zeroes of non-linear equations, approximation of functions by polynomials, numerical solution of systems of equations, numerical integration, and numerical solution to differential equations. Use of the computer for application to the above problems through student-written and/or commercially available programs is examined.

Attributes: YLIB
Pre-requisites: (CSCI-161 C OR DIGC-158 C OR STAT-275 C) AND (MATH-222 C OR MATH-232 C)

MATH-400 Special Topics (1 TO 3)

This course presents a special topic in mathematics that would not be offered regularly. Possible topics include: linear spaces, complex variables, general topology, and differential geometry. This course may be repeated for different topics.

Topic for Fall 2023:Graph Theory for Mathematicians, Computer Scientists, and Statisticians
Mathematically, graphs and networks represent objects (called nodes or vertices) and their connections (called links or edges). Graphs are used to represent a variety of relationships in computer science (such as trees and the flow of an algorithm). Statisticians often deal with graph and network structures in their data. In this class, we will explore the mathematical properties and types of graphs, their applications in the real world (especially computer science and statistics), and how to use graphs for analyzing problems. We will review some fundamental ideas in math, CS, and statistics, and apply these ideas to graphs. Anyone who has completed either MATH 200, or CSCI 290, or STAT 210/220 should be able to succeed in this course.

Typically offered:
Fall – Odd Years

Attributes: YLIB
Pre-requisites: MATH-200C C

MATH-401 Senior Seminar (1)

Students will focus on communicating mathematics in written and oral forms and on methods of mathematical research. This will culminate in students selecting a topic, generating initial conjectures and ideas, and completing a written literature review and proposal for their capstone project.

Typically offered:
Fall

Attributes: YLIB

MATH-410 Probability Models (3)

This course seeks to apply the mathematical concepts learned in MATH 301 to various applied settings. Probability models are discussed as they relate to the physical sciences, psychology, engineering, and computers. Topics are chosen from discrete and continuous Markov chains, queueing theory, branching processes, Brownian motion, Monte Carlo methods, and applications of conditional probability. An emphasis is placed on using computers to perform simulations.

Typically offered:
Spring – Even Years

Attributes: YLIB
Pre-requisites: MATH-301 C

MATH-417 Foundations of Geometry (3)

This course is a study of projective and Euclidean geometries with a special emphasis on axiom systems and the relationships between Euclidean geometry, projective geometry, and the non-Euclidean geometries.

Typically offered:
Spring – Odd Years

Attributes: YLIB
Pre-requisites: MATH-200C C AND MATH-232 C

MATH-421 Principles Real Analysis I (3)

Topics covered in the course include those chosen from the following: sets, functions and sequences of real numbers, limits and continuity, elementary topology of the real line, Riemann integration, differentiation and the mean value theorem, infinite series and sequences of functions and uniform convergence. An emphasis is placed on construction of mathematical proof.

Typically offered:
Fall – Even Years

Attributes: YLIB
Pre-requisites: MATH-200C C

MATH-422 Prin Real Analysis II (3)

This course is a continuation of the topics included in MATH 421.

Attributes: YLIB
Pre-requisites: MATH-421 C

MATH-460 Actuarial Math Seminar (1)

This course will introduce some concepts in probability, such as joint moment generating functions and order statistics, as well as review many concepts from MATH 301 with a focus on increasing computational accuracy, speed, and understanding. Through problem solving and repeated practice, students will apply the aspects of probability from MATH 301 in a risk management context. This course is recommended for those studying for the Exam P by the Society of Actuaries.

Typically offered:

Spring

Attributes: YLIB
Pre-requisites: MATH-301 C

MATH-461 Mathematical Finance (3)

The purpose of this course is to provide an understanding of the concepts of financial mathematics and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in reserving, valuation, pricing, asset/liability management, and other uses. The students are given an introduction to financial instruments, including derivatives, and the concept of no arbitrage as it relates to financial mathematics. Topics are chosen from: interest theory (such as the time value of money, annuities and cash flows, loans, bonds, and immunization), financial economics (such as derivatives, options, futures, swaps, and hedging), and mathematical models (such as finite probability spaces, Martingales and Markov processes, risk-neutral and arbitrage-free pricing theory in a complete market, binomial and trinomial tree models, and Black-Scholes analysis of European options). This class covers topics of the SOA Exam FM.

Attributes: YLIB
Pre-requisites: MATH-301 Y C OR MATH-200C C

MATH-470 Adv Math Perspectives (3)

This course is designed to help students to connect their undergraduate mathematics experience to the high school mathematics curriculum. Concepts from number theory are integrated into the course. This class involves evaluating and critiquing mathematical arguments from across the mathematics curriculum, giving students an opportunity to analyze various logic flaws and misconceptions, and reinforcing the structure of proofs and reasoning.

Attributes: YLIB
Pre-requisites: MATH-325 C OR MATH-421 C

MATH-480 Mathematics Capstone (3)

Students write and present a senior thesis involving a substantive project that demonstrates a synthesis of learning accumulated in the major on a topic from an area of mathematics. The topic chosen is approved by the course thesis advisors and the chair of the department. The student works with the thesis advisors to develop a coherent presentation of his/her chosen topic. The written thesis and its oral presentation must be at a level accessible to an audience of majors who may not have studied the topic presented. Permission of the Department Chair is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB

MATH-490 Internship (1 TO 3)

The student spends 10 to 15 hours per week as an intern with an organization in the Rochester area. The student performs tasks with the goal of participating meaningfully in real-world mathematical applications or research. The student keeps a journal and participates in additional activities to reflect on their experiences and share them with prospective students, faculty and supervising organizations. To participate in an internship, a student must be a junior or senior MATH major with a GPA of 3.00 or higher in the major and be enrolled in at least one other upper-level mathematics course. There is no guarantee that there are a sufficient number of internships to accommodate qualified students wishing to enroll in the course.

Permission of the Department Chair is required to register.

Typically offered:
Spring

Attributes: YLIB

MATH-496 Independent Study (1 TO 3)

Well-qualified seniors may initiate and carry out a proposal for independent, advanced work under the supervision of a member of the department. Completion of the Independent Study/Tutorial Authorization form is required. See the College Policy on Independent Study.

Attributes: YLIB

MATH-1024 How to Shape an Election (3)

In this course, we'll explore how our democracy operates by examining how we can quantify various aspects of it. At the heart of the democratic experience is voting. On the surface, voting seems simple mathematically: the one with the most votes wins. But there are many ways to conduct elections when there are more than two initial candidates, including primary systems, ranked choice voting, proportional representation, and many more. Are there ways that are "better" than the others? What are the benefits and drawbacks of each system? And what are we voting for? Many of our elected officials have districts whose boundaries are redrawn from time to time as populations change and evolve. We've all seen examples of "gerrymandering" – drawing these districts in an awkward way so as to benefit one group over another. But how do we know if a district has been gerrymandered? What evidence do we have? We'll look at measures of how compact a district is, such as the Polsby-Popper test, as well as how biased a set of districts is toward a particular group using measures such as the
Efficiency Gap.

Attributes: LC YLIB

MATH-1130 Intro Business Analytics (3)

This course provides student with the background necessary to study both the quantitative aspects of business and the foundations of general linear regression. This is accomplished through various case studies, which provide a contextual framework to study the mathematical content of the course. The course topics include the collection, description, analysis, and modeling of data, as well as the ethical issues surrounding these topics. Everything is tied together through the central idea of empirical mathematical modeling starting from realistic data drawn from business contexts. Throughout the course, technology is integrated and used as a tool for the solving of problems.

Typically offered:
Fall & Spring

Attributes: DA YLIB

MATH-1170 Predicting the Future (3)

How are informed decisions made about the future based on what has happened in the past? How is phenomena in nature explained when scientific experimentation is too expensive, technologically infeasible, or ethically inappropriate? How is a spectrum of possibilities for the future presented at the same time for ease of comparison? An answer to all of these questions is mathematical modeling. In this course, mathematical models are built to examine a variety of real-world phenomena. While mathematical topics such as difference equations, recursive relationships, and basic time series analysis are explored, the focus is on the building and

evaluation of models rather than on the derivation of mathematical principles. Studies are grounded in real data, both as a starting point for model building and as a tool for assessing the performance of models. Computational technology is used heavily throughout the course. Applications can be wide-spread and can include areas such as population forecasting, economic modeling, predator-prey dynamics, and disease spread.

Typically offered:
Fall & Spring

Attributes: DA YLIB

MATH-2209 History of Mathematics (3)

An introduction to the development of mathematical ideas from the prehistoric era to the present, with an emphasis on problem solving across a variety of cultures and eras, the mathematical contributions of significant individuals, and the mathematics of non-Western cultures. Topics include number systems, algebra, geometry, trigonometry, and probability.

Attributes: CIA YLIB

Media and Communication

Overview

James Bowman, *Chair of the Division of Literature, Communication, and the Arts*

Our students develop a passion for creative work within the various media professions. While some students pursue careers as filmmakers and television producers, others study social media, advertising, or media analytics. Still others pursue journalism and non-fiction storytelling through documentary production, photography, and writing for online news and sports publications.

We offer small classes and personalized attention in a liberal arts setting. St. John Fisher University's proximity to downtown Rochester allows students to participate in multiple internships and class partnerships with local businesses and nonprofits.

Students may focus in one or more of these areas:

Journalism and Documentary – Students enrolled in journalism and documentary filmmaking learn to tell non-fiction stories and develop their skills as writers, directors, researchers, and editors.

Advertising – Students learn to create advertisements to prepare for careers as strategists, designers, writers, and content creators through courses in media analytics, media buying, and media production.

Communication and Media Studies – Students examine such areas as visual communication, media economics, health communication, media and politics, and film and television analysis to prepare for a variety of professions or to pursue graduate work in communication, law, or business.

Note: Students interested in pursuing a career in public relations should complete the B.S. in public relations. Students interested in pursuing a career in video production should complete the B.S. in film and television.

Students can work on the campus television station (Cardinal Television) or online newspaper (*Cardinal Courier*) as well as the student-run public relations and advertising firm (The PRIMA Group). The department also supports a chapter of PRSSA (Public Relations Student Society of America).

Program Requirements

B.A. in Media and Communication

All courses that apply to the major are included in the determination of the grade point average in the major. At least one half of the courses applied to the major—a minimum of 18.5 credits—must be taken in residence at St. John Fisher University.

Requirements

Media and Communication Core – *22 credits*

- COMM 100 – Introduction to Media (3)
- COMM 195 – Journalism (3)
- COMM 201 – Communication Theory and Research (3)
- COMM 231 – Video Storytelling (3)
- COMM 251 – Public Speaking and Performance (3)
- COMM 322 – COMM Career Seminar (1)
- COMM 346 – Media Law and Ethics (3)
- COMM 418 – Media and Diversity (3)

Advanced Writing Course – *3 credits*

Choose **ONE*** course from the following group.

- COMM 315 – Reporting in Rochester (3)
- COMM 323 – Screenwriting (3)
- COMM 376 – PR Writing (3)

Electives – 12 *credits*

Choose 12 credits of COMM coursework (at least 6 credits chosen at the 300 level or above). PUBH 311 may be used as a COMM elective.

Note that electives to be applied to the major ***exclude*** any foundational core courses (Learning Community, Research-Based Writing, and Data Analysis). Students may count one internship (COMM 490) for elective credit. Additional internships count towards graduation.

Students majoring in media and communication may not major in public relations or film and television.

**The remaining advanced writing courses may be taken as electives.*

Total: 37 credits

Minor

Minor in Media and Communication

A grade point average of 2.00 is required of courses taken in residence in the minor.

Requirements

- 18 credits of media and communication courses, with at least 6 credits at or above the 300 level.

Total: 18 credits

Note: *Electives to be applied to the minor* ***exclude*** *any foundational core courses (Learning Community, Research-Based Writing, and Data Analysis). Also, students majoring in media and communication or public relations may not minor in media and communication.*

The minor in media and communication is not available to students majoring in media and communication, public relations or film and television.

Media and Communication Courses

COMM-100 Introduction to Media (3)

People engage with media for substantial periods of time each day: television, internet, and social media video viewing, engagement with social media, playing video games, listening to music, watching films, and consuming news in all its forms. This media exposure influences our beliefs and attitudes, drives our desires, and defines our behaviors. In this class, we will critique media content, study the historical development of media technologies, investigate the effects of economics and law on media industries and policies, and examine the ways in which media representation reflects our perception of race, class, and gender. Contemporary issues such as television viewing habits and streaming, media bias and “fake news,” and the influence of video and social media on media activism are also considered

Typically offered:
Fall & Spring

Attributes: YLIB

COMM-103 Cardinal Courier Practicum (1)

Students receive credit for working on the student newspaper, The Cardinal Courier (http://cardinalcourieronline.com). Students fulfill requirements by writing articles in one or more areas of interest: news, features, sports, entertainment reviews; or by working as a staff photographer. Students will be expected to attend a weekly staff meeting and publish on a weekly basis. May be taken up to three times for credit. No experience necessary.

Typically offered:
Fall & Spring

Attributes: YLIB ZEXL

COMM-104 Cardinal TV Practicum (1)

Students receive credit for working on Cardinal Television (CTV), the Fisher student television station. Students produce shows or work on other programs as a member of the crew or as talent. Students will be expected to attend a weekly staff meeting. The student productions are shown on Rochester cable and posted online. May be taken up to three times for credit.

Typically offered:
Fall & Spring

Attributes: ZEXL
Pre-requisites: COMM-139 OR COMM-233

COMM-106 PRIMA Practicum (1)

Students will have the opportunity to participate in the activities of The PRIMA Group, participating in public relations, advertising, marketing, or design work for clients in the Greater Rochester area. This one-credit course can be repeated up to three times for credit. Graded S/U.

Typically offered:
Fall & Spring

Attributes: YLIB ZEXL
Pre-requisites: COMM-219 D- OR COMM-231 D- OR COMM-270 D- OR COMM-281 D- OR MKTG-221 D-

COMM-139 Production Essentials (1)

This course offers one-to-one and small group instruction for students to hone skill sets or learn an advanced level of video production and create a reel to use for an internship, graduate school, or employment. Students are expected to either have taken COMM 231: Video Storytelling and/or COMM 233: Studio Production or have at least a year’s experience as a member of Cardinal Television.

This course may be repeated for a total of three credits. Permission of the instructor is required to register.

Formerly titled: Cardinal TV Practicum

Typically offered:
Fall & Spring

Attributes: NLIB

COMM-195 Journalism (3)

This course is a practical introduction to journalism. It teaches students to think like journalists, analyze and critique the news media and introduce them to basic writing, reporting, interviewing and editing skills. The course also examines the historical, cultural, professional and ethical aspects of
modern journalism.

Attributes: YLIB

COMM-201 COMM Theory and Research (3)

Through readings and practical applications, students examine the field of communication as a vehicle for knowledge creation in society. Particular emphasis is placed on the study of theory and methodology, the process and protocols of communication research, and the application of that research to real-world issues involving the media and communication.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: COMM-100 D-

COMM-219 Design (3)

This course will explore the role of graphic design principles in developing design for publications. Emphasis will be placed on effective communication of audience message and concept development. Through individual design projects, students will explore the critical relationship and effective use of typography, photographic imagery and layout for impactful publication design. Students will have the opportunity to learn how to use professional design software to create and prepare documents for publication. Industry professionals may also come into class to speak and provide valuable student feedback.

Typically offered:
Variable

Attributes: YLIB

COMM-231 Video Storytelling (3)

Students will learn the basics of video production, shot composition, and editing, skills that have grown increasingly popular across many disciplines and industries. They will learn how to craft narratives (short-form and long-form) with video and edit their media with Adobe Premiere Pro.

Typically offered:
Fall & Spring

Attributes: CJVP PROD YLIB

COMM-233 Studio Production (3)

This course takes a practical approach to learning the theory and techniques used in television studio production with an emphasis on camera operation, audio recording, graphics, teleprompting, floor managing, producing and directing. Students will participate in the creation of weekly studio-based productions, which will demonstrate their understanding of each component of studio production.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: -

COMM-236 Art Photography (3)

Students will develop an appreciation for the art of photography through the study of basic digital photographic skills and concepts. The course will cover use of an SLR camera and the development of basic Photoshop skills. We will explore a range of photographic styles and subject matter and will discuss the work of professional photographers. Each student should have a digital camera by the first class session. A digital SLR is highly recommended and a few are available for loan, but each student must at least have her or

his own point-and-shoot camera, which allows for exposure compensation. Cross listed with ARTS 236.

Attributes: CJVP YLIB

COMM-251 PublicSpeaking&Performance (3)

This course develops a student's ability to prepare and present effective presentations in a variety of presentational styles. Emphasis will be placed on learning to connect with audiences on both an intellectual and emotional level. Students will be encouraged to take risks in both subject matter and presentation styles in order to more effectively engage with both the topic and the audience. Students also will practice media performance skills, such as narrating a film and hosting a podcast and/or television show.

Students who received credit for COMM 353 may not receive credit for COMM 251.

Typically offered:
Fall & Spring

Attributes: YLIB

COMM-253 Business Communication (3)

This course is designed to improve the effectiveness of students' business writing, with additional attention also given to presentation and visual summary skills. Students learn a systematic communication process that incorporates analyzing, composing, and evaluating their messages prior to communicating them. Through course work this process is applied to the creation of business documents including memos, emails, letters, social media messages, reports, and proposals. Students also learn to prepare and deliver effective, logically structured and convincing business presentations, designed to inform or persuade their audience. Attention is also given to extemporaneous (i.e., spontaneous) presentations, the use of presentation software, and how to appropriately deliver negative news messages. Not available as an audited course.

Typically offered:
Fall, Spring & Summer

Attributes: STCO YLIB

COMM-267 Social Media Management (3)

For many companies, social media has become a key channel to engage, listen to, and communicate with a variety of stakeholders. Advertising, public relations, and marketing communications professionals must understand how to integrate social media into their plans to engage customers, employees, suppliers, and competitors. This course provides the practical knowledge and insights required to establish objectives and strategies, properly select the social media platforms to engage consumers, and monitor and measure the results of these efforts.

Typically offered:
Fall

Attributes: STCO YLIB
Pre-requisites: -

COMM-270 Intro to Public Relations (3)

Examines the history and scope of the public relations industry, along with contemporary issues and criticisms. The course includes techniques of research, writing, planning, communication, and evaluation in the public relations process.

Typically offered:

Spring

Attributes: CJMP PR YLIB

COMM-281 AdvertisingConsumerCulture (3)

In Advertising and Consumer Culture, advertisements are studied as a dominant influence on both our consumption of products and the definition of our wants and desires. This class will take both a critical and practical look at the advertising industry. Students will consider the commodification of culture and apply techniques of visual analysis to the understanding of advertising messages. They will critique the role of new technologies in the personalization and growing immersive quality of ads. Students also will study segmentation and targeting of audiences, consumer choice and behavioral economics, media planning and buying, and the creative process (including the role of graphic design and video production in ad creation)

Attributes: ADVE CJMP STCO YLIB ZCIV

COMM-290 Special Topics (3)

This course presents a selected topic in media and communication not regularly offered. Possible topics include: Health Communication, Arts Journalism, and TV Ad Production. This course may be repeated with a different topic.

Attributes: YLIB

COMM-301 Topics in Journalism (3)

This course presents a selected topic in journalism not regularly offered. Topics may include arts journalism, sports journalism, documentary research, virtual and augmented reality, and news games. May be taken more than once with a different topic.

Attributes: YLIB
Pre-requisites: -

COMM-315 Reporting in Rochester (3)

The need for local news has never been more urgent. News deserts are sprouting across the country as local print newspapers disappear. An obvious outcome: communities are losing their sources of information and outlets to hold government, business, and other influential people accountable. Learn to develop sources, build relationships with community leaders, and write impactful stories by covering issues and events in Rochester. Student work may be published in a Rochester area news publication.

Attributes: YLIB ZCIV
Pre-requisites: COMM-195 D-

COMM-318 Visual Journalism (3)

Students will develop skills necessary for the creation of visual journalism, exploring current and emerging non-fiction narrative forms. An emphasis will be placed on documentary-style video and visual stories for the web and social media. Other topics explored may include photography, virtual reality, infographics, and data visualizations.

Attributes: YLIB ZCIV

COMM-322 COMM Career Seminar (1)

This course will provide junior majors and minors the opportunity to explore the myriad career options in the field of communications

and the media. Particular emphasis will be placed on the impact of a liberal arts curriculum and new media on searching for internships and professional positions after graduation. The course will include resumes and personal branding, informational interviews, Career Center resources, and visits from alumni and career professionals.

Typically offered:
Fall

Attributes: YLIB

COMM-323 Screenwriting (3)

This course examines the film screenplay through an emphasis on storytelling. Students learn how to write for the screen by understanding script format, structure, plot, character, setting, and other foundational elements. In addition to analyzing classic films, students will develop original stories, write scenes, and complete scripts by the end of the semester.

Attributes: ARTS YLIB

COMM-325 Sports Production (3)

In this hands-on course, students will develop and create sports programs and segments with a focus on all aspects of production: pre-production, production, and post-production. Experiences might range from field production and writing to live in-studio production and editing.

Attributes: NLIB
Pre-requisites: COMM-231 D-

COMM-327 Television Writing (3)

In this writing class, students work across multiple fiction genres, including comedy and drama. They understand the differences in writing for broadcast, cable, and streaming television platforms. Students improve their storytelling throughout the course of the semester by way of study and practice, culminating in the first draft of an original script.

Attributes: YLIB

COMM-328 Cinematography and Editing (3)

Students will study cinematography, lighting, editing, and sound from a technical perspective. The class emphasizes the development of professional skills necessary for creative work in advanced classes in video production, as well as for internships and employment.
Formerly titled: Advanced Video Production

Attributes: YLIB ZEXL
Pre-requisites: COMM-231 D-

COMM-329 Film/Television Analysis (3)

In this course, students will view a variety of films and television programs through critical perspectives related to montage, genre analysis, narrative, psychoanalysis, gender, and fan studies. This course is designed equally for students interested in film and television studies and those focused on video production.

Typically offered:
Spring – Odd Years

Attributes: YLIB
Pre-requisites: -

COMM-332 Television Production (3)

This course builds on the video production techniques taught in Video Storytelling (COMM 231) and applies them to one of the most popular and pervasive media: television. Students learn the various forms of prime time television production, including multiple-camera, single-camera, and hybrid. At the beginning of the semester, students critically analyze and discuss popular television series. After forming production units and producing scripted exercises, they pitch their own original television series and produce episodes that they develop, write, cast, direct, shoot, perform, edit, and screen.

Typically offered:
Spring – Even Years

Attributes: CJVP PROD YLIB
Pre-requisites: COMM-231 D-

COMM-339 Producing for Cardinal TV (3)

Students will have the opportunity to serve as producer for a series on Cardinal Television. Permission of the instructor is required.

Typically offered:
Variable

Attributes: YLIB
Pre-requisites: COMM-231 D- OR COMM-233 D-

COMM-345 Politics and the Media (3)

This course examines the relationship between media and politics. It explores the media both as an independent institution reporting on government and politics and influencing public opinion and as a tool used by candidates, elected officials, and governments. Among the topics considered are where Americans get their news, new media versus traditional media, the decline of adversarial reporting, the rise of the ideological media, campaigning through the media, and governing through the media. Cross-listed with POSC 345.

Cannot be taken by students who have credit for POSC 321.

Attributes: YLIB

COMM-346 Media Law & Ethics (3)

Provides students with an overview of the law as it applies to mass media and with related ethical issues that face professional communicators, with emphasis on the First Amendment, libel and privacy, newsgathering, copyright, commercial speech doctrine, and broadcast and new-media regulation. Lecture and discussion highlight application of the law and ethical principles from a practitioner’s viewpoint. Case studies focus on media professionals facing legal and/or ethical decisions in ways that take into account all stakeholders’ concerns, with a special emphasis on cases from print and broadcast journalism, public relations, and advertising. Formerly titled: Media Law

Typically offered:
Spring

Attributes: CJMP YLIB

COMM-349 Media Management & Econ (3)

Students learn basic economic principles and analyze case studies to better understand business decisions made by media companies. Students also study strategies implemented by entrepreneurs and develop a business plan for a media startup. Innovation-driven approaches that address how to create blue ocean strategies and benefit from disruptive technologies are also addressed.

Attributes: STCO YLIB

COMM-361 Documentary Production (3)

This documentary video workshop emphasizes nonfiction field production. Hands-on demonstrations, screenings, readings, lectures and discussion focus on the fundamentals of documentary video, which include research, pre-planning, writing skills, interviewing, shooting and editing. Students will form working teams of 3-4 students to create socially relevant documentaries.

Typically offered:
Fall – Odd Years

Attributes: ARTS YLIB
Pre-requisites: COMM-231 D-

COMM-363 Media Research & Analytics (3)

This course introduces students to a cross-section of qualitative, quantitative, and industry related techniques used to measure and evaluate audiences using interactive media. Topics covered include: fundamentals in research design, measurement, data collection, and analysis; the design and execution of surveys, focus groups, content analyses, among other primary research methods; and industry applications for media research including analyzing web metrics to evaluate the success of online public relations and advertising campaigns, and how to apply these analytics to make strategic decisions for business success.
Formerly titled: Web Analytics.

Typically offered:
Fall – Even Years

Attributes: STCO YLIB

COMM-376 PR Writing (3)

This course introduces students to the theory, strategy and practical writing skills associated with public relations practice. Students will be exposed to different forms and styles of public relations writing and gain an understanding of message development, placement and evaluation. By the end of this course, students will have created a portfolio of professional writing samples.

Typically offered:
Variable

Attributes: PR STCO YLIB
Pre-requisites: COMM-195 D- AND COMM-270 D-

COMM-377 Media Relations (3)

Students gain a working knowledge regarding the intricacies of media relations. Research, identification of key publics, database development, pitching, and evaluation of the media relations process and program are studied. Students work with actual cases to learn the importance of relationship-building to develop their media-relations skills.

Attributes: PR STCO YLIB
Pre-requisites: COMM-270 D-

COMM-381 Ad Writing and Design (3)

Advertising across all platforms is a convergence of copywriting and visualization, or writing and design. This course examines basic principles and theories involved in both.Student hone their aesthetic skills and push creative boundaries. They learn to effectively choose words and tone that resonate with a chosen audience, and to recognize and use specific design and layout techniques to create original, meaningful, professional and persuasive ad messages based on strategy.

Attributes: YLIB
Pre-requisites: -

COMM-388 Media Planning & Buying (3)

This course covers the application of qualitative and quantitative data to the planning and buying of advertisements including broadcast, print, out-of-home, online, mobile, and social media. This course places particular emphasis on strategy, including audience analysis, timing of media delivery, and ad placement. This course will also cover budgeting and measurement of advertising effectiveness. Students will experience the media planning, buying and measurement process through a partnership with a local client.

Attributes: YLIB ZCIV
Pre-requisites: COMM-281 D-

COMM-418 Diversity and Media (3)

This course examines representations of diversity (e.g., people of color, gender, age, class, and religion and faith) within the U.S. mass media and the role these depictions play in influencing our perceptions of different others. This course also explores social identity and the theoretical frameworks that help to elucidate media and its impact on different others.

Attributes: YLIB
Pre-requisites: COMM-100 D-

COMM-431 Filmmaking (3)

With an emphasis on storytelling, students build on what they have learned from their prior production courses to produce short films.

Typically offered:
Spring – Odd Years

Attributes: CJVP DCCC PROD YLIB
Pre-requisites: COMM-231 D-

COMM-440 Global Media Experience (3)

This course will expose students to the media landscape of another country through in-class study at the beginning of the semester and first-hand experience traveling abroad. The course may cover filmmaking, journalism, or strategic communication within the chosen country (location will vary) through a study abroad trip over spring break. Following the trip, students will return to campus to apply their knowledge through the completion of the project started abroad.
>br>
This course includes a 10-day, study-abroad trip over spring break at additional cost.

Attributes: YLIB ZCIV ZEXL ZRES ZTRA

COMM-448 Bateman Practicum (1)

Students will compete in the Public Relations Student Society of America annual Bateman Case Study Competition, the premier national case study competition for public relations students. Students will be challenged to research, plan, implement and evaluate a comprehensive public relations campaign with final entries due to PRSSA Headquarters in April. Note: students must be dues paying members of PRSSA. Graded S/U.

Permission of instructor required to register.

Attributes: YLIB ZCIV ZEXL ZRES
Pre-requisites: COMM-270 D-

COMM-472 PR Research & Planning (3)

This course covers the application of advanced public relations theories and concepts to the practice of public relations. It also covers the use of basic research methods in developing public relations campaigns. Students focus on the concepts and skills of developing relationships with public relations clients and professionals. Formerly titled: Advanced PR Programs & Management

Typically offered:
Spring – Even Years

Attributes: PR YLIB ZCIV
Pre-requisites: COMM-270 C AND COMM-376 C

COMM-475 Washington DC-Internship (6 TO 9)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: COMM-476 Y D-

COMM-476 Washington DC-Seminar (3 TO 6)

Washington Experience semester is offered through The Washington Center.
Permission of advisor, department chair and TWC liaison is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: COMM-477 Y D-

COMM-477 Washington DC-Forum (1 TO 3)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB

COMM-481 Ad Strategy and Production (3)

This course uses theory and practice to develop a holistic approach to advertising management and strategy. Students will learn the process and development of campaigns and how to work with clients and teams.

For the semester project, students will work in teams to represent a mini-agency and will effectively manage a project from identifying a problem to executing a solution.

Pre-requisites: COMM-281 D-

COMM-484 Sport Media Practicum (1 TO 3)

Students intern with Fisher Athletics, gaining experience in a number of media roles, including sports announcing, video production, social media, design, and/or photography. Students will be expected to complete 40 hours of work for every credit earned. (1 credit=40 hours; 2 credits=80 hours; 3 credits=120 hours). Students will determine their schedule in conjunction with Fisher Athletics. Students may apply up to 9 hours towards graduation. No more than three credits may be applied to major or minor requirements.

Permission of the department chair is required after a meeting with Fisher Athletics.

Typically offered:
Fall

Attributes: NLIB ZEXL

COMM-486 Portfolio Review (.5)

Students will attend two 3-hour Thursday evening labs to complete the portfolio. They will then meet with a professional in the community (assigned by the professor) to review the portfolio. These cumulative critiques will give the student the information needed to present a professional and suitable portfolio for employment or graduate school.

Attributes: YLIB ZCAP
Pre-requisites: -

COMM-487H Honors Senior Project (3)

The senior project in the Department of Media and Communication offers majors the opportunity to produce a portfolio piece for employment or graduate school while creating a project that serves as a culmination of their undergraduate work. Students may complete an academic-oriented thesis or a project in video, journalism, advertising, public relations, media economics and entrepreneurship, interactive media, or photography. Each project category has a series of prerequisite courses, and students must contact an instructor to discuss options and receive permission to register for the class. This section allows students with a 3.5 GPA or higher in the department and overall to receive a Media and Communication degree with Honors.

Completion of the Independent Study/Tutorial Authorization form is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB ZCAP

COMM-490 Internship (3)

This course allows qualified students to gain professional experience in media. The department and the Career Center maintain a list of available internships on Handshake, mostly in the Rochester area, but students may also find their own internships. A summer internship may be completed as an online course and may be out of town. Interns generally work 10-12 hours per week and complete additional department requirements. Students may apply a maximum of three internship credits to their major or minor requirements. Additional internship credits count towards the 120 credits needed to graduate. Open to junior and senior majors and minors. Not open to first-semester transfer students. Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZCIV ZEXL

COMM-491 Summer Internship (1)

This course allows qualified students to gain professional experience in the field of Media and Communication. The department and the Career Center maintain a list of available internships on Handshake, mostly in the Rochester area, but students may also find their own internships. Summer internships may be completed as an online course and may be out of town. Interns generally work 10-12 hours per week and complete additional department requirements. Students may apply a maximum of six internship credits to their major requirements. Additional internship credits count towards the 120 credits needed to graduate. Open to junior and senior majors. Not open to first-semester transfer students. Graded S/U.

Typically offered:
Summer

Attributes: YLIB ZCIV ZEXL

COMM-497 Independent Study (.5 TO 4)

Under faculty direction, qualified students may undertake an in-depth study of particular communication topics.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Variable

Attributes: YLIB

COMM-1020 Visual Communication (3)

This course provides an introduction to visual literacy by considering how the fundamentals of visual communication can be used to enhance understanding of broader communication processes.. The methods, practicalities, and ethics of visual communication are explored by analyzing examples and applications in a variety of digital forms, including print, graphics, illustrations, photographs, motion pictures, and computer imagery. The goal is to prepare students for advanced study in communication, with particular attention given to preparation for courses in print, video and web production.

Attributes: LC YLIB

COMM-1110 Media Data Analytics (3)

In this course, students learn to identify patterns in data that help uncover significant trends, and conceptualize clear and concise ways to illustrate these trends in both words and graphical presentation. This course meets these standards through projects and exercises demonstrating how journalists and other media professionals collect, analyze and present data. These skills include data collection; editing and organizing data while maintaining its integrity; and proper use of basic statistical methods and concepts.

Attributes: DA YLIB

COMM-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of inquiry-based projects. In their projects, student assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Attributes: RW YLIB ZRES

COMM-2110 Seeking Truth in Media (3)

The proliferation of misinformation, disinformation, and malinformation is ever-expanding in our contemporary media landscape. The age of information saturation poses an urgent threat to American democracy as misleading media messages spreads rapidly. Moreover, the speed at which artificial intelligence is gaining traction yields challenges like “deepfakes” that threaten the foundation of our information ecosystem. This class is designed to elucidate both the history and the contemporary state of media literacy through each media industry, equipping students with the tools necessary to discern which information can be trusted and which should be interrogated both in their academic work and in their everyday lives.

Attributes: CCE YLIB

COMM-2211 Film in Ireland and Scotland (3)

This course examines film production and reception in the Celtic nations of Ireland and Scotland. Students study the narrative content and formalistic qualities of film as both art form and technical product, as well as the historical and cultural contexts within which film products are created and received. Students learn how such films can educate, inform, and entertain audiences, yet at the same time create representations, stereotypes, and myths that both draw from and contribute to dynamic dominant discourses about these Celtic nations.

Attributes: CIA YLIB

COMM-2220 Communication and Vision (3)

This course provides an introduction to visual literacy and design in media by considering how the fundamentals of visual communication can be used to enhance our understanding of crucially important communication processes. The technical aspects and ethics of visual communication are explored by analyzing examples and applications in a variety of analog and digital forms, including print, graphics, illustrations, photographs, motion pictures and computer imagery. Equally importantly, the human element – how these visual stimuli are interpreted and understood within our culture – is also addressed.

Typically offered:
Variable

Attributes: CIA YLIB

COMM-2264 Hist Moments TV Culture (3)

From live broadcasts to time-shifting, from appointment viewing to binge-watching, this course takes students on a journey through U.S. television's history and development. The course examines the artistic, commercial, and technological influences of this pervasive broadcast medium through aesthetic, political, social, economic, cultural, and regulatory lenses. Students analyze television's long lasting influences from its "golden age" through today's post-network era. In addition to the chronological examination, the course may cover units that include sport broadcasting's unprecedented growth, the industry's controversial indecency policy, post-9/11 television culture, and the unrealized potential for diversity in the face of increasingly fragmented niche audiences.

Attributes: CIA YLIB

COMM-2350 InterpersonalCommunication (3)

The course will combine theories of verbal and nonverbal communication with activities and exercises designed to develop and improve interpersonal skills. Includes critical listening, public advocacy, examination of identity, language and power, and communication as a tool for social action.

Attributes: DEI YLIB

COMM-2360 Social Documentary (3)

Students study non-fiction film as a tool for public knowledge and activism. They analyze documentaries focused on major social issues, problems, and solutions, and create their own short documentary (e.g., linear, VR). They also study both the content and formalistic qualities of film, including cinematography, sound, and editing, and how those elements merge to create socially relevant art.

Attributes: DEI YLIB

COMM-2367 Queer Narratives in Games (3)

In this course, students will learn about queer narratives in games as well as learn how to use low-programming tools to make their own personal game narratives. Throughout the course, students will engage with both queer texts and games, and will learn how analyze games and media through a queer lens that takes into account cultural and social contexts.

Attributes: DEI YLIB

COMM-2470 The Sin of Spin (3)

This course provides an overview and analysis of ethics issues confronted by public relations professionals and organizational leaders; discussions and case studies of ethical reasoning; philosophical, theoretical, and practical concerns affecting everyday matters of moral choice and moral judgement; current trends on these topics in public relations; the moral responsibilities and impact of public relations on public policy and society. The course covers a wide range of topics including transparency, digital ethics, social responsibility, and media framing. Students discuss case studies, complete online modules and apply learning from the course to an original case study paper.
The course also provides a framework for approaching strategic communications from an ethical perspective, allowing students to better understand the larger implications of communication on individual groups and society. Covered are theories and best practices that bridge cultural applications and offer practical insights on how communicators in corporations, government agencies, or advocacy groups might develop communication strategies that uphold ethical principles.

Typically offered:
Fall

Attributes: ER YLIB

COMM-3990 Adv Research-Based Writing (3)

Students develop an inquiry-based project by conducting in-depth research using discipline-specific practices that result in transferable research and writing. Students build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project are communicated in both written and oral forms or on other media platforms.

Attributes: AWC YLIB

Modern Languages and Cultures

Overview

Carolyn Vacca, *Chair of the Division of Humanities*

The Department of Modern Languages and Cultures prepares students to participate in today's global society. Knowledge of other languages and cultures is an invaluable asset for any career path not to mention a rewarding learning experience. We offer a B.A. degree in Spanish and three minors: a minor in languages and cultures, a minor in Spanish, and a minor in Spanish/Latino culture for the health professions.

The flexibility of our programs allows students to relate their linguistic proficiency and cross-cultural understanding within the career of their choice in the natural and social sciences, humanities, nursing business, education and creative arts. Language courses develop communication skills, critical thinking, analytical capabilities, and intercultural awareness applicable to any realm of study and professional field.

Language Placement and Course Sequencing Guidelines

Proper language placement is crucial to enhance the educational experience, as well as the professional preparedness, of our students. Fisher students are placed in language courses based upon their demonstrated level of proficiency. Students who wish to continue language study are strongly advised to enroll in language courses during their first year at Fisher to avoid problems with retention of foreign language structures. Students who believe themselves to have been misplaced should contact the department chair. Students may also apply to be placed at a more advanced level if they consider themselves capable of higher–level performance.

Please note that placement and transfer credit are not equals (e.g., a student may be placed in a language course at the 112 level, but will only receive credit for the 111 course if the student has earned a grade of "C" or better in a college-level equivalent course and an official college transcript has been sent to St. John Fisher University, or with a qualifying score on a related Advanced Placement (AP), International Baccalaureate (IB), or College Level Exam Program (CLEP) official score report, or other credit-by-examination sources accepted by Fisher. Credit for foreign language courses may also be earned through the American Council on the Teaching of Foreign Languages (ACTFL). Consult the Transfer Credit Policies page for more information.

Language courses must be taken in the appropriate order. Course numbering recognizes the importance of sequencing (111, 112, 211, 212). After successfully completing coursework at one level, a student may not get credit for a lower-level course (e.g., a student who has completed Spanish 112 may not get credit for Spanish 111). Any special cases should be referred to the chair.

Proficiency Level and Placement Guidelines

Guidelines for language placement are as follows:

- Students with no previous language study can register for the Elementary I language course of their choice.
- Students who wish to continue study in a language begun in high school (grades 9-12) may choose to be placed into the appropriate level at Fisher based on one of the following options:
  - Number of years of a language taken in high school (refer to the information below).
  - Fisher language placement/proficiency exam score (see the Language Placement/Proficiency Exam page for details).
  - AP/IB/CLEP examination scores (refer to the information below).

Placement at the 111 Level

- No previous study of the language ***- or -***
- Up to 2 years (Level II) of language study in high school (9–12)

Placement at the 112 Level

- 3 years (Level III) of language study in high school ***- or -***
- Qualifying score on Fisher placement/proficiency exam ***- or -***
- College credit earned for language at the 111 level

Placement at the 211 Level

- 4 years (Level IV) of language study in high school ***- or -***
- Qualifying score of Fisher placement/proficiency exam ***- or -***
- AP exam score of 4, or college credit earned for language at the 112 level

Placement at the 212 Level

- 5 or more years of language study at any time in high school ***- or -***
- Qualifying score on Fisher placement/proficiency exam ***- or -***
- AP or IB (higher level) exam score of 5, CLEP score of 50+, or college credit earned for language at the 211 level

Placement at the 300 Level

- Contact the chair or any Spanish faculty member for appropriate placement advice

B.A. Language Proficiency Requirement

At Fisher, we deeply value languages as part of a liberal arts education. All students who graduate with a Bachelor of Arts (B.A.) degree at St. John Fisher University need to demonstrate proficiency in a language other than English at a level that is equivalent to one academic year of college-level language instruction (the Fisher equivalent of the 112 level). Students may fulfill this requirement in several ways. Consult the B.A. Language Proficiency Requirement section for further information. Those who wish to take the Fisher language placement/proficiency exam should consult the Language Placement/Proficiency Exam page for details.

Study Abroad

Majors and minors are strongly encouraged to complete at least one semester abroad as a way to immerse themselves in the language and culture. Information on the study abroad program is available from the director of study abroad.

Program Requirements

B.A. in Spanish

All courses required for the major and all the electives that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Spanish Core – *6 credits*

- LSPN 211 – P5 Intermediate Spanish I (3)*
- LSPN 212 – P5 Intermediate Spanish II (3)

**LSPN 211 requires completion of LSPN 112 - P5 Elementary Spanish II, or equivalent proficiency. Students with the ability to begin coursework above the 211 level should consult with the chair or any Spanish faculty member for appropriate course substitutions.*

Spanish Electives – *18 credits*

- **SIX** LSPN elective courses, at the 200 level or above; at least FOUR of which must be at the 300 level or above.

Spanish Seminar – *3 credits*

- LSPN 440 – Seminar on Hispanic Studies (3) *(Must be completed at Fisher)*

Perspectives – *6 credits*

Choose **TWO** courses from the following:

- One course in any language other than Spanish or English (3)
- Any LLIT course (3)
- ANTH 204D – P5 Studying Languages (3)
- ANTH 209 – P5 World Cultures (3)
- ANTH 237 – Language and Society (3)
- CLST 200C – P5 Worlds of Greece and Rome (3)
- ENGL 203C – History of the English Language (3)
- ENGL 248 – P5 World Literature (3)
- ENGL 284 – P5 Global Business Writing (3)
- ENGL 337 – Ethnic Literature (3)
- ENGL 347 – Studies in Postcolonialism (3)
- HIST 223 – P5 Culture and Cuisine (3)

- HIST 298D – New York State History (3)
- HIST 300 – Modern World: Geography and Politics (3)
- Any ISPR course (3)*
- POSC 218 – P3 International Relations (3)
- POSC 235D – P5 European Politics
- POSC 335 – Politics of the European Union (3)
- PSJS 260 – Global Issues in P&SJ (3)
- SOCI 217D – Latino Health Care Issues (3)
- SOCI 315 – Our Gendered World (3)
- SPST 265 – P5 International Cultures and Sport (3)**
- WGST 270 – Gender and Culture (3)
- WGST 275 – Indigenous Women Globally (3)

**Except ISPR 475, 476, 477, and 490.*

***A week long international trip, usually taken over spring break, is a required component of the course. Additional fees apply.*

Semester Abroad Component

All language majors are strongly encouraged to complete at least one semester abroad as a way to immerse themselves in the language and culture. Up to nine credits for advanced language and culture courses may be applied to the major from study abroad.

Total: 33 credits

To double major in a second modern language, students should consult with the department chair for a mapping of required courses.

Inclusive Adolescence Education Dual Major/Concentration in Spanish

Students pursuing teaching certification in inclusive adolescence education (Spanish) may ***dual major*** in inclusive adolescence education and Spanish (major requirements as listed above) or they may opt to complete a language ***concentration***. Either choice results in the *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (see Inclusive Adolescence Education for details), the Department of Modern Languages and Cultures in consultation with the education department, has outlined the following courses for the foreign language concentrations which meet the New York state requirement for foreign language certification. **Note that the Oral Proficiency Interview (OPI) in Spanish is required for either the dual major or the concentration in the language, and the student must obtain a minimum of "Advanced Low" in order to meet graduation requirements.**

Requirements

- LSPN 211 - P5 Intermediate Spanish I (3)*
- LSPN 212 - P5 Intermediate Spanish II (3)
- LSPN 230P - P1 Hispanic/Latino Vistas: Film and Literature (3)
- LSPN 311 - Advanced Spanish I (3)

- LSPN 312 - Advanced Spanish II (3)
- LSPN 320 - Readings in Hispanic Literature (3)
- LSPN 330 - Discovering Spain (3)
- LSPN 340 - Topics in Hispanic Studies (3)
- LSPN 440 - Seminar on Hispanic Studies (3)
- LSPN 480 - Senior Capstone (3)

Total: 30 credits

**LSPN 211 requires completion of LSPN 112 - P5 Elementary Spanish II, or equivalent proficiency. Students with the ability to begin coursework above the 211 level should consult with the chair or any Spanish faculty for appropriate course substitutions.*

A study abroad semester is strongly encouraged. Up to 9 credits for courses taught in Spanish may be applied to the major from study abroad.

Inclusive Childhood Education Dual Major/Concentration in Spanish

Students pursuing teaching certification in inclusive childhood education must declare either a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education major who wish to pursue a ***dual major*** with Spanish take all of the major requirements as listed above in addition to meeting all of the inclusive childhood education requirements (see Inclusive Childhood Education for details). If an inclusive childhood education major wishes to complete a ***concentration*** in Spanish, the Department of Modern Languages and Cultures in consultation with the Education Department, has outlined the following courses which meet the New York state requirement for a liberal arts concentration in this field. Students must earn grades of "C" or higher in all courses in the content area.

Requirements

- LSPN 211 - P5 Intermediate Spanish I (3)*
- LSPN 212 - P5 Intermediate Spanish II (3)
- **SIX** LSPN Electives at the 200 level or above, at least FOUR of which must be at the 300 level or above (18)
- LSPN 440 - Seminar on Hispanic Studies (3)
- Choose **ONE**:
  - A course in a language other than Spanish or English (3)
  - A course taught in English from the Spanish major's *Perspectives* area (see choices under Spanish major) (3)

Total: 30 credits

**LSPN 211 requires completion of LSPN 112 - P5 Elementary Spanish II, or equivalent proficiency. Students with the ability to begin coursework above the 211 level should consult with the chair or any Spanish faculty for appropriate course substitutions.*

A study abroad semester is strongly encouraged. Up to 9 credits for courses taught in Spanish may be applied to the major from study abroad.

Minor

Minor in Spanish

A minor in Spanish consists of six Spanish courses (18 credits) with at least one of the courses at or above the 300 level. Only courses taught in Spanish may count toward this minor.

A study abroad semester is strongly encouraged. Up to six credits of coursework taught in Spanish may be applied to the minor from study abroad.

Students choosing to do the minor in Spanish may not do the minor in Spanish/Latino Culture for Health Professions.

Total: 18 credits

Note: *A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.*

Minor in Languages and Cultures

The minor program in languages and cultures is flexible enough to be built around the students' personal and professional interests. This minor program serves as an ideal complement to virtually any major at Fisher. It consists of 18 credits and student may choose one of two tracks.

Requirements

Multiple Language Track - *18 credits*

- **TWO** courses in a single language (other than English)
- **TWO** courses in an additional language (other than English)
- **TWO** electives selected from the following:
  - Additional courses in the previously chosen languages
  - Additional courses in a third language (other than English)
  - Relevant coursework in other departments as approved by the chair or any faculty member of the Department of Modern Languages and Cultures

Single Language Track - *18 credits*

- **THREE** courses in a single language (other than English)
- **THREE** electives selected from the following:
  - Additional courses in the previously chosen language*

- Relevant coursework in other departments as approved by the chair of the Department of Modern Languages and Cultures

**If a student wishes to take a total of six courses (18 credits) taught in Spanish, the student should pursue the Spanish minor. However a student interested in the languages and cultures minor can combine LSPN courses and relevant courses taught in English from other departments as approved by the chair or any faculty member of the Department of Modern Languages and Cultures*

Total: 18 credits

Notes on the Minor in Languages and Cultures

- A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.
- A study abroad semester is strongly encouraged. Up to nine credits of coursework may be applied to this minor from study abroad. Any special cases should be referred to the chair of the Department of Modern Languages and Cultures.
- Given the flexibility of this minor, students should consult with the chair by the chair or any faculty member of the Department of Modern Languages and Cultures in order to receive appropriate advising regarding minor-specific course selection.
- This minor program is posted to the student transcript as *Languages and Cultures.*
- No more than one course used for the Spanish major, the Spanish minor, or the Spanish/Latino Culture for Health Professions minor may also be used for this minor.
- Students choosing to pursue Spanish as the Single Language Track in the Languages and Cultures minor may not do the minors in Spanish nor Spanish/Latino Culture for Health Professions.

Minor in Spanish/Latino Culture for Health Professions

See Spanish/Latino Culture for Health Professions.

Modern Languages and Cultures Courses

LARA-111 P5 Elementary Arabic I (3)

The introductory two-course sequence is designed to cover thoroughly the basic elements of Arabic structure and to introduce the student to a variety of cultural aspects of the Arab world. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. This course is the first part of the elementary sequence; students are highly advised to continue with LARA 112 in the following semester to avoid the loss of language structures.
PLACEMENT: No previous study of Arabic or up to 2 years (Level II) of Arabic study in high school.

Attributes: P5 YLIB

LARA-112 P5 Elementary Arabic II (3)

The introductory two-course sequence is designed to cover thoroughly the basic elements of Arabic structure and to introduce the student to a variety of cultural aspects of the Arab world. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. This course is the second part of the elementary sequence.
PLACEMENT: This course requires the previous completion of LARA 111, or college credit earned for Arabic at the 111 level, or at least 3 years (Level III) of Arabic study in high school, or qualifying score on approved placement test if the language was learned at home.

Attributes: P5 YLIB

Pre-requisites: -

LCHN-111 Beginning Chinese I (3)

This is an introductory language course for students with no previous knowledge of the Chinese language.

Attributes: YLIB

LLIT-107D CC Intro to World Myths (3)

An introduction to the mythic systems of classical antiquity found in various cultures (in translation): Greco-Roman, Egyptian, Indian, African and Pre-hispanic. Students learn to identify and determine the importance of common transcultural archetypes, including the Hero and the Trickster, the Poet and the Fool, and the Temptress and the Crone (among others). Required of all Foreign Language majors.

Attributes: CC YLIB

LLIT-230P P1 Hisp/Latino-Film&Lit (3)

This course examines the images of and the attitudes toward Spanish-speaking peoples within Hispanic/Latino communities in the United States and in the rest of the world. Films and works of literature will be studied as sources of information, and students will investigate and analyze the portrayal of Hispanic/Latino peoples in literary and cinematic media. Includes both written and oral presentations. All films in Spanish with English subtitles.

Typically offered:
Fall

Attributes: P1 WGST YLIB

LLIT-1010 Language, Culture, Society (3)

In this course we will learn how opening ourselves up to learning a foreign language can lead us down a path of discovery, appreciation, empathy and knowledge of different people and cultures, as well as our own. As we find ourselves connecting, and being exposed to more and more people from around the world, our need to communicate and understand each other is becoming more relevant and timely. Understanding, respect and empathy for one another comes through understanding each other. Many times, learning a foreign language helps us understand ourselves, our roots, our struggles and our accomplishments as we reflect on our own culture while learning another’s.

Typically offered:
Fall

Attributes: LC YLIB

LLIT-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of independent, inquiry-based projects. In their projects, student assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Typically offered:
Spring

Attributes: RW YLIB ZRES

LLIT-2145 Refugees as Teachers (3)

This course on civic engagement immerses students in the importance and impact of active citizenship in their own communities, especially as it relates to refugee populations. We'll cover the various forms civic engagement can take, including using digital platforms, community participation, increasing cross-cultural understanding. Through engagement with guest speakers, including refugees who have started their own community initiatives, students will gain an understanding of the history, policies and social factors leading to current issues refugees face here and around the world. Key components include designing a hypothetical nonprofit or civic initiative, where students apply their knowledge to conceptualize solutions for real life community needs, as well as participate in one community service /engagement project within Rochester.

Attributes: CCE YLIB

LLIT-2301 Black Paris/Paris Noir (3)

The course is a discussion of the cosmopolitan, immigrant experience of people of African descent then and now, in Paris, the French capital, the "City of lights": Course focus will be on the lived experience of the Africans, the African-Americans and the Afro-Caribbean expatriates in Paris.

Typically offered:
Fall

Attributes: DEI YLIB

LLIT-2310 Itl Am Exp:Faith,Fam,Food (3)

Between 1870 and 1920 over five million Italians immigrated to the United States. They were mainly men, and they came primarily to strike it rich. Of those who came, about one-half returned to Italy. Those who remained, often joined by their families, left an indelible mark on the American cultural, political, artistic, educational and social landscape. This course investigates the fascinating story of Italian immigration to the United States, a story that many of your great-grandparents and grandparents actually lived and bequeathed to you in memory via their values, beliefs, and personal stories.
Our inquiry will be interdisciplinary. We will study historical texts, literature and cinema that address the historical and sociological conditions of 19th Century Italy, the odyssey of immigration to and assimilation in the United States, and life in the ethnic neighborhood. We will also explore the mafia, forms of prejudice, and ways Italians uniquely manifested their social values in labor unions, religion and education. Upon successfully completing this course, you will have a solid grasp of how Italians, in becoming Americans, contributed to the rich fabric of life in the United States.

Attributes: DEI YLIB

LLIT-2315 Latino Culture in the US (3)

Latino Americans account for more than 18% of the U.S. population, or close to 60 million people. This number is greater than many Spanish-speaking countries, including Spain, Venezuela and Peru; meaning that the U.S. has a diverse background of Hispanic and/or Latino populations living in the same country. Latino communities have greatly contributed to United States culture since 1848, a year when the U.S. acquired territories formerly part of Mexico. As a result, Latino American communities influence all areas of American society and identity, including: language, education, politics, careers, and family and social groupings within the United States. This course will focus on the history and influence of Latino culture in the United States; analyzing what it means to be "American." We will study the complex identity of Latino Americans during specific time periods since 1848, through multicultural contexts. Upon

completion of this course, students will have an understanding of Latino American identity and culture and how this impacts different populations and communities in the United States.

Typically offered:
Fall & Spring

Attributes: DEI YLIB

LLIT-2320 Immigr Cultural Experiencs (3)

In this course, we will be discovering several immigrant groups that came to the US searching for hope, future, and identity. Some adapted to the new life and some struggled as they were not able to let go of who and where they came from. We will be exploring themes of identity, gender, poverty, hope, religion, assimilation, stereotypes, and discrimination, among others. This course will focus on a sampling of different immigration cultural experiences in the 20th and 21st centuries. Through selected readings, documentaries and movies we will learn the many perspectives, needs, motivations that prompted these drastic and often difficult moves to this land of dreams and opportunities. We will also focus on the experiences of the immigrants once here in America and all the struggles, defeats and successes as they try to achieve the “American Dream.”

Typically offered:
Variable

Attributes: DEI YLIB

LLIT-2325 DEI in Cross-Cultural Comm (3)

This class aims to understand the fundamental concept of Diversity, Equity, and Inclusion in ethnicity, age, gender, religion, culture, society, and ability/disability. Students will develop insights into the nature of their core values, exercise to increase “Cultural Intelligence,” and enhance their leadership skills to reap the benefit of DEI in future workplaces. The course will involve a comparative study of world cultures through various activities, including readings, videos, discussions, case studies, group work, and guest speakers.

Attributes: DEI YLIB

LFRN-111 P5 Elementary French I (3)

The introductory two-course sequence is designed to cover thoroughly the basic elements of French structure and to introduce the student to a variety of cultural aspects of the French-speaking world. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. This course is the first part of the elementary sequence; students are highly advised to continue with LFRN 112 in the following semester to avoid the loss of language structures.
PLACEMENT: No previous study of French or up to 2 years (Level II) of French study in high school.

Typically offered:
Fall

Attributes: P5 YLIB

LFRN-112 P5 Elementary French II (3)

The introductory two-course sequence is designed to cover thoroughly the basic elements of French structure and to introduce the student to a variety of cultural aspects of the French-speaking world. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. This course is the second part of the elementary sequence.
PLACEMENT: This course requires the previous completion of LFRN 111, or college credit earned for French at the 111 level, or at

least 3 years (Level III) of French study in high school, or qualifying score on placement test if the language was learned at home.

Typically offered:
Spring

Attributes: P5 YLIB
Pre-requisites: -

LFRN-211 P5 Intermediate French I (3)

The intermediate two-course sequence is designed to strengthen and advance student's communication abilities in French as well as intercultural competencies. This course develops the four basic language skills acquired in the elementary sequence through the study of more advanced grammatical structures, expansion of vocabulary, continued attention to oral and written communication, and an increased emphasis on reading comprehension. Cultural awareness is emphasized through the use of authentic materials from the diverse cultures and geographies of the French-speaking world.
PLACEMENT: This course requires the previous completion of LFRN 112, or college credit earned for French at the 112 level, or at least 4 years (Level IV) of French study in high school, or qualifying score on placement test if the language was learned at home.

Attributes: P5 YLIB
Pre-requisites: -

LFRN-212 P5 Intermediate French II (3)

The intermediate two-course sequence is designed to strengthen and advance student's communication abilities in French as well as intercultural competencies. This course develops the four basic language skills acquired in the elementary sequence through the study of more advanced grammatical structures, expansion of vocabulary, continued attention to oral and written communication, and an increased emphasis on reading comprehension. Cultural awareness is emphasized through the use of authentic materials from the diverse cultures and geographies of the French-speaking world.
PLACEMENT: This course requires the previous completion of LFRN 211, or college credit earned for French at the 211 level, or at least 5 years (Level V) of French study in high school, or qualifying score on placement test if the language was learned at home.

Attributes: P5 YLIB
Pre-requisites: -

LFRN-496 Independent Study (1 TO 3)

A course intended to take up special problems and to cover gaps in the major's preparation. This course can be repeated, as content varies from year to year.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Variable

Attributes: YLIB

LITL-111 P5 Elementary Italian I (3)

The introductory two-course sequence is designed to cover thoroughly the basic elements of Italian structure and to introduce the student to a variety of cultural aspects of Italian culture. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. This course is the first part of the elementary sequence; students are highly advised to continue

with LITL 112 in the following semester to avoid the loss of language structures.
PLACEMENT: No previous study of Italian or up to 2 years (Level II) of Italian study in high school.

Typically offered:
Fall

Attributes: P5 YLIB

LITL-112 P5 Elementary Italian II (3)

The introductory two-course sequence is designed to cover thoroughly the basic elements of Italian structure and to introduce the student to a variety of cultural aspects of Italian culture. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. This course is the second part of the elementary sequence.
PLACEMENT: This course requires the previous completion of LITL 111, or college credit earned for Italian at the 111 level, or at least 3 years (Level III) of Italian study in high school, or qualifying score on approved placement test if the language was learned at home.

Typically offered:
Spring

Attributes: P5 YLIB
Pre-requisites: -

LITL-1030 Contemp Italian Culture (3)

This course focuses on the complex social, cultural, and political themes of contemporary Italy through the lens of Italian films starting from World War II to the present. It is structured around films and readings and examines topics and challenges faced by Italy today such as: collective memories of Fascism and the Resistance, Colonialism, the Holocaust, emigration and immigration, diversity, gender, family and church.

Typically offered:
Fall

Attributes: LC YLIB

LJPN-111 Elementary Japanese I (3)

This course is designed to provide students with a strong foundation of Japanese language proficiency. Students will learn basic conversation and acquire reading and writing skills in simple sentences using Kana and Kanji. Students will also gain insights into Japanese customs, traditions, and culture. The goal is not simply to study grammar and vocabulary but to develop skills to use them in a linguistically and culturally appropriate way. This course is the first part of the elementary sequence; students are highly advised to continue with LJPN 112 in the following semester to avoid the loss of language structures.

Attributes: YLIB

LJPN-112 Elementary Japanese II (3)

This course is a continued introduction to a strong foundation of Japanese language proficiency. Students will learn basic conversation and acquire reading and writing skills in simple sentences using Kana and Kanji. Students will also gain insights into Japanese customs, traditions, and culture. The goal is not simply to study grammar and vocabulary but to develop skills to use them in a linguistically and culturally appropriate way. PLACEMENT: This course requires the previous completion of LJPN 111, or college credit earned for Japanese at the 111 level, or at least 3 years (Level III) of Japanese study in high school, or qualifying score on

approved placement test if the language was learned at home.

Attributes: YLIB

LSPN-111 P5 Elementary Spanish I (3)

The introductory two-course sequence is designed to cover thoroughly the basic elements of Spanish structure and to introduce the student to a variety of cultural aspects of the Spanish-speaking world. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. This course is the first part of the elementary sequence; students are highly advised to continue with LSPN 112 in the following semester to avoid the loss of language structures.
PLACEMENT: No previous study of Spanish or up to 2 years (Level II) of Spanish study in high school.

Typically offered:
Fall, Spring & Summer

Attributes: P5 YLIB

LSPN-112 P5 Elementary Spanish II (3)

The introductory two-course sequence is designed to cover thoroughly the basic elements of Spanish structure and to introduce the student to a variety of cultural aspects of the Spanish-speaking world. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. This course is the second part of the elementary sequence.
PLACEMENT: This course requires the previous completion of LSPN 111, or college credit earned for Spanish at the 111 level, or at least 3 years (Level III) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Typically offered:
Fall, Spring & Summer

Attributes: P5 YLIB
Pre-requisites: -

LSPN-211 P5 Intermediate Spanish I (3)

The intermediate two-course sequence is designed to strengthen and advance student's communication abilities in Spanish as well as intercultural competencies. This is a bridge course between lower and upper division Spanish classes designed to provide a review and expansion of the four communicative skills (listening, speaking, reading, and writing) with an emphasis on Spanish grammar acquisition and vocabulary building. Cultural awareness is emphasized through the use of authentic materials from the diverse cultures and geographies of the Spanish-speaking world.
PLACEMENT: This course requires the previous completion of LSPN 112, or college credit earned for Spanish at the 112 level, or at least 4 years (Level IV) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Typically offered:
Variable

Attributes: P5 YLIB
Pre-requisites: -

LSPN-212 P5 Intermediate Spanish II (3)

The intermediate two-course sequence is designed to strengthen and advance student's communication abilities in Spanish as well as intercultural competencies. This is a bridge course between lower and upper division Spanish classes designed to provide a review

and expansion of the four communicative skills (listening, speaking, reading, and writing) with an emphasis on Spanish grammar acquisition and vocabulary building. Cultural awareness is emphasized through the use of authentic materials from the diverse cultures and geographies of the Spanish-speaking world.
PLACEMENT: This course requires the previous completion of LSPN 211, or college credit earned for Spanish at the 211 level, or at least 5 years (Level V) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Attributes: P5 YLIB
Pre-requisites: -

LSPN-213 The Spanish-Speaking World (3)

Students will explore the material and human diversity of the Spanish-speaking world through examples from geography, culture, history, politics, visual media, linguistics, current events, architecture, and everyday life. The course emphasizes cross-cultural interactions among Spain, Latin America, and the United States. Students will develop intercultural competence and intermediate communicative proficiency in Spanish through speaking, listening, reading, and writing activities. Taught in Spanish. Recommended prior experience or coursework: While the course has no formal prerequisite, students are expected to have completed at least four years of high school Spanish or earned college credit for Elementary Spanish II (112) or an equivalent level. Students who are unsure of their proficiency level, or who have learned Spanish at home, are encouraged to take Fisher's placement test for appropriate placement. For questions or concerns about placement, students are welcome to contact the instructor.

Attributes: YLIB

LSPN-214 Conversational Review (3)

This highly interactive, student-centered course is designed to help you improve your oral communication skills in Spanish. The course focuses on broadening vocabulary and increasing oral fluency and accuracy through grammar review and a focus on major communicative functions at the intermediate level. PLACEMENT: This course requires the previous completion of LSPN 112, or college credit earned for Spanish at the 112 level, or at least 4 years (Level IV) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB

LSPN-219 Spanish for the Workplace (3)

This intermediate course is designed to use job specific Spanish for students who wish to communicate more effectively with members of the Spanish-speaking population while on the job, in public situations, and at the workplace. Topics include legal system, community and law enforcement, banking and finance, housing and real estate, technology and mass communication, human resources. Required background experience: At least 4 years (Level IV) of high school Spanish, or at least 2 semesters of college Spanish, or transfer credit earned at the 112 level, or qualifying score on placement exam.

Attributes: YLIB

LSPN-230P P1 Hisp/Latino-Film&Lit (3)

This course examines the images of and the attitudes toward Spanish-speaking peoples within Hispanic/Latino communities in the United States and in the rest of the world. Films and works of literature will be studied as sources of information, and students will investigate and analyze the portrayal of Hispanic/Latino peoples in literary and cinematic media. Includes both written and oral presentations. All films in Spanish with English subtitles. Taught in Spanish.
PLACEMENT: This course requires the previous completion of LSPN 211, or college credit earned for Spanish at the 211 level, or at least 5 years (Level V) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Typically offered:
Fall

Attributes: ISRS P1 WGST YLIB
Pre-requisites: -

LSPN-232 Spanish for Business I (3)

This two-course sequence introduces essential and practical vocabulary specifically pertaining to the worlds of business, accounting, and finance. There is a review of basic grammar in order to enhance effective communication skills. We will present typical situations that business professionals may encounter at their workplace, through business travel, and with business partners abroad. Through oral, visual, and written practice students will achieve practical use of Spanish within the business world. Taught in Spanish. PLACEMENT: This course requires the previous completion of LSPN 112, or college credit earned for Spanish at the 112 level, or at least 4 years (Level IV) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB

LSPN-233 Spanish for Business II (3)

This course is the second part of the sequence. We will continue learning vocabulary as it pertains to banking, accounting, and finance while also applying Spanish grammar. A focus will be to apply learned concepts through the use of dialogues, interviews, and community outreach. It is also important for students to build cultural awareness in doing business abroad as well as in Spanish-speaking communities in the United States. A Community-Engaged Learning experience will be embedded in the course. By the end of the course, students will feel confident using their Spanish business, communicative skills in the professional world.

Attributes: YLIB
Pre-requisites: LSPN-232 D-

LSPN-235 ConverSpan Health I (3)

This two-course sequence facilitates effective communication between patients and their healthcare professionals (nurses, physicians, psychologists, pharmacists, counselors, and administrative staff) through emphasis on basic, practical language needed to communicate with Spanish-speaking patients and their families in various settings. This course is the first part of the sequence. Taught in Spanish.

PLACEMENT: This course requires the previous completion of LSPN 112, or college credit earned for Spanish at the 112 level, or at least 4 years (Level IV) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: -

LSPN-236 Conver Span Health II (3)

This two-course sequence facilitates effective communication between patients and their healthcare professionals (nurses, physicians, psychologists, pharmacists, counselors, and administrative staff) through an emphasis on the basic practical language needed to communicate with Spanish-speaking patients and their families in various settings. A Community-Engaged Learning experience will be embedded in the course. This course is the second part of the sequence.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: LSPN-235 D-

LSPN-311 Advanced Spanish (3)

This course offers continued, advanced level work in speaking, listening, reading, and writing skills through a variety of cultural materials and projects. Taught in Spanish.
PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB
Pre-requisites: -

LSPN-312 Spanish Conversation (3)

This course aims to improve oral skills and fluent use of the language through class discussions, simulation, interviews, and other interactive activities. Students put into practice key elements of communication in standard spoken Spanish. Taught in Spanish.
PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB
Pre-requisites: -

LSPN-318 NYC in Hispanic Lit & Film (3)

Considered by many as the “Center of the World” in the 20th century, New York City has also become a gathering place for numerous artists from around the globe. This course examines the representations of New York City in selected texts, films, music, and other cultural expressions by Spanish, Latin American, and Latino artists. Taught in Spanish.
PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB
Pre-requisites: -

LSPN-320 Readings in Hispanic Lit (3)

This course develops students’ language skills as well as cultural awareness through a selection of representative works of the literatures of Spain and Latin America, with an emphasis on authors from the 1800s to the present. Students read and discuss a variety of genres (fiction, poetry, drama, and nonfiction) which illustrates the diversity and power of literary texts. Close reading and critical thinking will provide a broader understanding of cultural and social realities on both sides of the Atlantic. Taught in Spanish.
PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB
Pre-requisites: -

LSPN-340 Topics in Hispanic Studies (3)

Advanced course examining a specific topic or area in linguistic, literary, or cultural studies in the Spanish-speaking world. Course content will vary. May be repeated for credit when topic is different. Taught in Spanish.

PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

202501 Section 01: Topic: Spanglish Vibes: Jamming with Language in the USA

This course explores the influence of Spanish in the United States, examining the structures and forms of Spanish varieties within the country, as well as analyzing Spanish in contact with English across different dialects. Topics include Spanish as a heritage language, its teaching and maintenance, code-switching, borrowing, and bilingualism. Through lectures, discussions, and interactive activities, students will develop critical thinking skills essential for navigating our interconnected world, fostering empathy, and promoting cross-cultural communication and understanding. Furthermore, active participation in local initiatives such as language exchange programs and cultural events enhances students' understanding of the dynamic interplay between Spanish and English in the USA, deepening their grasp of the linguistic complexities inherent in American society.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: -

LSPN-360 Intro to Translation (3)

This course is designed to be an introduction to the main concepts and methods of translation both into and from the target language. The course provides students with hands-on manipulation of grammatical, lexical, and cultural aspects through the practice of translation. It also examines This course is designed to be an introduction to the main concepts and methods of translation both into and from the target language. The course provides students with hands-on manipulation of grammatical, lexical, and cultural aspects through the practice of translation. It also examines several specialized uses of Spanish (scientific, financial, legal, literary, etc.).
Taught in Spanish
PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB

LSPN-374 Exploring Spain (3)

This course immerses students in an analysis of Spanish history, geography, culture, civilization, and the arts. Through readings, lectures, interviews, and debates, students engage in discussions to explore the rich and varied cultural heritage of Spain.

Attributes: YLIB

LSPN-440 Sem in Hispanic Studies (3)

Advanced seminar examining a specific topic or area in linguistic, literary, or cultural studies in the Spanish-speaking world. Course content will vary. May be repeated for credit.

Fall 2020 Topic: Spanish Linguistics
This course offers an overview of the main areas of the field, including semantics, history of the language, dialectology, sociolinguistics, and second language acquisition. It also exposes students to the different varieties of the Spanish-speaking world.

Attributes: YLIB

LSPN-490 Internship (1 TO 3)

Enables students to apply and enhance their language usage at a work setting and to fulfill the requirements for the Spanish for Health Professions minor or certificate.

Typically offered:
Variable

Attributes: YLIB

LSPN-496 Independent Study (1 TO 3)

This course provides the opportunity for investigation of a special topic or project of interest to a student and a supervising Spanish faculty member. Students must contact the faculty member and request permission to register. Students must complete prepare a course proposal. Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Variable

Attributes: YLIB

SGNL-111 P5 Elem Sign Language I (3)

American Sign Language is a visual-spatial language rather than a spoken one. This is the first course of a two-course sequence at the beginning level. The course emphasis is on developing receptive skills (perceiving and comprehending), and initial expressive skills (signing with grammatical and affective facial expressions and other non-manual signals) in order to understand and communicate with others. Students are highly advised to continue with SGNL 112 in the following semester to avoid the loss of language structures.
PLACEMENT: No previous study of ASL or up to 2 years (Level II) of ASL study in high school.

Typically offered:
Fall

Attributes: P5 YLIB

SGNL-112 P5 Elem Sign Language II (3)

American Sign Language is a visual-spatial language rather than a spoken one. This is the second course of a two-course sequence at the beginning level. This course introduces more advanced linguistic features, cultural protocols and further vocabulary for students to function in simple ASL conversations.
PLACEMENT: This course requires the previous completion of SGNL 111, or college credit earned for ASL at the 111 level, or at least 3 years (Level III) of ASL study in high school, or qualifying score on approved placement test if the language was learned at home.

Typically offered:
Spring

Attributes: P5 YLIB
Pre-requisites: -

SGNL-211 Intermediate ASL I (3)

This course builds on the continuation of conservational ASL skills learned in SGNL 111 and 112 at the intermediate level. In addition, this course expands upon vocabulary the complexity of grammatical structures in narrative and expository formats. Emphasis is placed on intermediate conversational skills.

PLACEMENT: This course requires the previous completion of SGNL 112, or college credit earned for ASL at the 112 level, or at least 4 years (Level IV) of ASL study in high school, or qualifying score on placement test if the language was learned at home.

Typically offered:
Fall

Attributes: YLIB

SGNL-212 Intermediate ASL II (3)

This course is a continuation of SGNL 211 builds on the conversational skills at the intermediate level. In addition, this course expands the complexity of vocabulary and grammatical structures in the narrative and expository formats. PLACEMENT: This course requires the previous completion of SGNL 211, or college credit earned for ASL at the 211 level, or at least 5 years (Level V) of ASL study in high school, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB

Neuroscience and Behavior

Overview

Matthew Bereza, *Chair of the Division of Behavior Sciences*

The Bachelor of Science in Neuroscience and Behavior at St. John Fisher University offers an interdisciplinary education grounded in the biological and psychological sciences. This program explores the structure and function of the nervous system and its complex relationship to behavior, cognition, and mental health. By integrating coursework in biology, chemistry, and psychology, the degree provides students with a rigorous foundation in neurobiology, cognitive neuroscience, and clinical dimensions of brain function.

Students gain a deep understanding of the nervous system at multiple levels—from molecular and cellular mechanisms to perception, movement, emotion, and higher-order cognition. Through this lens, the program prepares students to examine psychological, developmental, and neurological disorders with both scientific and clinical insight. Students also study historical and contemporary approaches, exploring how the field has evolved and how emerging research is shaping the future of brain science.

This major aligns closely with Fisher's emphasis on health sciences, offering students an academic pathway that reflects the interdisciplinary demands of today's healthcare and research careers.

Examining Theory and Discovering Applications

The neuroscience and behavior major consists of 49 credit hours, including CORE and elective coursework across biology, chemistry, and psychology. Foundational courses include General Biology I and II with lab, General Chemistry I and II with lab, and an introduction to the principles of psychology. Students also complete Research Methods & Writing and Basic Statistics to ensure a strong grounding in scientific analysis and empirical reasoning.

At the core of the major are behavioral neuroscience and neurobiology, which explore the biological basis of behavior, neural systems, and neurochemical signaling. Students then advance into specialized neuroscience content through courses such as Biological Basis of Perception and Movement, Cognitive Neuroscience, and Clinical Neuropathology. These courses provide in-depth exploration of how the brain governs physical and psychological functions and how disruptions to these systems manifest in disease and disorder.

The program offers a range of lab-based electives, such as Psychophysiology Lab, Cognitive Lab, and Introduction to Research, allowing students to gain hands-on experience in designing experiments and analyzing data. Additional upper-level coursework in cognitive processes, psychopathology, genetics, biochemistry, and health psychology provides a flexible and integrative approach to the discipline.

Select courses in this program are delivered in collaboration with **RIZE Education**, a national academic consortium that partners with

institutions to offer high-quality, career-aligned coursework in specialized fields. The RIZE partnership allows students to access innovative neuroscience content through a hybrid learning model, combining online modules with campus-based academic support. Courses offered through RIZE—such as *Biological Basis of Perception and Movement*, *Cognitive Neuroscience*, and *Clinical Neuropathology*—feature dynamic content designed by expert faculty and are supported by robust monitoring systems to ensure student engagement and success.

Opportunities with a B.S. Degree In Neuroscience and Behavior

Graduates of the Neuroscience and Behavior program are well-positioned for a range of professional and academic pathways. The program's scientific rigor and interdisciplinary scope prepare students for entry into graduate programs in neuroscience, psychology, biology, cognitive science, public health, and related disciplines. The degree also provides a strong foundation for students pursuing professional schools in medicine, occupational therapy, physical therapy, or physician assistant programs, particularly for those interested in neurology, psychiatry, or behavioral health.

By combining the expertise of Fisher faculty with cutting-edge specialized instruction through RIZE, this program offers students a forward-looking and adaptable neuroscience education. The result is a degree that not only reflects the complexities of brain and behavior but also responds to the growing need for professionals who can translate that knowledge into research, care, and innovation.

Program Requirements

Requirements

Required Courses – 40 *credits*

- BIOL 151 – General Biology I with Lab (4)
- BIOL 152 – General Biology II with Lab (4)
- CHEM 103 – General Chemistry I (3)
- CHEM 103L – General Chemistry I Lab (1)
- CHEM 104 – General Chemistry II (3)
- CHEM 104L – General Chemistry II Lab (1)
- PSYC 100 – Introduction to Psychology (3)
- PSYC 200 – Research Methods & Writing (3)
- PSYC 201 – Basic Statistics (3)
- PSYC 280 – Foundations of Behavioral Neuroscience (3)
- BIOL 322 – Neurobiology (3)
- NEUR 210 – Biological Basis of Perception and Movement (3)*
- NEUR 310 – Cognitive Neuroscience (3)*
- NEUR 350 – Clinical Neuropathology (3)*

Electives – 9 *credits*

Choose **ONE** course from the following group.

- BIOL 298 – Intro to Research (3)
- PSYC 327 – Developmental Lab (3)**

- PSYC 335 – Social Lab (3)**
- PSYC 361 – Psychophysiology Lab (3)
- PSYC 362 – Topics Lab (3)
- PSYC 381 – Learning Lab (3)**
- PSYC 382 – Cognitive Lab (3)
- PSYC 496 – Independent Study (3)

Choose **ONE** course from the following group.

- PSYC 211 – Introduction to Psychopathology (3)
- PSYC 282 – Cognitive Processes (3)
- PSYC 255 – Health and Behavioral Medicine (3)

Choose **ONE** course from the following group.

- BIOL 318 – Genetics (3)
- BIOL 311 – Cell Biology (3)
- BIOL 403 – Developmental Biology (3)**
- CHEM 408 – Biochemistry (3)**

Total: 49 credits

**These required courses will be offered in partnership with RIZE. Taught by adjunct faculty who are leading experts from industry and academia, these courses share a virtual classroom with students from other institutions via this innovative course-sharing model. Courses will be accessible in an asynchronous format through the learning management system, Canvas.*

*** Course has prerequisites.*

Neuroscience and Behavior Courses

NEUR-210 Biol Basis of Percept & Mvmnt (3)

Perception and Movement are fundamentally driven by biological processes. This course provides students with an understanding of the various systems and organs that play a role in the human ability to perceive the world and move through it. It builds upon Neuroscience Fundamentals to allow students to understand the impact of core neuroscience concepts.

Attributes: YLIB
Pre-requisites: BIOL-152 D- AND CHEM-104 D- AND CHEM-104L D- AND BIOL-322 D-

NEUR-310 Cognitive Neuroscience (3)

Cognitive Neuroscience is the study of the biological process which underlie behavior, learning, thought and experience. This course

builds on students' understanding of neuroscience and psychology to explore information processing, behavior, language, and more. Special attention is paid to the neurological factors which drive behavior and give rise to a range of disorders.

Attributes: YLIB
Pre-requisites: BIOL-152 D- AND CHEM-104 D- AND CHEM-104L D- AND NEUR-210 D-

NEUR-350 Clinical Neuropathology (3)

This course captures foundational concepts in modern psychiatric care and neuroscience and makes them clear and accessible. It provides students with a broad knowledge base covering many of the latest developments in the field of neuroscience, including our most modern understanding of developmental disorders, various pathologies of neurological systems, the role of microbiology in neurological care and more. Upon completion, students will be well prepared to pursue graduate study or work in the sciences, armed with a strong understanding of the current state of both Neuroscience and Mental Health and the connections between both.

Attributes: YLIB
Pre-requisites: BIOL-152 D- AND CHEM-104 D- AND CHEM-104L D- AND NEUR-210 D-

Philosophy

Overview

Carolyn Vacca, *Chair of the Division of Humanities*

Although philosophers seldom agree perfectly on the definition of philosophy, most of them recognize as central to philosophical activity a disposition to wonder—to wonder about things so basic that most people take them for granted. Thus, they ask about human beings and their world; about where they have come from and where they are going; about space, time, and causality; about truth, goodness, and beauty; about God, and about the meaning of life. The Department of Philosophy aims at stimulating all students to think critically and constructively about the most fundamental speculative and practical issues confronting us. With this end in mind, students are invited to acquaint themselves with the best philosophical literature, old and new. The range of course offerings is designed to respect the diversity of student interests and talents, as well as the needs of those who anticipate graduate work in philosophy and the other liberal arts, or in professional studies such as law and medicine.

Program Requirements

B.A. in Philosophy

A major in philosophy consists of 33 credits chosen from the department offerings. The total requirement is deliberately kept small to encourage the student to combine courses in philosophy with solid concentrations in such other areas as his or her interests and career goals suggest, with dual majors encouraged.

All courses that may apply to the major are included in the determination of the grade point average in the major.

Requirements

- Choose **ONE**:
  - PHIL 100C – SQ Basic Logic (3)
  - PHIL 240C – P4 Symbolic Logic (3)
- PHIL 211C – P2 Ancient Philosophy (3)
- PHIL 312C – P2 Medieval Philosophy (3)
- Choose **TWO**:

- PHIL 313C – P2 Modern Philosophy (3)
- PHIL 314C – P2 Contemporary Philosophy (3)
- PHIL 316C – P2 Nineteenth-Century Philosophy (3)
- PHIL 350C – P2 Renaissance Seminar (3)

- **SIX** additional philosophy electives*

Total: 33 credits

**Although 100 level courses in philosophy may be used to fulfill this requirement, no courses from the foundational areas of Core 2020 may apply. These areas include Learning Community, Research-Based Writing, and Data Analysis courses. PHIL 3990 may be used as a major elective, or minor elective.*

Minor

Minor in Philosophy

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- **THREE** philosophy electives (any level) (9)*
- **TWO** philosophy electives at or beyond the 200 level (6)
- **ONE** philosophy elective at or beyond the 300 level (3)

Total: 18 credits

**Although 100 level courses in philosophy may be used to fulfill this requirement, no courses from the foundational areas of Core 2020 may apply. These areas include Learning Community, Research-Based Writing, and Data Analysis courses. PHIL 3990 may be used as a major elective, or minor elective.*

Minor in Classical Studies

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the classical studies minor.

Requirements

Introductory Course – *3 credits*

- CLST 200C – P5 Worlds of Greece and Rome (3)

Classical Language Courses – *6 credits*

Choose **TWO** courses from the following group.

- GREK 101C – P5 Beginning Greek I (3)
- GREK 102C – P5 Beginning Greek II (3)
- LATN 101C – P5 Beginning Latin I (3)
- LATN 102C – P5 Beginning Latin II (3)

Electives – *9 credits*

Choose **THREE** courses from the following group.

- An additional course in Latin or Greek language
- CLST 210C – P5 Love in the Ancient World (3)
- CLST 225D – P5 Sport and Spectacle in the Ancient World (3)
- CLST 230D – P5 Ancient Greek Historians (3)
- ENGL 352 – Rhetorical Theory (3)
- LLIT 107D – CC Introduction to World Mythologies (3)
- PHIL 211C – P2 Ancient Philosophy (3)
- PHIL 350C – P2 Renaissance Seminar (3)
- REST 262C – P5 New Testament (3)

Total: 18 credits

Philosophy Courses

PHIL-100C SQ Basic Logic (3)

A study of the principles of correct reasoning, with emphasis on the analysis of everyday arguments. Topics usually include the common fallacies, definitions, deduction, induction, and argument by analogy.

Attributes: HHSM HHUM SQ YLIB

PHIL-123C P2 Intro to Philosophy (3)

A course designed to acquaint the beginner with a range of philosophical issues and to help him or her appreciate the distinctive character and value of philosophical reflection and argument.

Typically offered:
Fall, Spring & Summer

Attributes: P2 YLIB

PHIL-124C P2 Introductory Ethics (3)

Problems faced by contemporary human beings and in contemporary society are examined through the lens of various ethical theories with a view to discovering whether there are any fundamental principles whereby all people may and ought to direct their lives.

Typically offered:
Fall, Spring & Summer

Attributes: P2 YLIB

PHIL-201C P1 Philosophy through Film (3)

This course introduces students to Philosophy through an examination both of thoughtful films and of relevant writings by noted philosophers. It covers major areas of philosophy such as theories of knowledge (epistemology); the study of ultimate reality (metaphysics); the evaluation of life-purpose, conduct, and character (ethics); theories concerning what is a legitimate and/or ideal state (political philosophy); and theories of beauty and art (aesthetics).

Attributes: P1 YLIB

PHIL-203 Renaissance Thinking (3)

Course exploring contributions of Galileo on the heavenly bodies (Copernicus, Tycho Brahe, and Johannes Kepler), Vesalius on human anatomy, Brunelleschi on linear perspective, and Leonardo da Vinci on mathematics, illustrating the Neoplatonist view that the underlying reality of the world we perceive is essentially mathematical, while Machiavelli's contributions relate to a model of power.

Attributes: YLIB

PHIL-211C P2 Ancient Philosophy (3)

A study of how philosophy began in ancient Greece and came to maturity in the work of Socrates, Plato, and Aristotle and subsequent "schools" of thought such as the Stoic, Skeptic, and Epicurean.

Attributes: P2 YLIB

PHIL-215C P2 American Philosophy (3)

A study of some prominent strands of American thought from colonial and revolutionary times through the pragmatists to the present, including authors such as Edwards, Madison, Emerson, Thoreau, Peirce, William James, and Dewey.

Attributes: AMHU P2 YLIB

PHIL-221C P2 Metaphysics (3)

Basic questions on such topics as the nature of existence, universals and particulars, material objects, knowledge, truth, causality, infinity, existence of God, and the freedom of the will are raised as part of an effort to develop a philosophy of being.

Attributes: P2 YLIB

PHIL-222P P2 Philosophy of Religion (3)

A philosophical study of God and faith. Topics usually include arguments for God's existence, the attributes of God, the nature of religious belief, miracles, the problem of evil, religious experience, and religious language.

Attributes: P2 YLIB

PHIL-223C P1 Philosophy of Art (3)

Introduces students to thinking philosophically about the nature of art and its relation to other human experiences. Among the topics considered are the aesthetic experience, the relation between morality and art, ugliness in art, and truth in art.

Attributes: P1 YLIB

PHIL-228C P2 Philosophy Through Lit (3)

A course based on the conviction that novels, plays, short stories, and other types of literature frequently have a philosophical dimension that profoundly repays closely reasoned attention. Notable literary works are typically juxtaposed with philosophical works dealing with similar themes.

Attributes: P2 YLIB

PHIL-230D CC Philosophy of Education (3)

The course examines modern approaches to the philosophy of education, with emphasis on the work of thinkers such as Plato, Rousseau, Maritain, Whitehead, and Dewey. Topics include educational theory, the role of the school in society, the philosophical assumptions of curriculum development, and the problems of teacher accountability.

Attributes: CC YLIB

PHIL-235 P2 Environmental Ethics (3)

Environmental ethics applies moral thinking to the natural world and the relationship between humans and the earth. Moral reasoning is not a substitute for science, but it provides a powerful complement to scientific knowledge about the earth. Science and economics provide data, information, and knowledge. Environmental ethics turns to this information and asks: how then, should we live? Why should we care? Environmental ethics builds on scientific understanding by bringing human values, moral principles, and improved decision-making into conversation with science.

Attributes: P2 YLIB

PHIL-240C P4 Symbolic Logic (3)

The formal study of validity, of deductive systems and their properties, and of some aspects of the philosophy of logic. Topics covered include some or all of the following: propositional calculus, predicate logic, paradoxes of logic, and meta-logic. The completion of PHIL 100C Basic Logic prior to enrollment in this course is desirable but not essential.

Attributes: P4 YLIB

PHIL-250C P2 Bioethics (3)

A course in applied ethics that concentrates on moral problems in the medical and biological professions. Topics include physician/patient interactions, nursing ethics, human genome research, environmental concerns, euthanasia, informed consent, human experimentation, allocation of limited medical resources, and whether there is a right to healthcare. The emphasis is on reasoned decision-making. A variety of specific case studies is examined.

Typically offered:
Fall, Spring & Summer

Attributes: HHUM P2 YLIB

PHIL-260C P3 Philosophy of Law (3)

An examination of the fundamental principles and approaches to American law and legal practice. Topics usually include critical

analysis of the legislative and judicial power of government, natural law, legal positivism, disobedience and punishment, criminal and civil procedures, and justice.

Attributes: P3 YLIB

PHIL-270C P2 Political Philosophy (3)

An examination of such issues as the justification of civil authority, the nature and purpose of law, the existence of natural rights, private interest versus the public good, and nation-states as bearers of moral responsibility.

Typically offered:
Spring

Attributes: P2 YLIB

PHIL-273C Business Ethics (3)

A study of philosophical issues connected with contemporary business practices. Topics covered normally include economic justice, corporate social responsibility, the profit motive, government regulation, private ownership, conflict of interest, investment and production, advertising, environmental responsibility, and reverse discrimination.

Typically offered:
Fall & Spring

Attributes: YLIB

PHIL-312C P2 Medieval Philosophy (3)

A study of the development of philosophy in the period from St. Augustine to William of Ockham. Special attention is paid to the collision between Greek philosophical ideas and Christian revelation and to the emergence of distinctively Christian philosophies such as the philosophy of St. Thomas Aquinas. Sometimes the course attempts a broad survey of the entire period; more often, it provides detailed probing of the thought of a few major thinkers. The emphasis for a particular year is regularly announced at course registration time. This course may be repeated with change of content as PHIL 412 (chair’s permission required).

Attributes: P2 YLIB

PHIL-313C P2 Modern Philosophy (3)

A study of selected philosophers in the 17th and 18th centuries, typically ranging from Descartes to Kant, with special attention to the classical idealists and empiricists. This course may be repeated with change of content as PHIL 413 (chair’s permission required).

Attributes: P2 YLIB

PHIL-314C P2 Topics in Contemp Phil (3)

A study of some major philosophical developments from circa 1900 to the present, typically selected from among pragmatism, logical positivism, phenomenology, linguistic analysis, process philosophy, dialectical materialism, neo-Thomism, and existentialism. This course may be repeated with change of content as PHIL 414 and the department chair’s permission.

Attributes: P2 YLIB

PHIL-316C P2 19th Cent Philosophy (3)

A critical study of works by such philosophers as the German thinkers Kant, Hegel, Schopenhauer, Nietzsche, Feuerbach and Marx. We will also look at the writings of the Danish philosopher Soren Kierkegaard, the French philosopher Auguste Comte, the British philosopher John Stuart Mill, and the American philosophers Charles Peirce, William James, W.E.B. Du Bois and Charlotte Perkins Gilman.

Attributes: P2 YLIB

PHIL-324C SQ Philosophy of Science (3)

An attempt to appreciate the ways and parameters of knowing and demonstrating proper methods in natural science, social science, and philosophy. In addition, the course may also examine the bearing of discoveries in the sciences on longstanding philosophical questions.

Attributes: HHSM HHUM SQ YLIB

PHIL-330C P2 Theories of Knowledge (3)

Epistemology, or the theory of knowledge, examines how we come to know what we know. This course covers historical and contemporary approaches to the question of what knowledge is, what makes a belief true, and how beliefs are justified. Philosophical skepticism, the position that we actually know nothing at all, will also be discussed, as will possible responses. Other topics include feminist epistemology, naturalism, induction, the ethics of belief, and the nature of the scientific method.

Attributes: P2 YLIB

PHIL-340 Phil and Jurisprudence (3)

This seminar will explore key contemporary issues and texts in jurisprudence in a rigorous and critical manner. Topics covered will include the meaning of legal justice, the interpretation of legal texts, the relation of judicial decisions to legislative practices and others.

Attributes: LEST YLIB

PHIL-350C P2 Renaissance Seminar (3)

The focus is typically on postmedieval, premodern thinkers such as Montaigne, Machiavelli, More and Erasmus. The course is open to students who have previously had at least three and preferably six hours of Philosophy.

Attributes: P2 YLIB

PHIL-496 Independent Research (1 TO 4)

Investigation of the work of a major philosopher or philosophical movement, under the direction of one of the Philosophy Department staff. Registration is normally restricted to philosophy majors in their junior or senior year. Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB

PHIL-1022 Practical Philosophy (3)

This course explores various philosophical concepts and theories, applying these to subjects and situations relevant to the particular theme of the affiliated Learning Community.

Typically offered:
Fall

Attributes: LC YLIB

PHIL-1023 Peace & Conflict Transform (3)

Conflicts are part of human relationships, and they may arise between individuals, groups of people, institutions, or nations. The challenge is to understand conflicts as an opportunity for better relationships and how to transform them to create sustained peace. This course examines injustice, violence, and conflict mostly through the lens of circle processes, conflict transformation, restorative justice, and the idea of sustained peace. The aim of the class is to help students understand and analyze injustice, violence, and conflict – while assisting them in thinking about ethical solutions that may bring more peace to the world through healthier, enduring relationships.

Attributes: LC YLIB

PHIL-1024 Roch Indigenous Traditions (3)

This class will focus on Indigenous philosophies, with a special emphasis on the Haudenosaunee Confederacy (Iroquois), whose traditional territory encompasses most of what we now call “New York State.” Readings will set a foundation for thinking ecologically and for reconsidering the place of human beings within the many relations that constitute our home (Mother Earth). This reorientation will lead to sustained examinations of what it means to be living our lives in Rochester, NY. The underlying question is this: How does learning about Indigenous philosophies and traditions from the Rochester area lead us to a new and deeper sense of who we are as human beings?

Typically offered:
Fall

Attributes: LC YLIB

PHIL-1025 Prin of Ethical Leadership (3)

Ethics involves considerations of right and wrong (good and bad) and how to relate to each other in ways that avoid or minimize harms while bringing benefits to the world. This course will combine ethics with leadership to consider how ethical leaders can interact with others to make the world a better place. We will look at various forms of leadership, but we will focus primarily on the transformational leadership model. Course content will link leadership and ethics with social justice issues, such as racism, sexism, and ecological degradation.

Typically offered:
Fall

Attributes: LC YLIB

PHIL-1026 Philosophy of Happiness (3)

Everyone wants to be happy but just what is “happiness”? In this course, we will examine the rich philosophical exploration of this topic, from the Ancient Greeks, Medieval clerics, Renaissance essayists, and Modern thinkers, to present day “Happiness Studies.”

We'll explore such topics as "Is happiness a virtue?" "What is the relationship between friendship and happiness?" "Is happiness an emotion, a rational concept, or a combination of both?" and "Is it possible to help others to be happy?"

Attributes: LC YLIB

PHIL-1027 Philosophy of Nonviolence (3)

This course explores the role that philosophy plays in dealing with conflict in society. We will discuss the nature and roots of conflict, the morality of violence, the principles of civil discourse, the methods of nonviolent resistance to injustice, the dynamics of social change, and the prospects for perpetual peace. We will also use this material to analyze historic and recent case studies, and develop action plans to address ongoing social conflicts.

Attributes: LC YLIB

PHIL-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of independent, inquiry-based projects. In their projects, student assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Typically offered:
Spring

Attributes: RW YLIB ZRES

PHIL-2101 Critical Citizenship (3)

Students will gain the knowledge, skills, and perspectives they need to become contributing citizens in a diverse and complex society. These experiences help ensure a commitment to collaboratively working across and within community contexts and structures to achieve civic aims in a democracy.

Typically offered:
Spring

Attributes: CCE YLIB

PHIL-2102 Philosophy in the Parks (3)

This course emphasizes the role parks play in enhancing community connections. Public parks in the Rochester area serve as primary "texts" for the course. Students will research the history, philosophy, benefits, and challenges related to parks, exploring how these challenges can be addressed. The course also delves into the impact of 19th-century park designer and land architect Frederick Law Olmsted, whose work has shaped parks across the U.S., including Rochester, New York. A key assignment involves group-based visits, research, and dialogue facilitation at assigned parks. The course includes robust nature-based elements. Students should come prepared for the weather and outdoor activities, as several field trips will occur during class. Additionally, extended park outings or "labs" will be offered outside regular class times, with students required to attend at least one.

Attributes: CCE YLIB

PHIL-2201 No Fooling (3)

This course takes its inspiration from Richard Feynman's famous quote: "The first principle is that you must not fool yourself – and

you are the easiest person to fool." We'll examine some of the many ways humans might be fooling themselves (and others) on a wide variety of topics: e.g., scams, hoaxes, urban legends, phenomena like ESP and UFOs. We'll look at techniques and tools – from logic, psychology, and science – which can help prevent us from being fooled. Along the way, we will touch on some ethical issues as well, such as the importance of intellectual autonomy, integrity, and honesty in arriving at our conclusions.

Attributes: CIA YLIB

PHIL-2301 Indigenous Issues Today (3)

Indigenous Issues Today will explore the challenges Indigenous nations and peoples continue to face in North America and around the world. Because of St. John Fisher University's placement in traditional Seneca Nation territory, special emphasis will be given to the topics of New York State and the Haudenosaunee (Iroquois). Students will be exposed to Indigenous philosophies, histories and cultures, the disrupting legacies of colonization, and considerations of working with different people.

Typically offered:
Spring

Attributes: DEI YLIB

PHIL-2401 The Ethics of War and Peace (3)

Students are introduced to the various moral dilemmas which war poses, such as: how should noncombatants be treated?; should terrorists be given the right to trial?' would the use of chemical or biological weapons ever be morally justified?; and is obedience to authority a moral obligation even if one feels that to follow the order would be a human rights violation? Particular emphasis is placed throughout the course on the role pacifism has played over the years in addressing such dilemmas.

Typically offered:
Spring

Attributes: ER YLIB

PHIL-2402 Ethics Goes to the Movies (3)

This course introduces students to ethical theory through examining thoughtful films and through selected writings of noted philosophers. It will cover the major theories of ethics, including natural law, deontology, utilitarianism, existentialism, and the ethics of care by carefully analyzing moral positions found in motion pictures.

Typically offered:
Fall & Spring

Attributes: ER YLIB

PHIL-2403 US Debate-Buddhist Eth Per (3)

Courses and textbooks on ethics often neglect non-Western ethical perspectives, such as those found in Buddhist philosophies. This course, however, will examine values, ethical principles, contemporary ethical debates, and the good life through the lens of Buddhist ethics. While Buddhist approaches to ethics, philosophy, and reasoning and debate will form the foundation of this course, they will be studied in conversation with Western theories on ethics, critical thinking, and debate. Through class dialogues, group discussions and critical analyses, short writing assignments, and debates, students will practice applying ethical theories and argumentation skills to real-life ethical issues throughout the semester. In the end, students will gain ethical reasoning and problems-solving skills that will be of use in their personal, professional, and civic lives.

Attributes: ER YLIB

PHIL-2404 The Good Life (3)

Socrates famously said, “An unexamined life is not worth living.” In this course, we will heed Socrates’s advice and consider what it means to live a good life. Together we will examine what values and priorities guide our individual and collective lives and think about whether these are consistent with a good life. Our thinking will be informed by various philosophical frameworks, which will include some or all of the following: Buddhism, Virtue Ethics, Utilitarianism, Rights-Based Ethics, Care-Based Ethics, and Pragmatism. Drawing on examples from popular culture, the news, literature, film, and our own experience, we will ask questions such as, “What is happiness?”, “Can one think one is happy but be mistaken?”, “Is living a good life connected or dependent on others?”, “What role does wealth play in being able to lead a good life?”, “Can one be truly happy if one lives a life in isolation?“, “Is work essential to living well?”, and “Must we connect with nature to live well?”

Typically offered:
Fall & Spring

Attributes: ER YLIB

PHIL-2405 Who Cares?Care-BasedEthics (3)

From the moment we are born, caring is an essential part of living. We thrive in this world only when we are cared for well and only when we care for others. Most obviously, caring is involved in child-rearing, family life, friendships, intimate relationships, education, and health care. Less obviously, but equally important, caring is also involved (or sometimes problematically absent) in other social institutions such as business, politics, law, and entertainment. This course will explore what it means to care ethically and will consider what caring well would mean when applied to specific contexts and institutions. Students taking this course will engage in not only philosophical examination of what it means to care ethically but will also consider what it might mean for them, as individuals, to live a care-focused lives and what it would mean, as a society, for our institutions to place caring at their center. Case-based and problem-based learning will be a central focus of the course.

Attributes: ER YLIB

PHIL-3990 Adv Research-Based Writing (3)

Students develop an inquiry-based project by conducting in-depth research using discipline-specific practices that result in transferable research and writing. Students build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project are communicated in both written and oral form or on other media platforms.

Typically offered:
Spring

Attributes: AWC YLIB

CLST-200C P5 Worlds Greece & Rome (3)

Focusing primarily on Athens in the age of Pericles and on Rome in its “golden age,” this is a look at and an appreciation of civilizations and individuals, worlds and world views, primarily through the medium of translated texts of notable Greek and Roman authors.

Attributes: P5 YLIB

CLST-210C P5 Love in Ancient World (3)

A look at love in ancient Greece and Rome, primarily through the lens of literature but also with reference to philosophy, history (including love-magic), and art. Authors include ancient novelists, plus poets such as Ovid, Catullus, Homer, and Anacreon.

Attributes: P5 WGST YLIB

CLST-225D P5 Sport & Spectacle (3)

This course surveys the origin and development of competitive athletics and various types of public spectacle throughout the ancient world, beginning with the funeral games of classical epic and concluding with the banning of the Olympics in 394 A.D. by the Byzantine Emperor Theodosius II. Although the principle focus of this course is on ancient sport, we also examine such institutions as hunting, political and military pageantry, gladiatorial combat in its multiple varieties, popular street entertainments, and public execution.

Attributes: P5 YLIB

CLST-230D P5 Ancient GRK Historians (3)

This course endeavors to look at the Ancient Greeks through their own eyes as well as our own via the study of their most notable historians. Authors usually covered include Herodotus, Thucydides, Xenophon, Arrian and Plutarch. Their themes range in time from the Greeks' wars for their freedom, waged against the Persian Empire, to the conquests of Alexander the Great.

Attributes: P5 YLIB

GREK-101C P5 Beginning Greek I (3)

Based on ancient authors, the courses in classical Greek are designed to foster a reading knowledge of the language while also developing an appreciation of the culture and achievements of ancient Greece and Rome. Attention is paid to Greek's influence on English as well as to the sound of ancient Greek.

Attributes: P5 YLIB

GREK-102C P5 Beginning Greek II (3)

Based on ancient authors, the courses in classical Greek are designed to foster a reading knowledge of the language while also developing an appreciation of the culture and achievements of ancient Greece and Rome. Attention is paid to Greek's influence on English as well as to the sound of ancient Greek.

Attributes: P5 YLIB
Pre-requisites: GREK-101C C

LATN-101C P5 Beginning Latin I (3)

Based on ancient authors, the courses in Latin are designed to foster a reading knowledge of classical Latin while developing an appreciation of the culture and achievements of ancient Rome. Attention is paid to Latin's influence on English as well as to the sound of Latin.

Attributes: P5 YLIB

LATN-102C P5 Beginning Latin II (3)

Based on ancient authors, the courses in Latin are designed to foster a reading knowledge of classical Latin while developing an appreciation of the culture and achievements of ancient Rome. Attention is paid to Latin's influence on English as well as to the sound of Latin.

Attributes: P5 YLIB
Pre-requisites: LATN-101C C

Physics

Overview

Kimberly Chichester, *Chair of the Division of Natural and Mathematical Sciences*

The physics program offers a dynamic, hands-on, and interdisciplinary degree, designed to immerse students in the fundamental principles governing the physical universe. Through engaging workshop-style courses and laboratory experiences, students will actively develop a deep understanding of matter, energy, space, and time. The curriculum emphasizes practical application of theoretical frameworks and experimental methodologies that define modern physics. This program is crafted to cultivate critical thinking, problem-solving skills, and a strong analytical approach, preparing graduates for diverse career paths or advanced studies.

Program Requirements

B.A. in Physics

Only courses designated as physics courses (PHYS) that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Core Requirements – *31 credits*

- PHYS 141 – General Physics Workshop I (4)*
- PHYS 142 – General Physics Workshop II (4)*
- PHYS 211 – Modern Physics I (3)
  PHYS 211L – Modern Physics I Laboratory (1)
- PHYS 240 – Scientific Computing (4)
- MATH 120 – P4 Calculus I (4)
- MATH 122 – P4 Calculus II (4)
- MATH 221C – Calculus III (4)
- MATH 222 – SQ Introduction to Dynamical Systems (3)

Additional Requirements –*12 credits*

- 12 additional credits of physics electives (at the 300 level or above)

Total: 43 credits

**PHYS 121C or 131C if previously taken, may automatically substitute for PHYS 141; likewise, PHYS 122C or 132C if previously taken, may automatically substitute for PHYS 142.*

B.A. in Physics with Inclusive Adolescence Education

Disclosure: *This degree program is intended for students that are/will be part of the Noyce Inspire scholarship. Other students can enroll in this degree, however, only those that have applied and were selected by the Noyce Scholarship Committee will receive the scholarship. Visit the Noyce website for more details.*

The B.A. in physics with inclusive adolescence education degree program is a dual certification program comprised of both the physics major and the inclusive adolescence education major with certification concentration in adolescence education – physics (7-12) and students with disabilities - generalist (7-12) certification. This program prepares teacher candidates to be highly capable and ethically responsible teachers who have the knowledge, skills, and dispositions necessary to teach and reach all students effectively in adolescence education (grades 7-12).

Students in the B.A. in physics with inclusive education degree program must successfully complete the B.A. physics requirements as listed above as well as all of the inclusive adolescence education requirements (see Inclusive Adolescence Education for details). A minor is not required for this B.A. degree as the program results in a double major. Students must earn grades of "C" or higher in all courses in the content area.

B.S. in Physics

Only courses designated as physics courses (PHYS) that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

The credits for each course are indicated in parentheses following the course title.

Core Requirements – 45 *credits*

- PHYS 141 – General Physics Workshop I (4)*
- PHYS 142 – General Physics Workshop II (4)*
- PHYS 211 – Modern Physics I (3)
  PHYS 211L – Modern Physics I Laboratory (1)

PHYS 240 – Scientific Computing (4)

- PHYS 301 – Analytical Mechanics (3)
- PHYS 341 – Electricity and Magnetism I (3)**
- PHYS 451 – Quantum Mechanics* (3)
- PHYS elective – 200 or above level (3)
- MATH 120 – P4 Calculus I (4)
- MATH 122 – P4 Calculus II (4)
- MATH 221C – Calculus III (4)
- MATH 222 – SQ Introduction to Dynamical Systems (3)
- PHYS 290 – Sophomore seminar (0.5)
- PHYS 390 – Junior Seminar (0.5)
- PHYS 449 – Seminar Preparation (0)
- PHYS 450 – Senior Seminar (1)

Additional Requirements – *9-12 credits*

- **Three Electives:** 200-400 level PHYS (BIOL, CHEM, CSCI, MATH upon approval by department chair); at least one course must be 300 level or 400 level.

Total: 54-57 credits

**PHYS 121C or 131C if previously taken, may automatically substitute for PHYS 141; likewise, PHYS 122C or 132C if previously taken, may automatically substitute for PHYS 142.*

**Electives will be taught every other year on a rotating basis

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B.S. Inclusive Adolescence Education Dual Major/Concentration in Physics

Students pursuing teaching certification in inclusive adolescence education (physics) may ***dual major*** in inclusive adolescence education and physics (B.A. or B.S degree requirements as listed above) or they may choose to complete a physics ***concentration.*** Either choice results in a *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (see Inclusive Adolescence Education for details), the physics department has outlined the following courses for the physics concentration which meet the New York state requirement for certification. Students must earn grades of "C" or higher in all courses in the content area.

- PHYS 141 – General Physics Workshop I (4)
- PHYS 142 – General Physics Workshop II (4)
- PHYS 211 – Modern Physics I (3)
- PHYS 211L – Modern Physics Lab I (1)
- PHYS 240 – Scientific Computing (4)
- MATH 120C – P4 Calculus I (4)

- MATH 122C – P4 Calculus II (4)
- TWO Physics electives at 300 level or above (6)

Total: 30 hours

B.S. Inclusive Childhood Education Dual Major/Concentration in Physics

Students pursuing teaching certification in inclusive childhood education must declare either a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education majors who wish to pursue a ***dual major*** with physics take all of the major requirements as listed above (B.A. or B.S degree requirements) in addition to meeting all of the inclusive childhood education requirements (see Inclusive Childhood Education for details). If an inclusive childhood education major wishes to complete a ***concentration*** in physics, the physics department in conjunction with the education department has outlined the following courses which meet the New York state requirement for a liberal arts concentration in this field: Students must earn grades of "C" or higher in all courses in the content area.

- PHYS 141 – General Physics Workshop I (4)
- PHYS 142 – General Physics Workshop II (4)
- PHYS 211 – Modern Physics I (3)
- PHYS 211L – Modern Physics Lab I (1)
- PHYS 240 – Scientific Computing (4)
- MATH 120C – P4 Calculus I (4)
- MATH 122C – P4 Calculus II (4)
- TWO Physics electives at 300 level or above (6)

Total: 30 hours

Minor

Minor in Physics

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- PHYS 141 – General Physics Workshop I (4)*

PHYS 142 – General Physics Workshop II (4)*

- PHYS 211 – Modern Physics I (3)
  PHYS 211L – Modern Physics I Laboratory (1)
- PHYS 240 – Scientific Computing (4)
- PHYS elective – 300 or above level (3)

Total: 19 credits

**PHYS 121C or 131C if previously taken, may automatically substitute for PHYS 141; likewise, PHYS 122C or 132C if previously taken, may automatically substitute for PHYS 142.*

Physics Courses

PHYS-111C P4 Intro to Astronomy (3)

This course examines the origin, structure, and properties of our universe, galaxy, solar system, and Earth. Topics will include evolution of the universe, types of stars and galaxies, and gravitational properties of space, as well as an in-depth look at our solar system. Students analyze data to infer the characteristics of the universe, our solar system, and Earth. A study of how space is viewed from Earth and the implications of the motion of Earth through the solar system is an important component of the course.

Attributes: P4 YLIB

PHYS-112C P4 Topics Modern Astronomy (3)

This course is an introduction to our current understanding of the structure and evolution of stars and galaxies. Topics in cosmology are treated as time permits.

Attributes: P4 YLIB

PHYS-113C P4 Physics Modern Tech (3)

A course primarily for non-science majors. Topics to be covered: Compact disks, radio-carbon dating, electron microscope, medical imaging, energy, flat-panel displays, time and navigation, greenhouse effect, smart cards, and optical communication. The mathematical level is kept at a minimum. Applications and basic underlying principles are stressed.

Attributes: P4 YLIB

PHYS-114C P4 Technologies&Phys Prin (3)

A course primarily for non-science majors. Topics to be covered: Analogue (film) and digital cameras, Hubble space telescope, ozone and the atmosphere, high-definition television (HDTV), AM and FM radio transmission and reception, fax machines, Internet and the World Wide Web, engines, fuel cells, nanotechnology, physics of spaceflight, and physics of weather. The mathematical level is kept at a minimum. The emphasis is on applications and fundamental principles, as in PHYS 113C.

Attributes: P4 YLIB

PHYS-121C P4 Intro Physics I (0 OR 4)

An introduction to mechanics, waves, and heat. Includes the mechanics of fluids, kinetic theory of gases, and vibration and sound. Uses some calculus. Designed for students majoring in Biology. Note: Chemistry and Mathematics students are advised to take PHYS 131C, 132C.
Must also register for lab section.

Attributes: P4 YLIB

PHYS-122C P4 Intro Physics II (0 OR 4)

An introduction to electricity and magnetism, optics, and atomic and nuclear physics. Includes some DC and AC circuits, optical instruments, the theory of the atom, and radioactivity. Uses some calculus. Designed for students majoring in Biology. Note: Chemistry and Mathematics students are advised to take PHYS 131C, 132C.
Must also register for lab section.

Attributes: P4 YLIB
Pre-requisites: PHYS-121C D-

PHYS-131C P4 General Physics I (0 OR 4)

An introduction to kinematics, dynamics, waves, fluid mechanics, sound, thermodynamics, and kinetic theory.
Must also register for lab section.

Attributes: P4 YLIB
Pre-requisites: MATH-120C Y D- OR MATH-120C TR

PHYS-132C P4 General Physics II (0 TO 4)

An introduction to electricity and magnetism, interference and diffraction of light, and some topics in quantum and atomic physics.
Must also register for lab section.

Attributes: P4 YLIB
Pre-requisites: MATH-122C Y D- AND PHYS-131C N D-

PHYS-141 General Physics Workshop I (4)

PHYS 141 is the first part of a two-semester course in general physics. The course is an introduction to basic mechanics, waves, heat, forces, energy, properties of matter, and thermodynamics in applications-based contexts. The course is taught in a workshop style with hands-on learning during each meeting.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB

PHYS-142 General Physics Workshop II (4)

PHYS 142 is the second part of a two-semester course in general physics. The course serves as an introduction to electricity and magnetism, interference and diffraction of light, some topics in quantum and atomic physics, optics, and statistical physics in

application-based contexts. The course is taught in a workshop style to allow hands-on learning in each class meeting.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: PHYS-141 D- OR PHYS-121C D- OR PHYS-131C D-

PHYS-143 General Physics Wrkshp III (4)

The course will take a deeper study into electricity and magnetism, interference and diffraction of light, some topics in quantum and atomic physics, optics, and statistical physics in application-based contexts using the principles of calculus. The course will be taught in a workshop style to allow hands-on learning in each class meeting.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: PHYS-141 D- AND PHYS-142 D-

PHYS-150 Physics Seminar I (1)

This seminar will provide an overview of the SJF physics program and introduction to calculus based physics studies. Students will become more familiar with the breadth and depth of the field of physics with a focus on topics of growing importance to scientists today as well as the physics of everyday life. The personal characteristics, skills, and attitudes that contribute to academic and professional success will also be introduced and the benefits of a physics degree for jobs and graduate or professional school will be discussed.

Attributes: YLIB
Pre-requisites: PHYS-141 D-

PHYS-211 Modern Physics I (4)

An elementary introduction to quantum mechanics, the wave function, and the Schrödinger equation. The course covers atomic and molecular structure, chemical bonding, and atomic and molecular spectroscopy.

Attributes: YLIB
Pre-requisites: MATH-122C Y D- AND PHYS-142 N D-

PHYS-211 Modern Physics I (3)

An elementary introduction to quantum mechanics, the wave function, and the Schrödinger equation. The course covers atomic and molecular structure, chemical bonding, and atomic and molecular spectroscopy.

Attributes: YLIB
Pre-requisites: MATH-122C Y D- AND PHYS-142 N D-

PHYS-211L Modern Physics I Lab (1)

A laboratory course in which well-known experiments are performed on atomic systems. The experiments are designed to illustrate some limitations of classical theory.

Attributes: YLIB
Pre-requisites: PHYS-211 Y D-

PHYS-212 Modern Physics II (4)

This course covers statistical mechanics and quantum statistics (with applications), special relativity theory, nuclear physics, and elementary particles.

Attributes: YLIB
Pre-requisites: PHYS-211 D- AND MATH-222 Y D-

PHYS-212L Modern Physics II Lab (1)

A continuation of Physics 211L with emphasis on basic experiments which are interpreted in terms of the quantum theory.

Attributes: YLIB
Pre-requisites: PHYS-212 Y D-

PHYS-221 Circuit Analysis (4)

An introduction to linear circuits. Topics include: Ohm's and Kirchhoff's laws; Thevenin's and Norton's theorems; controlled sources; mesh and node analysis; superposition; operational amplifiers; energy storage elements; first and second order circuits; phasors; complex impedance; AC steady state analysis; power; the frequency spectrum and Fourier analysis; frequency response; poles and zeros of T(s); and Bode plots.

Attributes: YLIB
Pre-requisites: PHYS-132 D- AND MATH-122C D-

PHYS-222 Electronics (4)

An introduction to semiconductor devices and applications. Devices include diodes, bipolar and field-effect transistors, and integrated circuits. Applications are to rectifiers and power supplies, transistor biasing and small signal models, low frequency amplifiers, feedback, and operational amplifiers.

Attributes: YLIB
Pre-requisites: PHYS-221 D-

PHYS-231 Statics (3)

An intermediate course in statics, with emphasis on engineering applications. Covers equilibrium of a particle, equivalent force systems, equilibrium of a rigid body, structural analysis, friction, centroids, and moments of inertia for an area.

Attributes: YLIB
Pre-requisites: PHYS-132C D- AND MATH-221C Y D-

PHYS-232 Strength of Materials (3)

An introduction to the mechanics of solids with emphasis on engineering applications. Covers displacement, deformation, strain, stress, stress-strain relations, and elastic and inelastic materials. Includes extension, twisting, bending of bars, and deflection of beams.

Attributes: YLIB
Pre-requisites: PHYS-231 D-

PHYS-240 Computational Science (4)

This course will introduce students to computational skills that can be leveraged to solve contemporary problems in the sciences and related fields. Students will become familiar with commonly used tools and algorithms in the physical sciences and data analysis. Though physics will be emphasized, examples will be drawn from many disciplines and the content is suitable for many majors. A high-level industry-standard programming language will be used.

Attributes: YLIB
Pre-requisites: PHYS-141 D- AND MATH-120C D-

PHYS-301 Analytical Mechanics (3)

An intermediate course in classical mechanics, dealing with the motion of particles and rigid bodies in the Newtonian formulation. Includes an introduction to the Lagrangian mechanics and the theory of small vibrations.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: MATH-122C D- AND PHYS-142 D-

PHYS-305 Biomechanics (3)

This course will give students an introduction to the basic mechanical principles of human movement and exercise. Topics in kinematics and kinetics will be examined and applied to strength/conditioning, movement enhancement, as well as coaching and injury prevention and rehabilitation.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: PHYS-141 D- AND BIOL-131 D- AND BIOL-132 D-

PHYS-311 Geometrical Optics (0 OR 4)

Introduction to the theory of optical instruments, with emphasis on systems of thin lenses. The course covers image formulation, the analysis and synthesis of optical systems, aberrations, and the principles of lens design.

Attributes: YLIB
Pre-requisites: PHYS-132C D- AND MATH-222 D-

PHYS-332 Physical Optics (0 OR 4)

Introduction to the wave properties of light, including a discussion of the propagation of electromagnetic waves and interference. Fraunhofer and Frensel diffraction, and polarized light, contemporary optics, and quantum properties of radiation.

Attributes: YLIB
Pre-requisites: PHYS-132C D- AND MATH-222 D-

PHYS-333 Math Methods Physics I (3)

The first of a two-semester sequence in applied mathematics for the physical sciences and engineering. The course content will be derived from the following list of topics: vector calculus; tensor analysis; functions of a complex variable; solutions of partial differential equations; eigenvalue problems; Fourier series; Laplace and Fourier transforms; calculus of variations; and properties of some special functions.
Cross-listed with MATH 333.

Attributes: YLIB
Pre-requisites: MATH-221C D- AND MATH-222 D-

PHYS-334 Math Methods Physics II (3)

A continuation of PHYS 333.
Cross-listed with MATH 334.

Attributes: YLIB
Pre-requisites: PHYS-333 D- OR MATH-333 D-

PHYS-341 Electricity & Magnetism I (3)

An intermediate-level course using vector methods to develop the properties of electric and magnetic fields. Topics include the electric field and potential, multipoles, dielectrics, boundary value problems, the magnetic induction, the vector potential, and electromagnetic induction. Concurrent registration in PHYS 333 is advised.

Attributes: YLIB
Pre-requisites: MATH-122C D- AND PHYS-142 D-

PHYS-342L Electricity & Magnetism Lab (1)

Experimental investigations are performed in a laboratory of optical phenomena such as reflection, refraction, diffraction and interference, lasers and coherence, and the use of instruments such as Michelson and Fabry-Perot interferometers. Three hours per week in the laboratory.

Attributes: YLIB
Pre-requisites: MATH-221C D- AND MATH-222 D- AND PHYS-132C D-

PHYS-342 Electricity&Magnetism II (3)

Maxwell’s equations are developed and applied to the reflection and refraction of plane waves, wave guides, resonant cavities, and radiation.

Attributes: YLIB
Pre-requisites: PHYS-341 D-

PHYS-365 Thermodynamics (3)

Includes the following list of topics: statistical mechanics and thermodynamics, equilibrium between phases, quantum statistics of ideal gases, systems of interacting particles, and transport theory.

Attributes: YLIB
Pre-requisites: MATH-122C D- AND PHYS-142 D-

PHYS-424 Special Topics (1 TO 4)

This course provides the student with the opportunity to investigate specialized topics of either an experimental or a theoretical nature (e.g., lasers, general relativity, optical instruments). The program is designed to fit the student's interests and may include any or all of the following activities: seminars, literature search, or experimentation.

Completion of the Independent Study/Tutorial Authorization form is required.

Attributes: YLIB

PHYS-451 Quantum Mechanics I (3)

An introduction to quantum mechanics presented chiefly from the Schrödinger viewpoint. It includes a thorough treatment of elementary problems in one dimension, such as the harmonic oscillator, and development of the formalism of quantum mechanics.

Attributes: YLIB
Pre-requisites: MATH-122C D- AND PHYS-142 D-

PHYS-451 Quantum Mechanics I (3)

An introduction to quantum mechanics presented chiefly from the Schrödinger viewpoint. It includes a thorough treatment of elementary problems in one dimension, such as the harmonic oscillator, and development of the formalism of quantum mechanics.

Attributes: YLIB
Pre-requisites: MATH-122C D- AND PHYS-142 D-

PHYS-452 Quantum Mechanics II (3)

This course treats the one-electron atom in some detail, and it also covers the elements of angular momentum algebra, the Pauli theory of electron spin, and approximation methods. The elements of scattering theory and a brief introduction to relativistic quantum theory are included. Applications are made to atomic, nuclear, solid-state, and plasma physics.

Attributes: YLIB
Pre-requisites: PHYS-451 D-

PHYS-498 Phys Independent Research (1 TO 4)

Research on an original problem in physics is carried out under the direction of a department faculty member. Training in research methods, use of the scientific literature, and evaluation of data are emphasized. A student may register for 1 to 4 credit hours in a given semester. At least once during the course of the project, the student will report orally on his or her work before the department faculty and students. Upon completion of the project, the results will be presented in the form of a written research report. Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall & Spring

Attributes: YLIB

PHYS-1130 Sports Sci Data Analytics (3)

This course will provide students with the background necessary to study both the quantitative and qualitative aspects of sports science data analytics as well as the foundations of general linear regression and modeling of data. This is accomplished through various case studies, which will provide a contextual framework to study the mathematical content of the course. The course topics include graphical representations of data, organization of data, descriptive statistics, ethical uses of data, and trend analysis. These topics will be tied together through the central idea of empirical mathematical modeling starting from realistic data from sports contexts. Throughout the course, technology will be integrated and used as a tool for the solving of problems.

Attributes: DA YLIB

Political Science

Overview

Clair Smith, *Chair of the Division of Social Sciences*

In political science, students explore politics from a variety of geographic lenses (from world politics, to regional politics, to US federal, state, and local government) and examine a wide array of current issues (civil wars and conflicts, national and local public policy controversies, campaigns and elections, or populism to name a few), using the theories and methods of the discipline to do so. Because of its focus on skill acquisition (analytical and critical analysis, research, and communication skills), and the many experiential opportunities it offers (for example, our local and DC internship programs or our international European Union simulation) political science provides an excellent background for a broad range of careers and advanced studies, including graduate school, law school, government service, applied politics, commerce, and industry. In preparing students to face and understand an ever-changing nation and world, political science equips students with not only a solid background in various elements of politics, but also in the skills and experiences necessary for success in the workplace, their community, and as citizens.

Political science at Fisher covers the discipline in all its variety, including American government and politics, comparative politics, international relations, or public policy. These subfields are examined in terms of theoretical and applied considerations and implications. To gain a more in-depth understanding beyond the required courses, political science majors can focus their electives in one specific area of study in the field. Majors are also encouraged to pursue a second major in a field that is complementary to their academic and/or professional aspirations. Common second majors are legal studies, international studies, criminology and criminal justice or economics.

Internship Opportunities

Juniors and seniors majoring or minoring in political science may qualify to participate in the SUNY-Brockport Washington DC Program. This premier internship program offers students a guided intensive work and academic experience in the offices of key participants in the national policy-making process—the executive, legislative, and judicial branches of government, political parties, or select interest groups. Students may also participate in local internships in the Rochester area. Study, research, and work experience in federal, state, or local government give participants firsthand knowledge about political and administrative processes, and have often been the springboard for rewarding career opportunities. Students completing the DC internship program can count POSC 491-01, Washington Semester Seminar, for one of their 300-level electives for the Political Science major or minor requirements.

Honor Society and Cardinals for Democracy

The department sponsors the Psi Delta Chapter of Pi Sigma Alpha, the national political science honor society. Political science majors who have a 3.00 GPA in their junior year, at least one 300-level political science course, and who satisfy additional requirements are eligible to join. Students should contact Dr. Christine Bianco for more information about the specific requirements to be inducted into the Psi Delta Chapter. The Cardinals for Democracy club is open to all students with an interest in politics and political science. Activities sponsored and organized by the Club have included debates, community forums, election night parties, and voter registration drives.

Program Requirements

B.A. in Political Science

All POSC courses that may be applied to the major as well as ECON 221 and STAT 330 are included in the determination of the grade point average in the major.

Requirements

- POSC 111C – P3 Introduction to American Government (3)
- POSC 200 – Doing Political Science (3)
- POSC 208D – CC Introduction to Comparative Politics (3)
- PHIL 270C – P2 Political Philosophy (3) or POSC 209C - P3 Intro to Political Thought (3)
- POSC 218 – P3 International Relations (3)
- POSC 400 – Portfolio Presentation (1)
- ECON 221 - SQ Statistics (3)
- Three POSC 200/2000–level electives (3)* to be chosen from: POSC 202, 211, 220, 223, 224, 232, 233, 235, 240, 245, 259, 269, 272, 279, 280 and 2111.
- Three POSC 300-level electives (3)* to be chosen from: POSC 306, 317, 318, 327, 335, 345, 350, and 399. STAT 330 and POSC 491, the DC Internship program seminar, can be counted as a 300-level elective.

Total: 37 credits

Notes:

Electives to be applied to the major exclude any foundational core course (Learning Community, Research-Based Writing, Data Analysis) as well as the Advanced Writing Courses/AWC (3990). Core Exploration courses can count as 200-level electives for the major.

Majors are required to complete POSC 400 – Portfolio Presentation during the spring of their senior year, unless an alternative semester is approved by the department chair.

The following courses DO NOT COUNT as political science major electives.

- POSC 210 – P3 Law, Politics, and Society (3)
- POSC 212 – Legal Research and Analysis (3)
- POSC 217 – The American Jury (3)

- POSC 252 – Theories of Law (3)
- POSC 254 – Criminal Courts and Trial (3)
- POSC 267 – P3 Foundations of U.S. Law (3)
- POSC 348 – Environmental Law (3)
- POSC 325 – Constitutional Law (3)
- POSC 326 – Judicial Behavior (3)
- POSC 355 – Issues in Lawyering (3)
- POSC 398 – Special Topics in Legal Studies (3)
- POSC 495 – Internship (3)
- POSC 2402 – Ethics Movies and the Law (3)

Political Science Transfer Students

Major Requirements

Students transferring to Fisher with 60 credits are required to complete the following as part of the total 37 credit hours for the major:

- POSC 200 – Doing Political Science (3)
- POSC 400 – Portfolio Presentation (1)
- POSC 200 and 300-level electives * (33)

** STAT 330, as well as POSC 491 (Washington, DC Internship program Seminar) may be applied as a political science 300-level elective.*

The same restrictions apply here as for traditional majors regarding the use of legal studies courses as 200 and 300-level political science electives. Legal courses courses (see list above)* ***DO NOT* *count for the Political Science majors requirements.*

Total: 37 credits

Honors in the Major

Students may complete a degree in political science with honors by declaring the intent to do so before the senior year, maintaining at least a 3.50 GPA overall, completing an independent Honors project (POSC 498H, 499H Honors Project) under the direction of a full-time department faculty member, and presenting and defending the project in a public forum.

3+3 Legal Education Admissions Program (LEAP)

St. John Fisher University, in conjunction with the University at Buffalo School of Law, and Syracuse University College of Law, offers the opportunity for a selected number of qualified St. John Fisher University students to earn a Bachelor of Arts and a Juris Doctor over the course of approximately six years of full-time study. Students interested in the specific requirements of the LEAP program should

consult the Pre-Law Opportunities section of the Undergraduate Catalog, and speak with Jane Snyder, LEAP coordinator, as soon as possible.

Upon acceptance into the program and in consultation with their political science advisor, LEAP students complete the following requirements.

Requirements

- POSC 111C – P3 Introduction to American Government (3)
- POSC 200 – Doing Political Science (3)
- POSC 208D – CC Introduction to Comparative Politics (3)
- PHIL 270C – P2 Political Philosophy (3) OR POSC 209C – P3 Intro to Political Thought
- POSC 218 – P3 International Relations (3)
- POSC 400 – Portfolio Presentation (1)
- **TWO** POSC 300-level electives, including POSC 491, but **excluding** the following courses:
  - POSC 348 – Environmental Law (3)
  - POSC 325 – Constitutional Law (3)
  - POSC 326 – Judicial Behavior (3)
  - POSC 355 – Issues in Lawyering (3)
  - POSC 398 – Special Topics in Legal Studies (3)
  - POSC 495 – Internship (3)
- 15 law school credits in transfer (grades of "C" or higher)

Total: 37 credits

Minor

Minor in Political Science

A grade point average of 2.00 is required for all courses take in residence that may be applied to the minor.

Requirements

- POSC 111C – P3 Introduction to American Government (3)
- POSC 208D – CC Introduction to Comparative Politics (3)
- PHIL 270C – P2 Political Philosophy (3) OR POSC 209C – P3 Intro to Political Thought
- POSC 218 – P3 International Relations (3)
- **TWO** POSC electives at the 300 level or above (6) to be chosen from: POSC 306,317 318, 327, 335, 345, 350, 399 and STAT 330. POSC 491, the DC Internship program seminar, can be counted as a 300-level elective.

Total: 18 credits

Below are 300 level law/legal studies courses. These law/legal studies courses and **DO NOT** count for the POSC minor:

- POSC 348 – Environmental Law (3)
- POSC 325 – Constitutional Law (3)
- POSC 326 – Judicial Behavior (3)
- POSC 355 – Issues in Lawyering (3)
- POSC 398 – Special Topics in Legal Studies (3)

Note: *No course taken to meet a student's major may also be applied to the political science minor unless approved by the department chair.*

Political Science Courses

POSC-105 Model European Union (1)

Students play the role of decision-makers in the policy-making institutions of the European Union. This simulation is conducted in Europe and in various United States locations in alternate years. Involves regular briefing and preparation sessions prior to the simulation exercise. Participants may be responsible for some of the additional fees involved (travel, program registration, meals, etc.). May be repeated for a maximum of three credits.
Graded S/U.
Permission of the instructor is required.

Typically offered:
Variable

Attributes: YLIB ZEXL
Pre-requisites: -

POSC-106 Mock Trial (1)

A simulated civil or criminal trial procedure in which students play the roles of prosecuting attorneys, defense attorneys, or witnesses. Participation requires preparation of case materials and practice trial runs. The Fisher team competes against teams from other area colleges. May be repeated for a maximum of six credits. Graded S/U.

Typically offered:
Fall & Spring

Attributes: YLIB ZEXL

POSC-111C P3 Intro American Gov’t (3)

This course presents an introduction to the national governing institutions and processes of the American political system. Topics such as the constitutional framework of American government, Congress, the presidency, the Supreme Court, and the federal bureaucracy will be discussed.

Attributes: AMSS P3 YLIB

POSC-190 Intro Topics Political Sci (3)

This course will introduce students to topics in political science. The topic will vary depending on student interests and the interests of the instructor. The course may be taken multiple times with different topics. This course does not count for political science major or minor requirements.

202309 Section 01 Topic: Politics of Sport

Course Description: While often thought of as completely separate, politics and sports are heavily intertwined with one another. From Novak Djokovic to Megan Rapinoe and from the Iranian National Soccer Team to Colin Kaepernick, the public status of athletes gives them a platform to put forward their political views and act as activists. Conversely, from segregation in baseball to location of the 2022 FIFA World Cup, sports has never been free from the influence of politics. At times, sports and sporting events have played an important role in international politics and diplomacy. Such examples include the Ping-Pong Diplomacy that helped improve relations between the US and China and Lynne Cox's swim between the US and the USSR that is credited with helping thaw tensions during the Cold War. This course will look at the complex relationship that politics and sports have with one another. It will address themes such as political activism, nationalism, corruption, global standing, and diplomacy through the lens of sports and sporting events. It will show both the effects of politics on sports and the effect of sports and athletes on politics.

Attributes: YLIB

POSC-200 Doing Political Science (3)

In this course students are introduced to the "tools" relevant to thinking about and doing political science. Students will be instructed in how to read & interpret political science literature; present and apply multiple perspectives; write, revise and present a research paper; and understand basic political science methodologies.

Attributes: YLIB

POSC-202 NYS and Local Govt (3)

An introduction to politics and government in New York, focusing on state and local government institutions, campaigns and voting, and influential actors such as parties and local media. The course includes guest lectures with state and local political actors

Attributes: P3 YLIB

POSC-208D CC Intro Comp Politics (3)

Introduction on how to use comparisons as a methodological tool to understand politics. Topics include: democracy vs. authoritarianism, parliamentary vs. presidential systems, parties and interest groups, political culture, political violence and revolutions, and current political events.

Typically offered:
Spring

Attributes: CC ISFS YLIB

POSC-209C P2 Intro Political Thought (3)

An introduction to the basic concepts and approaches to political thought, focusing on two authors : Plato and Hobbes. Emphasis is placed on learning to read texts and secondary literature through extended analysis and discussion of original works and commentary.

Attributes: P2 YLIB

POSC-210 P3 Law, Politics & Society (3)

This course provides an introduction to the various issues, actors, institutions, and processes that make up the American legal system. Topics include the roles and functions of legal systems, law school and the legal profession, and the structure and operation of court systems.

Typically offered:
Fall

Attributes: P3 YLIB

POSC-211 Intro Public Policy (3)

Public policy is the process by which major policy issues are addressed or avoided by policymakers, and the mechanisms through which solutions to these issues are proposed, chosen, implemented, and evaluated. In this course, students will examine this process using various theories, and drawing from a variety of timely policy issues such as education, healthcare, the deficit, or sustainability (including issues like climate protection, transportation, and energy policy).

Typically offered:
Spring

Attributes: ISFS YLIB

POSC-212 Legal Research & Analysis (3)

This course offers step-by-step instruction in the basic manual methods of legal research. Exercises in the use of the West Key Number System, KeyCite, Westlaw, the Index to Legal Periodicals, and other sources are included. Emphasis is on the practical use and retrieval of legal materials for law-related research. Students are required to use these skills and techniques to complete a practical legal research assignment.

Typically offered:
Fall

Attributes: YLIB

POSC-217 The American Jury (3)

This course examines the role and function of the American jury. Issues presented include strategies in jury selection, jury representativeness, jury impartiality, jury fact finding, and jury decision making.

Formerly titled: Judges, Juries, & Trials.

Typically offered:
Spring

Attributes: YLIB

POSC-218 P3 International Relations (3)

An examination of the major theories (balance of power, collective security, etc.) and approaches (the decision-making, power realism, etc.) used in the study of international relations. Topics include history, development, and problems of world organizations and regional organizations (NATO, EU, etc.); revolutionary situations; revolution in military affairs; and population problems.

Attributes: P3 YLIB

POSC-220 P3 Global Political Econ (3)

This course examines how globalization affects international and domestic politics and economics. Topics include multinational corporations, trade, investment, inequality, the environment, international institutions, and culture.

Attributes: ISFS P3 YLIB

POSC-223 P3 Parties&Interest Groups (3)

This course examines the role and functions of political parties and interest groups in the American political system. Topics include their roles in elections, campaigns, and policy-making in the legislative and executive branches.

Attributes: P3 YLIB

POSC-224 P3 Campaigns & Elections (3)

This course examines campaigns and elections at the national level. The primary focus of the course is making generalizations across campaigns, although we will follow and discuss the national elections occurring in the election cycle in which the course is taught. Topics include candidate selection; the role of electoral institutions, macro-level forces (e.g., the economy) and the media in campaign outcomes; campaign finance; campaign strategies, including polling, mobilization, and negativity; and vote choice and turnout.

Attributes: AMSS P3 YLIB ZEXL

POSC-232 Politics Developing Nation (3)

A comparison and contrast of the political, economic, and social challenges faced by Asian, African, Middle Eastern, and Latin American countries as they transition from traditional to modern economic and political structures.

Attributes: ISRS YLIB

POSC-233 CentrlAmViolence&Migration (3)

This course provides students with an introduction to the politics of Central America focusing on two of the biggest issues this region faces: violence and migration. Focusing on both the countries as individuals and Central America as a region the course explores domestic, regional, and international implications of these two issues as well as the various form it takes. Since the end of WWII, Central America has faced violence in a multitude of manners. During the Cold War Central America experienced civil wars, genocide, and state sponsored violence against its citizens. Since the end of the Cold War, political repression has continued to be a factor in the region but violence by gangs, drug traffickers, and femicide have swept the region. The high levels of violence combine with poverty, lack of economic opportunity, government corruption, and environmental disasters to drive high levels of migration both within the region as well as to the United States. This course will explore those dynamics.

Attributes: YLIB

POSC-235D P5 European Politics (3)

This course is a comparative examination of European politics, using cases such as Great Britain, France Germany, Italy, or Scandinavian countries. It examines the various political systems, electoral systems, interest-groups and political parties, and important political actors and policies that are present in Europe, as well as regionalism, and the process of European integration in the context of the European Union.

Attributes: ISRS P5 YLIB

POSC-240 CC Middle East Politics (3)

Survey of the development of government and politics in the states of the Middle East. Topics include the rise of Islam, colonialism and its aftermath, nationalism and fundamentalism, the Arab-Israeli conflict, oil politics, and the Gulf Wars.

Attributes: CC ISRS YLIB

POSC-245 CC Russian Politics Today (3)

This course examines the domestic and foreign policies of Russia, with an emphasis on how historical factors and more current changes in the domestic and international environment can explain Russia's re-assertion of power on the global scene and its transition towards authoritarianism.
Formerly titled: CC Russian/Post-Soviet Politics.

Attributes: CC ISFS YLIB

POSC-252 Theories of Law (3)

What law is and what is expected from it is in part a function of how law is defined and studied. This course explores the meaning and expectation of law as interpreted by major schools of jurisprudence including natural law, positivism, sociological jurisprudence, legal realism, critical legal studies, feminist legal theory, and critical race theory.

Typically offered:
Fall

Attributes: YLIB

POSC-254 Criminal Courts & Trials (3)

This course explores the function and operation of criminal courts and trials in the American Legal System. Among the topics considered for examination are the roles of the defense attorney, prosecutor, and judge; the rights of the accused; wrongful convictions; and the legal inequalities present in criminal courts and trials.

Typically offered:
Fall

Attributes: YLIB

POSC-259 Amer Political Ideologies (3)

This course examines the meaning and relevance of American political ideologies in modern politics. In particular, we seek to answer several fundamental questions about liberalism and conservatism, including why people adopt particular ideologies (including biological and social explanations), how relevant they are to public opinion, and whether ideologies are "good" or "bad" for political participation and discourse.

Attributes: YLIB

POSC-267 P3 Foundations of US Law (3)

This course examines the evolution of the Anglo-American system of common law on which the foundation of the American legal system is built. Among the topics examined are the “language” of common law and the principles of common-law decision-making. The distinction between the common and civil legal systems is emphasized as they relate to differences in the structure and function of the court systems. Also considered is how common law has shaped areas of law such as contracts, torts, constitutional law, civil procedure, and conflicts of law.

Typically offered:
Spring

Attributes: AMSS P3 YLIB

POSC-269 Extremist Politics (3)

This course examines the expression of racial hatred and radical conservatism in political movements and parties from the 1920s to the present. Students explore institutionalized radicalism (the fascist and Nazi regimes of Italy and Germany from 1922 to 1945), as well as radical populist movements and radical fringe groups (militias and neo-nazi movements) in the United States. Students use the method of comparative analysis to explore the commonalities and differences between these radical groups across time and space.

Attributes: YLIB

POSC-272 Pub Opinion & US Politics (3)

This course familiarizes students with the role of public opinion in American politics, including its connection to democracy, representation, and voting. In building student familiarity, this course investigates the formulation of public opinion, how public opinion is gathered, how to interpret polling data, and its use by the media and politicians.

Attributes: YLIB

POSC-279 God in Politics (3)

Almost every day, the news remind us that God is central to many political debates, whether they concern world issues like conflict and terrorism or domestic debates like education, health care, marriage, or presidential campaigns. This course examines the place of God in politics, using examples from the United States and other countries and addresses the ways in which secular and sacred authorities have competed for power over the years. Despite discussing religion, this course is not a class on theology or belief systems but rather a class on how religion impacts politics.

Attributes: YLIB

POSC-280 P3 Terrorism & Politics (3)

An examination of the meanings of terrorism, its evolution as political action, counterterrorist activities, and the impact of terrorism on political processes and values.

Attributes: ISFS P3 YLIB

POSC-306 American Foreign Policy (3)

An analysis of the structures through which foreign policy decisions are determined. The objectives of this course are to develop a critical approach to the study of foreign policy determination and implementation through an understanding of historical precedents, organizational structures, and traditional and contemporary theories and thereby be in a position to analyze current events and problems of American involvement in world affairs.

Attributes: YLIB

POSC-317 The Presidency (3)

An advanced exploration of the roles and functions of the president and the presidency in the American political system. Topics include the constitutional presidency, presidential elections, congressional-presidential relations in domestic and foreign policy, and presidential oversight of the federal bureaucracy.

Attributes: YLIB
Pre-requisites: POSC-111C D-

POSC-318 Congress (3)

An advanced exploration of the roles and functions of Congress and its members in the American political system. Topics include the powers of Congress, the elections and careers of members of Congress, the congressional committee system, congressional leadership, and House and Senate differences.

Attributes: YLIB
Pre-requisites: POSC-111C D-

POSC-325 Constitutional Law (3)

An examination of the case law and meaning the U.S. Supreme Court has provided for the Constitution in such areas as civil liberties, civil rights, First Amendment liberties, property rights, rights of the accused, and government powers.

Typically offered:
Spring

Attributes: LEST PLAW YLIB
Pre-requisites: -

POSC-326 Judicial Behavior (3)

This course concentrates on the judicial behavior of trial court & appellate court judges with special emphasis on topics such as judicial decision-making, judicial roles, and the differences between trial and appellate judges.

Formerly titled Judicial Process.

Attributes: YLIB ZEXL ZRES
Pre-requisites: POSC-111C D- OR POSC-210 D-

POSC-327 Strategies in Politics (3)

In this course, students will examine various strategies political actors have used in order to get the political outcome they want. We will particularly examine the use of political strategies on such issues as voting in democratic societies, agenda-setting, legislating, campaigning, or forming government. Examples will be drawn from the American political system and other democratic polities.

Attributes: YLIB

POSC-335 Politics of European Union (3)

This course is an introduction to politics in the European Union. We will discuss the history of the EU from the coal and steel community to the current Union, the role and function of the institutions of the EU, as well as theories about European integration and governance. Students will also learn about some of the major policy areas and controversies that affect the European Union, such as agricultural policy, immigration policy, and common foreign and security policy. Students can, but are not required to, take this course in combination with POSC 105 (Model European Union).

Typically offered:
Variable

Attributes: ISRS YLIB
Pre-requisites: -

POSC-345 Politics and the Media (3)

This course examines the relationship between media and politics. It explores the media both as an independent institution reporting on government and politics and influencing public opinion and as a tool used by candidates, elected officials, and governments. Among the topics considered are where Americans get their news, new media versus traditional media, the decline of adversarial reporting, the rise of the ideological media, campaigning through the media, and governing through the media. Cross-listed with COMM 345.

Attributes: YLIB

POSC-348 Environmental Law (3)

This course delves into the complex and dynamic field of environmental law, focusing on the role it plays in shaping public policy and influencing corporate behavior. Students will explore the foundational principles of environmental law and the mechanisms used to enforce them, including statutes, regulations, and case law at both the national and international levels. Topics to be discussed include the historical development of environmental law, major environmental statutes like the Clean Air Act and the Clean Water Act, legal responses to climate change, the impact of law on natural resource management, and the intersection of environmental law with human rights and social justice. The course will also cover ethical considerations and challenges faced by environmental lawyers and the broader implications of environmental legal practice on sustainable development and global ecological integrity.

Attributes: YLIB

POSC-350 International Security (3)

This course will examine why countries, groups, and individuals often resort to the use of violence in international politics, what strategies they employ, and what possibilities, if any, exist for bringing them back to nonviolent bargaining. Topics will include civil and interstate war, weapons of mass destruction, terrorism, insurgencies, assassinations, peacekeeping, and mediation.
Students who have credit for POSC 250 may not earn credit for POSC 350.

Attributes: ISFS YLIB

POSC-355 Issues in Lawyering (3)

This course explores “art” of lawyering by providing a close up examination of the “profession in which attorneys find themselves. Among the topics reviewed are the role of attorneys in the American Legal System; law school and its impact on law school students; the experience and socialization of young attorneys; the attitudes of lawyers toward their work and profession; ethical issues confronted by attorneys; and various content areas in law such as corporate, criminal, personal injury, and intellectual property in which attorneys specialize.

Formerly offered as POSC 255. This cannot be repeated for additional credit by students who have credit for POSC 255.

Typically offered:
Fall

Attributes: YLIB

POSC-365 Reprod Rights Fem Lens (3)

The 2022 Dobbs v. Jackson decision overturned 50 years of established precedent regarding reproductive rights in the United States. This course examines this significant shift in rights and liberties affecting half of the population, focusing on the intersections of African American experiences, class, and gender. We will explore reproductive rights from the nation's founding through the Dobbs decision, primarily utilizing case law, social movement theory, gender theory, Black feminist theory, and African American Studies. This will be complemented by political analysis to better understand these transformations within a broader historical and institutional context. Students will be required to engage in regular writing assignments and maintain a rigorous reading schedule. By the end of the course, students will gain a deeper understanding of how the law is organized around key concepts such as privacy, racial identity, discrimination, expression, equal protection, and due process. They will also learn how these concepts impact our daily lives and what the legal landscape looks like for these issues in both the near and distant future, particularly from an African American perspective.

Attributes: YLIB

POSC-398 Special Tpc Legal Studies (3)

This course provides for special topics seminars in Legal Studies. Topics vary by semester and include such diverse themes as Pornography & Law; The Constitutional & Correct Meaning; Rights Retained, Rights, Rights Forgotten; and Feminist Legal Theory. This course may be repeated for credit as the topics change.

Spring 202501 Section 01 Topic: Law of Chaos

This course examines the legal frameworks and responses to extraordinary and unpredictable events that challenge societal norms and stability. Students will explore how the law adapts to and addresses circumstances such as pandemics, national security threats, counter-terrorism efforts, and warfare. The course will focus on the balance between maintaining public safety and protecting civil liberties, the role of international law in global crises, emergency powers of governments, and the legal precedents set during times of chaos

Typically offered:
Spring

Attributes: YLIB

POSC-399 Adv Topic: Pol Sci (3)

Seminar in advanced topics within one of the areas of political science. Topic will vary by semester (e.g., anarchism, methodological approaches to constitutional law, democracy and human rights, theory and practice of war, feminist theory, etc). May be repeated for credit with different content.

Section 01: Spring 202501 Topic: International Courts & Crimes

When the Allies put the top Nazi officials on trial for their crimes at Nuremberg, they laid the foundation for the prosecution of crimes by the international community. While it laid dormant during the Cold War, this new weapon would resurge stronger once the Cold War ended. Branching off from the laws of war, the international community has developed institutions and processes that seeks to hold individuals accountable for the atrocities that they commit. In this course, students will explore the origins and philosophical underpinnings of these international rules before exploring the international courts, which hold people accountable, and the legal

foundations of their actions. Students will also learn about the politics of prosecuting crimes by international courts, and specifically how legal rules and enforcement mechanisms are used, abused, transformed, and contested.

Attributes: YLIB

POSC-400 Portfolio Presentation (1)

This is a one-credit class that requires students to create a personal website and portfolio of their best work in political science. As part of the course, students reflect on their knowledge and skills, demonstrate that they have met the department's learning objectives, and participate in an oral defense. The course also touches on important topics for graduates such as paying down debt and financial planning, searching for jobs, and interviewing skill and more.

Typically offered:
Spring

Attributes: YLIB

POSC-490 Washington Sem-Work Exp (6)

A selective program directly involving students in the national political process through a work-study experience in Washington, D.C. Permission of the department chair is required.

Typically offered:
Fall & Spring

Attributes: YLIB

POSC-491 Washington Sem-Seminar (4)

A selective program directly involving students in the national political process through a work-study experience in Washington, D.C. Permission of the department chair is required. This course can be used to replace a 300 – level Political Science major elective.

Typically offered:
Fall & Spring

Attributes: YLIB

POSC-492 Washington Sem-Paper (6)

A selective program directly involving students in the national political process through a work-study experience in Washington, D.C. Permission of the department chair is required.

Typically offered:
Fall & Spring

Attributes: YLIB

POSC-495 Internship (3 TO 6)

Local Experiential Learning Opportunities for POSC & LEST majors who have demonstrated appropriate levels of academic ability, professional development, and personal responsibility & maturity and who want to gain applied knowledge & workplace experience in areas of their academic & career interests. Permission of the Department Chair or Legal Studies Internship Coordinator is required

to register.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB

POSC-496 Independent Study (1 TO 3)

In-depth study of a topic in political science under the direction of a full-time member of the Political Science and Legal Studies Department. Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZRES
Pre-requisites: GPA >=3.00

POSC-498H Honors Project (3)

Directed individual research projects arranged for exceptional Political Science majors in consultation with a faculty advisor within the department. The honors committee consists of a Political Science faculty advisor, the department chair, and one additional faculty member (who may come outside of the Political Science department) of the student's choosing. Projects are presented and defended at a colloquium. The intent to pursue an honors project must be declared before the senior year.

Completion of the Independent Study/Tutorial Authorization form is required.

Attributes: YLIB ZRES

POSC-1010 Political Science Fiction (3)

The best science/speculative fiction includes complex political structures that animate the lived experiences of the characters thrust into fictional and fantastical worlds. In this class, paired with Black Speculative Fiction, we will explore the political structures and systems of far off galaxies, multiverses, alternative dimensions, and magical institutions. By applying political theory and science to fictional worlds we will gain the critical analytic capacities to evaluate forms of government, policy, and social movements. This class will help students gain critical skills in analysis, writing, collaboration, and making connections on campus and beyond.

Attributes: LC YLIB

POSC-1013 Current Affair Comp Pol (3)

In this course, we study real-world events and seek to explain why politicians and bureaucrats responded the way that they did. The goal of the course is to illustrate how comparativists see world events as puzzles and use tools and techniques of the discipline to sole those puzzles.

Attributes: LC YLIB

POSC-1021 Issues in Law and Politics (3)

This course explores both longstanding and contemporary issues that cut across and show the interconnection between law and politics. Issues examined vary from the politics and legal implications of how judges are chosen to the merits of plea-bargaining to questions of constitutional liberty such as same sex marriage.

Attributes: LC YLIB

POSC-1024 Issues: Politics&Elections (3)

TBD * This will be updated after schedule software is run

Attributes: LC YLIB

POSC-1190 Dam Statistics (3)

Using information related to dams, this course is designed to introduce students to the analysis of quantitative data. This course will help students understand and interpret quantitative data provided by others, appreciate when quantitative data is useful and when it is not useful, and recognize how statistics can be used to mislead. Students will also learn to gather and analyze their own data. This analysis of quantitative data will take place through the exploration of the impact of dams on local, national, and global populations. From energy production to flood management, from environmental impacts to displaced populations, to even shifting the world's axis, dams have a profound impact on the planet. The rich repository of data about these world effects is the vehicle for student development of quantitative skills.

Attributes: DA YLIB

POSC-1299 Research-based Writing (3)

Students learn the basics of writing an academic research paper in this discipline. Emphasis is on elements of persuasive argumentation, the inclusion of more than one perspective on an issue, the proper use and documentation of sources, and revision. Students also learn how to make an effective oral presentation of their research. Department-determined topic may change from semester to semester and is likely to include literary texts as primary materials.

Typically offered:
Spring – Even Years

Attributes: RW YLIB ZRES

POSC-2111 Depolarizing Politics (3)

This course is structured around answering fundamental and important questions in American politics, including why we have a two-party system, what (who!) the Electoral College is and how it works, how (un)biased the media are and how much it matters, and many others. In addition, students will learn about controversial policies of the day, such as immigration, guns, and affirmative action, in order to better understand their own and others' views. As a part of the Citizenship and Civic Engagement Core area, this course helps students gain the knowledge, skills, and perspectives they need to become contributing citizens in a diverse and complex society. Additionally, these experiences help ensure a commitment to collaboratively working across and within community contexts and structures to achieve civic aims in a democracy.

Attributes: CCE YLIB

POSC-2402 Ethics Movies and the Law (3)

Movies about lawyers are an unvarnished window into public perceptions about the legal profession. This class considers the practice of law and the code of legal ethics that guides and constrains lawyers. Professional responsibility is instilled in law school and codified through court rules and the codes of conduct of state bar associations. This class exposes students to ethical considerations in the practice of law and uses movies as a vehicle to analyze when and how lawyers conform to or violate their professional obligations.

Attributes: ER

POSC-3990 Adv Research-Based Writing (3)

In this course, students will develop an inquiry-based project by conducting in-depth research using discipline specific practices that result in transferable research and writing. Students will build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students will formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They will acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project will be communicated in both written and oral forms or on other media platforms.

Typically offered:
Spring

Attributes: AWC YLIB

Pre-Health Professions

Overview

Jonathan Falanga, *Health Professions Advisor*

Students attending St. John Fisher University may plan a program that will allow them to apply to any of the health-related professional schools in fields such as medicine, dentistry, optometry, physician assistant studies, veterinary medicine, pharmacy, podiatry, chiropractic medicine, physical therapy, occupational therapy, dietetics, athletic training, speech-language pathology, and public health. These schools actively seek students with strong science backgrounds who are liberally educated and have diverse interests and talents.

"Pre-health" is not a major at St. John Fisher University. The majority of pre-medical and other pre-health students are biology or chemistry majors, but students intending to enter the health professions may choose any academic major. Academic prerequisites vary among professional schools, but most programs require a minimum of:

- Two semesters of biology with labs
- Four to five semesters of chemistry (general, organic, and biochemistry) with labs
- Two semesters of physics with labs
- Two semesters of college English

Courses in psychology and sociology are strongly recommended, as are statistics, anatomy, and physiology. The range of excellent humanities and social science courses available at St. John Fisher University provides pre-health students with a well-rounded perspective on society and health.

Students interested in a career in the health professions are urged to make contact with the health professions advisor during their first year at Fisher so that they may receive guidance as they pursue their subsequent studies. The health professions advisor provides materials and advice to assist students in understanding all aspects of the preparation process, from choosing courses to preparing for pre-professional exams, selecting schools, preparing for the interview, and making decisions regarding acceptances and alternatives.

When it is time to apply to the various professional schools, the health professions advisor also assists students in the intense application process, and provides them with a composite evaluation letter when required by professional schools.

Pre-Health Professions Courses

Pre-Law Opportunities

Overview

Clair Smith, *Chair of the Division of Social Sciences*

Pre-Law at Fisher

The pre-law experience at St. John Fisher University includes participation in activities including mock trial and the Pre-Law Association, as well as personalized advising. While there is no single major that best prepares students for law school, students often choose to major in legal studies, political science, american studies, criminology, economics, english, history, philosophy, psychology, or sociology.

Legal Internship

All students interested in pre-law or legal studies should pursue relevant internships in those areas. Legal studies majors have a required internship component in their program of study that can be completed locally or in Washington, DC through our Washington Semester program. Students interested in pre-law who are not majoring in legal studies are encouraged to work with Jane Snyder, advisor for the pre-law association, and/or the University's pre-law advisor in the Center for Career and Academic Planning to develop legal internships compatible with their majors. Internships may be credit- or non-credit-bearing experiences.

Pre-Law Student Association

Students interested in pre-law are encouraged to join and be active in the Pre-Law Student Association. The association is a student-run organization dedicated to enhancing students' pre-professional interest and understanding of law, and to provide students with a way to network and become acquainted with like-minded students. Among regular association activities are guest speaker presentations from a variety of legal occupations, trips to law schools, and other on and off campus activities.

Mock Trial

Students interested in pre-law are encouraged to participate in the Pre-Law Student Association's mock trial team. The mock trial team is a

member of the American Mock Trial Association. It competes in both AMTA-sanctioned and non-AMTA competitions.

Michael M. Moran Legal Studies Scholarship

Each semester, students can apply for funding to support LSAT course preparation, professional clothing and stipends for the cost of unpaid internships, and other costs related to the pursuit of law school.

3+3 Legal Education Admission Program (LEAP)

St. John Fisher University, in conjunction with the State University at Buffalo School of Law and Syracuse University College of Law, offers the opportunity for a select number of qualified St. John Fisher University students to earn a bachelor of arts degree and a juris doctor degree over the course of approximately six years of full-time study. Eligible students must have:

- Participated in Fisher's First Year program (i.e. a freshman learning community and the research-based writing course)
- Completed a minimum of 91 credits at St. John Fisher University through residency, Advanced Placement, or transfer credits including 90 credits of liberal arts
- Completed the St. John Fisher University Core Curriculum requirements
- Completed all course requirements of the department(s) or program(s) in which the student is majoring and minoring, with the exception of those department(s) or program(s) that have an agreement in writing to accept courses taken at the law school(s) of their choosing as satisfying major requirements
- A 3.5 GPA at the time of applying to the law school of their choosing and the minimal LSAT score specified by that law school

Other eligibility requirements also apply.

St. John Fisher University will accept a maximum of 30 credits in transfer from the first year of the law program(s) applicable to the bachelor's degree for coursework in which the student has earned a grade of "C" or above. For more information, students interested in LEAP should consult with Jane Snyder, the Fisher LEAP contact and advisor. This consultation should take place during the freshman or sophomore year to discuss and plan for the LEAP application process.

Students interested in the LEAP program should contact Professor Snyder as soon as they start their academic program at Fisher. This program is aimed mainly at entering freshmen and is ill-suited to students transferring to Fisher with an Associate’s Degree.

Pre-Law Opportunities Courses

Pre-Pharmacy

Overview

Jonathan Falanga, *Health Professions Advisor*

Academically qualified students may enter St. John Fisher University in the Pharmacy Early Assurance Program (PHEA). Details about the entrance and completion requirements for the PHEA can be found on the Pharmacy Early Assurance Program page. Students who are not accepted into the early assurance program may still design their undergraduate careers to meet the admissions requirements of Fisher's Wegmans School of Pharmacy, as well as those of other graduate pharmacy programs.

Pre-pharmacy is not an undergraduate major at St. John Fisher University. Students interested in attending a graduate pharmacy program are encouraged to select a major in the arts and sciences while completing the undergraduate prerequisite courses required of pharmacy schools. Enrollment in a designated major allows students to take full advantage of academic opportunities at the University.

Undergraduate students not in the PHEA Program are eligible to apply to the Wegmans School of Pharmacy under a separate application after completion of 30 semester hours of college coursework. Admission to the School of Pharmacy is a competitive process. Details about the application process are available in the Doctor of Pharmacy section of the Graduate Catalog and on the Pharmacy website.

A summary of the admission requirements for the Wegmans School of Pharmacy follows. Students should review prerequisites for any schools of interest well before beginning the application process.

Wegmans School of Pharmacy Admission Requirements

The following pre-professional coursework, a total of 65 semester credits, must be completed prior to matriculation to the School of Pharmacy:

General Courses (24 credits)

- English/literature and speech (9 credits): One course must be English composition, one course must be public speaking.
- Economics (3 credits): microeconomics and/or macroeconomics is recommended.
- Humanities and/or social/behavioral sciences (12 credits)

Science and Math Courses (41 credits)

- Calculus (4 credits)

- Statistics (3 credits)
- General chemistry (8 credits, with labs)
- Organic chemistry (10 credits, with labs)
- Physics (4 credits, with lab)
- Biology (12 credits, with labs)

Grades below “C” cannot be accepted toward completion of these requirements. All science courses (chemistry, biology, physics) must include a laboratory. Advanced Placement courses are not accepted to satisfy the science course requirements. All pre-professional coursework must be completed at an accredited college/university. Note that other schools of pharmacy may require additional courses, including anatomy and physiology. Consult the health professions advisor for guidance.

Grade Point Average (GPA)

Minimum cumulative and science grade point averages of 2.75 are required to be considered for admission. It should be noted that most students accepted to the program have performed at a much higher level.

Pre-Pharmacy Courses

Psychology

Overview

Matthew Bereza, *Chair of the Division of Behavior Sciences*

Psychology is the science of behavior and the physiological, affective, and cognitive processes associated with behavior. Psychology is also the profession that applies the science of behavior to practical problems. Psychology is an interdisciplinary scientific field that draws on theories, concepts, and methods of inquiry from neighboring natural science and social science disciplines. All inquiry in psychology is guided by the scientific method, an evidence-based process of answering questions about behavior that involves forming theoretical explanations and testing those theories against real-world observations.

The psychology department at St. John Fisher University offers the following undergraduate degree programs:

Bachelor of Arts (B.A.) in Psychology

The B.A. program prepares students for advanced degree programs at the master's level and higher, and provides ample flexibility for students who want to combine their interests in psychology with their studies in another area (e.g., business, education, pre-law, pre-med). Students in the B.A. program must have a minor area of study, choosing from a wide variety of programs in consultation with their advisors.

Bachelor of Science (B.S.) in Psychology

The B.S. program places greater emphasis on research experience, quantitative skills, and breadth of study in the subfields of psychology, and is best suited for students who plan to pursue graduate degrees in psychology or related fields. A minor is not required of students in the B.S. psychology program.

Fast-Track to Mental Health Counseling

The Department of Psychology also offers a five-year fast-track program with the Masters in Mental Health Counseling which allows students to complete their undergraduate degree early and transition into the graduate program during their fourth year.

Community Engaged Learning

Students in the Department of Psychology do not just learn within the classroom – they also apply what they learn to real-world environments. This can include fieldwork experiences, research opportunities in local organizations, and courses that connect students

with members of the community to apply what they are learning within a course. These experiences broaden and diversify the educational experience of our students and strengthen their collaborations with the local community.

Fieldwork

Our fieldwork program enables students to engage in and earn course credit for applied experiences beyond their academic course work in psychology. Students may take a fieldwork course (PSYC 490) for 1–6 credits *(see note below)*. In addition, the course may be repeated. During a fieldwork placement, students are required to work three hours per credit, per week (e.g., 9 hours a week for students enrolled in 3 credits) for 13 weeks at a public or private agency approved by the field experience supervisor. Contacts are available at many existing fieldwork sites. The department also works individually with students to find placements that are relevant to their career goals.

Student Research Opportunities

Students may receive course credit for faculty-guided reading and research (PSYC 496) on a variety of topics. This may occur during the semester or in the summer, when there is the possibility for a summer stipend. We also offer an Honors Program for qualified psychology majors during their junior and senior years, which allows them to work closely with faculty members to undertake more challenging reading and research (PSYC 496H/499H) in their own area of interest.

Students may take a combination of fieldwork and research opportunities (PSYC 490, PSYC 496/497, PSYC 496H/499H) for a total combined number of credit hours not to exceed 12. Location of PSYC 490 may be repeated/maintained for a total of 6 credits per location. PSYC 496/497 may be repeated with a faculty member on a specific project for up to 6 credits per project.

Program Requirements

B.S. in Psychology

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the major. All courses designated as psychology (PSYC), including courses cross-listed with psychology, that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Knowledge Base in Psychology – *18 credits*

- PSYC 100C – P3 Introduction to Psychology (3)
- Choose **ONE**:
  - PSYC 227C – P3 Child and Adolescent Development (3)*
  - PSYC 231C – P3 Development Across the Lifespan (3)*
- PSYC 235C – P3 Social Psychology (3)
- PSYC 280 – Foundations Behavioral Neuroscience (3)
- PSYC 281 – Learning (3)

PSYC 282 – Cognitive Processes (3)

Scientific Inquiry and Critical Thinking – *15 credits*

- PSYC 200 – Research Methods and Writing in Psychology (3)
- PSYC 201 – Basic Statistics (3)
- PSYC 204 – Advanced Statistics (3)
- Choose **TWO**:
  - PSYC 327 – Developmental Laboratory (3)**
  - PSYC 335 – Social Psychology Laboratory (3)**
  - PSYC 361 – Psychophysiology Laboratory (3)
  - PSYC 362 – Topics Laboratory (3)***
  - PSYC 381 – Learning Laboratory (3)**
  - PSYC 382 – Cognitive Processes Laboratory (3)**

Ethical and Social Responsibility in a Diverse World – *6 credits*

- PSYC 211 – P3 Introduction to Psychopathology (3)
- Choose **ONE**:
  - PSYC 265 – P3 Human Sexuality (3)
  - PSYC 267 – Psychology of Diversity (3)
  - PSYC 350 – Developmental Differences: Autism, ADHD, IDD (3)

Professional Development – *3 credits*

- PSYC 130 – Psychology in Health and Wellness (1)
- PSYC 195 – Professional Development I (1)
- PSYC 295 – Professional Development II (1)

Note: Students starting in psychology with 60 credits or more should take two PSYC 130 courses with different topics and PSYC 295.

Oral and Written Communication (Seminar and Capstones) – *9 credits*

- PSYC 407 – Seminar in Psychology (3)
- PSYC 411 – Capstone: Advanced Psychopathology (3)
- PSYC 436 – Capstone: Advanced Personality (3)

Electives – *6 credits*

- Six elective hours in psychology (6)****

Total: 57 credits

**Only one cumulative human development course may be applied to the psychology major. Thus, either PSYC 227C – P3 Childhood and*

Adolescent Development or PSYC 231C – P3 Development Across the Lifespan (but not both) may be used to fulfill psychology major requirements.

***Lab prerequisites are PSYC 200 and 201 with grades of "C" or better as well as the corresponding Knowledge Base course.*

****May be taken more than once with different topics.*

*****Although 100 level courses in psychology may be used to fulfill this requirement,* ***no*** *courses from the foundational areas of Core 2020 may apply. These courses include Learning Community, Research-Based Writing, and Data Analysis courses, all the 2000 level courses as well as PSYC 3990, does not count toward the major. Students completing a minor or concentration* ***may*** *use the 2000 level core courses to count toward their minor or concentration.*

Note: *At least half of the required PSYC credits for the psychology major must be taken at SJF. A student must also earn a cumulative grade point average of 2.00 for all psychology courses taken in residence for the major.*

B.A. in Psychology

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the major. All courses designated as psychology (PSYC), including courses cross-listed with psychology, that may be applied to the major are included in the determination of the grade point average in the major. *A minor in another discipline is required of all students following B.A. programs.*

Requirements

Knowledge Base in Psychology – *15 credits*

- PSYC 100C – P3 Introduction to Psychology (3)
- Choose **FOUR**:
  - PSYC 227C - P3 Child and Adolescent Development (3)* **-OR-**
    PSYC 231C - P3 Development Across the Lifespan (3)*
  - PSYC 235C – P3 Social Psychology (3)
  - PSYC 280 – Foundations Behavioral Neuroscience (3)
  - PSYC 281 – Learning (3)
  - PSYC 282 – Cognitive Processes (3)

Scientific Inquiry and Critical Thinking – *9 credits*

- PSYC 200 – Research Methods and Writing in Psychology (3)
- PSYC 201 – Basic Statistics (3)
- Choose **ONE**:
  - PSYC 327 – Developmental Laboratory (3)**
  - PSYC 335 – Social Psychology Laboratory (3)**

- PSYC 361 – Psychophysiology Laboratory (3)
- PSYC 362 – Topics Laboratory (3)***
- PSYC 381 – Learning Laboratory (3)**
- PSYC 382 – Cognitive Processes Laboratory (3)**

Ethical and Social Responsibility in a Diverse World – *6 credits*

- PSYC 211 – P3 Introduction to Psychopathology (3)
- Choose **ONE**:
  - PSYC 350 – Developmental Differences: Autism, ADHD, IDD (3)
  - PSYC 267 – Psychology of Diversity (3)
  - PSYC 265 – P3 Human Sexuality (3)

Professional Development – *3 credits*

- PSYC 195 – Professional Development I (1)
- PSYC 295 – Professional Development II (1)
- PSYC 130 – Psychology in Health and Wellness (1)

Note: Students starting in psychology with 60 credits or more should take two PSYC 130 courses with different topics and PSYC 295.

Oral and Written Communication (Capstone) – 3 *credits*

- Choose **ONE** Capstone:
  - PSYC 411 - Capstone: Advanced Psychopathology (3)
  - PSYC 436 - Capstone: Advanced Personality (3)

Electives – *3 credits*

- Three elective hours in psychology (3)

Total: 39 credits

**Only one cumulative human development course may be applied to the psychology major. Thus, either PSYC 227C – P3 Childhood and Adolescent Development or PSYC 231C – P3 Development Across the Lifespan (but not both) may be used to fulfill psychology major requirements.*

***Lab prerequisites are PSYC 200 and 201 with grades of C or better, as well as the corresponding Knowledge Base course.*

****May be taken more than once with different topics.*

Note: *At least half of the required PSYC credits for the psychology major must be taken at SJF. A student must also earn a cumulative grade point average of 2.00 for all psychology courses taken in residence for the major.*

Honors in Psychology

The psychology department offers an honors program for students majoring in psychology who are capable of, and want to undertake, challenges above and beyond the regular major program. Successful completion of the major's honors program provides preparation for graduate study in psychology. This program is separate from the University's Honors Program. Eligible students may complete both programs. The honors program in psychology is a three semester sequence of credit and non-credit bearing work. Please see department chair or faculty for more information.

Master of Science in Mental Health Counseling Fast-Track Program

This fast-track program allows undergraduate students to capitalize on schedule flexibility, transfer credit, and the desire for clear pathways to a career. Freshmen who initially bring in 12 hours of transfer credit are able to complete their undergraduate education in 3.5 years, applying one semester of graduate coursework to the 120 credits of undergraduate credit needed for graduation. The student would graduate from their undergraduate program in psychology (B.A. or B.S.) and continue into and through the mental health counseling graduate-level program.

Students without initial transfer credits but who are able and/or willing to take additional credits in semester or over summers can also complete this pathway. Finally, transfer students who could complete the required Fisher Core and psychology major requirements could also complete the proposed program.

The program does not alter the requirements for coursework of either the undergraduate psychology or the master's-level mental health counseling programs. Instead, it allows the first semester of the mental health counseling coursework to be taken prior to graduation from the undergraduate program. It also allows the 12 credit hours taken in that semester to count towards the 120 credits needed for the undergraduate degree.

Students in this fast-track program may apply for admission to the mental health counseling program beginning in the spring of their junior year. In order to gain admission to the mental health counseling program, a student must have 12 or fewer hours to complete toward the baccalaureate degree and meet the full criteria for admission to the mental health counseling program including a grade point average of 3.25 or better, personal statement, references, and successful interview. The fast track program allows students to apply for admission to the mental health counseling program one year earlier than non fast-track students. This proposed program does not guarantee entry into the mental health counseling program.

See the Psychology Department for suggested program pathways.

Minor

Minor in Psychology

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- PSYC 100C – P3 Introduction to Psychology (3)
- Fifteen elective hours in psychology (15)*

Total: 18 credits

**Only one cumulative human development course — either PSYC 227C – P3 Childhood and Adolescent Development or PSYC 231C – P3 Development Across the Lifespan (but not both) — may be applied to the psychology minor. Although 100 level courses in psychology may be used to fulfill this requirement, no courses from the foundational areas of Core 2020 may apply. These courses include Learning Community, Research-Based Writing, and Data Analysis courses. In addition, PSYC 3990, does not count toward the major, minor or concentration.*

Psychology Courses

PSYC-100C P3 Intro to Psychology (3)

This course provides the student with an integrated approach to psychology. Students are introduced to both the empirical and theoretical views of behavior within a discipline noted for its breadth and diversity of interests.

Typically offered:
Fall & Spring

Attributes: P3 YLIB

PSYC-130 Psych in Hlth & Wellness (1)

This is an applied life skill as it applies to health and wellness through a psychological lens. Examples of this topical, rotating themed course include: Mindfulness practices (formerly taught as PSYC 120), study habits and motivation, sleep, behavioral and cognitive intervention, sport motivation, health/wellness, happiness, and working in teams. This course may be taken up to 3 times, with different subjects. The same subject content is not repeatable. Graded S/U.

Fall 202509 Section 01: Making Team Projects Work

Students are often expected to participate in group and team projects with little to no formal training in how to make team projects successful. This is unfortunate because it remains one of the top skills expected by employers and graduate schools. This 1-credit course will help students to learn the skills about succeeding in the social and task characteristics required for teamwork.

Fall 202509 Section 02 Topic: Sleep

Although we spend nearly a third of our life sleeping, most of us take this daily alteration in consciousness for granted. In this course, we will examine the physiological and behavioral events of sleep with an emphasis on applications in health and wellness. Topics will

include characteristics of sleep, effects of sleep deprivation, healthy sleep practices, circadian rhythms, normal variations in sleep, dreams, and common sleep difficulties.

Attributes: YLIB

PSYC-190 Intro Topics in Psychology (3)

An opportunity to cover a topic not regularly offered. The topic will vary depending on student interests and the interests of the instructor. The course may be taken multiple times with different topics. This course does not provide credit for Introduction to Psychology.

Fall 2024 Section 01 Topic: Improving Work with Psych

In Improving Work with Psychology, students will explore the fundamental principles of psychology and their practical application in the workplace. This course covers key topics such as motivation, teamwork, autonomy and decision-making, communication, and other issues. This course is primarily conversation-based with an active, hands-on approach to learning. This application-based course includes group activities, case studies and multimedia resources for applied learning. Improving Work with Psychology is designed to help students learn to be good employees and better leaders. Students will develop a deeper understanding of human behavior in professional environments and learn strategies to foster a productive and positive work environment.

Typically offered:
Variable

Attributes: YLIB

PSYC-195 Professional Development I (1)

This one-credit seminar course is designed to introduce first-and-second year students to the skills and values that are important for academic and professional growth in the field of psychology. The course helps psychology majors to understand their role as students, formulate preliminary academic and career goals, identify developmental opportunities in the major, and explore the tools and resources available to facilitate success within and beyond the psychology major.

Typically offered:
Fall & Spring

Attributes: YLIB

PSYC-200 Research Methods & Writing (3)

This course focuses on the research process in the field of psychology. It is hands-on and writing-intensive. Students learn to search for and read scholarly psychological literature, design and conduct research studies, and write in APA (American Psychological Association) style.

Typically offered:
Fall & Spring

Attributes: HHSM YLIB
Pre-requisites: PSYC-100C C

PSYC-201 Basic Statistics (3)

This course focuses on basic statistical methods used to answer behavioral research questions and includes an introduction to data analysis using statistical program. Topics include: descriptive statistics, sampling distributions and principles of statistical inference,

null hypothesis testing, power and effect size, and statistical methods used in analysis of variance (ANOVA). Data analysis and written communication of results will be a focus throughout the course.

Typically offered:
Fall & Spring

Attributes: HHSM YLIB
Pre-requisites: PSYC-100C C

PSYC-204 Advanced Statistics (3)

This course introduces students to more advanced applications of the concepts developed in the Basic Statistics course (e.g., correlation and regression, ANOVA, power and effect size, analysis of interaction effects). Students also develop a consumer knowledge of advanced and multivariate techniques such as meta-analysis, multiple regression, and path analysis by reading and interpreting psychological research articles utilizing these techniques. The course may involve some data analysis using statistical software, but emphasis will be on interpretation of statistical analyses.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C

PSYC-211 P3 Intro Psychopathology (3)

The purpose of this course is to explore, using a multidimensional approach, abnormal behavior and specific diagnostic categories included in the current classification system (i.e., DSM-IV-TR). The course will highlight the science of abnormal behavior and psychopathology, and will thus situate empirical research at the center of our explorations. The course will additionally emphasize application of principles to “real” people living in the “real” world. Controversial issues in abnormal psychology will be afforded special attention, and students should be prepared to engage with this content by completing assigned readings and regularly contributing to discussion/debate.

Note: Formerly titled P3 Society and Mental Illness.
Students currently enrolled in or who have prior credit for PSYC 401 – Abnormal Psychology may NOT take this course.

Typically offered:
Fall & Spring

Attributes: P3 YLIB
Pre-requisites: -

PSYC-212 Psychology of Sport (3)

An overview of the field of exercise psychology as it applies to sport. Both individual psychological behavior and team psychological behavior are examined. Topics include the psychology of competition, motivation, leadership, and aggression.

Cross-listed with SPST 212.

Typically offered:
Fall & Spring

Attributes: SPHR YLIB
Pre-requisites: -

PSYC-215 History of Psychology (3)

This course is a study of the history and development of the systems of psychology, including structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis. Emphasis will be placed on the current status of these systems and their influence on recent developments in psychology.

Attributes: YLIB
Pre-requisites: PSYC-100C D-

PSYC-227C P3 Child & Adolescent Dev (3)

This course acquaints students with development from infancy through adolescence. Special emphasis is given to early determinants of behavior; the development of social, cognitive, and behavioral processes; and several of the theoretical formulations proposed to explain development.

Typically offered:
Fall & Spring

Attributes: P3 YLIB
Pre-requisites: PSYC-100C D-

PSYC-231C P3 Dev Across Lifespan (3)

Designed to acquaint students with human development, from conception through the various developmental stages of childhood, adolescence, adulthood, and aging. The major research and theories used to describe physical, cognitive, emotional, moral, and social development throughout the lifespan are explored.

PSYC 231C is restricted to Nursing majors. PSYC majors or other majors requiring this course should seek permission to enroll from the Department Chair.

Typically offered:
Fall & Spring

Attributes: P3 YLIB
Pre-requisites: PSYC-100C D-

PSYC-233C P3 Industrial & Org Psyc (3)

Industrial-Organizational Psychology (I-O) is concerned with applying the principles of psychology to people and behavior in the workplace. This course surveys the methods and theories involved in I-O psychology, focusing on topics such as selection and testing, appraisal, groups, and leadership. Both science (empirical findings) and practice (application) are emphasized.

Attributes: P3 YLIB
Pre-requisites: -

PSYC-235C P3 Social Psychology (3)

This course explores the way situational factors affect how we think, feel, and behave toward others in social situations. Topics include: altruism, aggression, persuasion, conformity, stereotyping and prejudice, and attraction to others.

Typically offered:

Fall & Spring

Attributes: P3 YLIB
Pre-requisites: PSYC-100C D-

PSYC-240 Motivation and Performance (3)

This course will explore the biological, emotional, social and cognitive factors that influence motivation and performance with a specific focus on sport. Some topics include an exploration of various theories of motivation, intrinsic and extrinsic motivations on individual and team levels, goal setting, and strategies for increasing motivation in order to improve performance.

Attributes: YLIB
Pre-requisites: PSYC-100C D-

PSYC-255 P3 Health Psych&Behav Med (3)

This course provides a broad overview of the related fields of health psychology and behavioral medicine. The course applies various theoretical perspectives to understanding how biological, psychological, and social factors interact with and affect: people's efforts to achieve good health and prevent illness; factors underlying health habits and lifestyles; stress and coping and their role in illness; factors relating to seeking and receiving treatment for medical problems; pain and its treatment; and the recovery, rehabilitation, and psychosocial adjustments of people with serious health problems and chronic illnesses such as cancer and heart disease.

Typically offered:
Spring

Attributes: HHCF P3 YLIB
Pre-requisites: -

PSYC-260 Evolutionary Psychology (3)

There exists an increased interest in evolutionary descriptions of behavior. While Darwin foresaw this approach and while psychologists since James championed its wisdom, contemporary psychologists are only beginning to utilize this conceptual framework. This course examines behavior in the light of evolution. The methods, successes, and problems of the evolutionary approach are investigated.

Attributes: YLIB
Pre-requisites: PSYC-100C D-

PSYC-265 P3 Human Sexuality (3)

The study of human sexuality will certainly challenge your attitudes, beliefs and feelings. Sexuality pervades the world around us. It is difficult to turn on the television, open a newspaper or magazine, or peruse the internet without being confronted with sexuality in some form. During the course of the semester we will study many aspects of human sexuality including: physiology of the sexual response, sexual development, gender roles, sexual orientation, cultural differences in sexuality, the politics of sexuality, and atypical sexual behavior. We will discuss topics that some of you may find difficult to discuss. We will discuss topics that are controversial. We will discuss topics that may be amusing. Course material will be presented primarily through discussion and some lecture. You will get more out of this course if you do the work and are active in class. It is absolutely necessary that you come to class as material discussed in class may not be in your text. You will be held responsible for all material presented in class as well as material from the required readings.

Cross listed with WGST 265.

Typically offered:
Fall

Attributes: P3 WGST YLIB
Pre-requisites: -

PSYC-267 The Psych of Diversity (3)

This course will focus on the psychological aspects of social human difference, such as why people are prejudiced and the consequences of that prejudice for members of stigmatized groups. Theory and research related to the psychology of diversity will be emphasized and applications to social issues will be highlighted throughout. Topics will include stereotyping, prejudice, and discrimination in general, as well as for specific characteristics of race, ethnicity, gender, sexual orientation, weight, and age, among others. Perspectives from both the perceivers of human difference and those with stigmatized identities will be considered.

Typically offered:
Fall

Attributes: YLIB

PSYC-270C P3 Drugs & Behavior (3)

An overview of psychoactive drugs and their effects on the nervous
system and on behavior. Emphasis is on the physiological and behavioral effects of drugs of abuse (such as alcohol, cocaine, and hallucinogens) and psychotherapeutic drugs (such as antidepressants and antipsychotics). Theories of drug abuse and issues regarding prevention and treatment of drug abuse are also discussed.

Typically offered:
Fall & Spring

Attributes: P3 YLIB
Pre-requisites: -

PSYC-277 Psychology of Happiness (3)

Historically, the field of psychology has placed a lot of attention on what's wrong with people and what we can do to treat disorders of the mind. More recently, however, the field has broadened its scope to give more attention to the positive side of human nature and the most effective ways to pursue the good life. This course focuses on this latter development by examining scientific research centered on the nature of happiness and psychological well-being. Topics include the nature and measurement of happiness, mindfulness, gratitude, humor, love, emotional intelligence, volunteerism, and the characteristics of successful relationships.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: -

PSYC-280 Found Behavioral Neurosci (3)

This course provides an introduction to the structure and function of the nervous system and to physiological methods of investigation. Major emphasis is on how the brain controls behaviors such as sensation and perception, learning, memory, consciousness, psychopathology, emotions, eating, and sexual development.

Formerly: Physiological Psychology

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: PSYC-100C D-

PSYC-281 Learning (3)

This course introduces students to various types of learning, including habituation and sensitization, and classical and operant conditioning. The course explores factors that influence these various types of learning, theories regarding mechanisms underlying learning, and applications of learning principles to animal and human behavior.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: PSYC-100C D-

PSYC-282 Cognitive Processes (3)

This course introduces students to the areas of perception, attention, memory, thinking, problem-solving, and decision-making.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: PSYC-100C D-

PSYC-295 Professional Developmnt II (1)

This one-credit seminar course is designed to help third- and fourth-year students pursue realistic ideas about how to implement their psychological knowledge, skills, and values to take concrete steps toward career development. The course will help psychology majors transition into thinking about their roles as professionals, identify specific career goals, and make meaningful progress in pursuit of those goals. In addition to goal-oriented decision making and practical preparation, this course aims to encourage students to embrace opportunities for personal growth through lifelong learning.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: PSYC-195 D-

PSYC-327 Developmental Laboratory (3)

Students apply the concepts and methods from developmental psychology to design and conduct research, analyze and interpret the data, and report their findings both orally and in writing. This is a writing-intensive course.

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C AND PSYC-227C C OR PSYC-231C C

PSYC-335 Social Psychology Lab (3)

Students apply the concepts and methods from social psychology to design and conduct research, analyze and interpret the data, and report their findings both orally and in writing. This is a writing-intensive course.

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C AND PSYC-235C C

PSYC-350 DevDiff: Autism, ADHD, IDD (3)

This course explores the developmental differences that first manifest themselves during childhood, including their behavioral manifestations, etiology and treatment. Topics include an emphasis on Autism Spectrum Disorders, ADHD, intellectual and developmental disorders as well as conduct disorders, mood disorders, eating disorders, health disorders and child maltreatment and abuse. The etiology and treatment of the disorders are discussed from various psychological, biological, historical and cultural perspectives. The impact of development on the expression of the disorders is also examined.

Typically offered:
Spring

Attributes: HHHD YLIB
Pre-requisites: PSYC-227C D- OR EDUC-227C D- OR PSYC-231C D-

PSYC-352 Group Dynamics (3)

A theoretical and practical course which examines the nature and functions of task-oriented groups in a variety of settings. Topics studied from a communication-based perspective include: group formation, goals, norms, process analysis, leadership, conflict, satisfaction, and productivity. Not available as an audited course.

Attributes: YLIB

PSYC-361 Psychophysiology Lab (3)

Students learn about the conceptual foundations of psychophysiological research and acquire basic psychophysiological recording skills. Students then apply this knowledge to the implementation of original research. Tasks include study design and execution; data analysis and interpretation; and communication of results in both written and oral format. This is a writing-intensive course.

Note: This course may be used to satisfy a psychology laboratory requirement for either degree in Psychology.

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C

PSYC-362 Topics Laboratory (3)

The course will cover research methods typically used to investigate a particular topic in psychology (the topic will vary depending on student interests and the interests of the instructor). Students will learn how to critically read journal articles and will conduct one or more guided and/or independent empirical research projects related to the topic under study. Students will also communicate their findings in both written and oral formats. This is a writing-intensive course.

Note: This course may be used to satisfy a psychology laboratory requirement for either the B.A. or the B.S. degree in Psychology.

Fall 202509

PSYC 362 Section 01 Topics Laboratory: Psychopathology

In this course, students will plan and execute original empirical research on psychopathology. Students will use validated tools to measure individual differences bearing on psychopathology (e.g., depression, anxiety) and examine their links to cognitive, emotional, behavioral, physiological, or other outcomes. Small teams of students will independently conduct a large research project that facilitates acquisition of skills related to all phases of the research process, including the identification and synthesis of background literature, formulation of research questions, experimental design, collection and statistical analysis of data, and written and oral communication of research findings. This is a writing-intensive course.

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C

PSYC-364 Psychology and the Law (3)

This course will cover the historical background of forensic psychology from pre-Victorian-era thinking through developments post-world wars and to the present. Students will explore various roles of the psychologist, ethical issues, and topics such as psychological testing and expert investigation in civil, family, and criminal cases. Contemporary problems and future issues will be addressed.

Note: Students with prior credit for Advanced Topics in Psychology: Psychology and the Law (PSYC 390 or PSYC 391) may not take this course.

Attributes: YLIB
Pre-requisites: -

PSYC-381 Learning Laboratory (3)

Students apply the concepts and methods from learning theory to design and conduct research, analyze and interpret the data, and report their findings both orally and in writing. This is a writing-intensive course.

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C AND PSYC-281 C

PSYC-382 Cognitive Processes Lab (3)

Students apply the concepts and methods from cognitive psychology to design and conduct research, analyze and interpret the data, and report their findings both orally and in writing. This is a writing-intensive course.

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C AND PSYC-282 C

PSYC-388 Testing and Measurement (3)

This course covers the principles of psychological assessment, including test development, the psychometric properties of testing, and applications in organizational, educational, and clinical settings. The course will include research and statistical procedures used in test development and evaluation.

Attributes: YLIB
Pre-requisites: PSYC-100C C AND PSYC-200 C AND PSYC-201 C

PSYC-390 Adv Topics: Psychology (3)

An opportunity to cover a topic not regularly offered. The topic will vary depending on student interests and the interests of the instructor. The course may be taken more than once with different topics.

Spring 2023 Section 01 Adv Topic: History of Madness

This course explores the history of madness (or what is now usually called mental illness) in America. It especially examines the solutions that Americans have pursued to the problem of madness, including early colonial responses, the first public welfare institutions, the rise and fall of mental hospitals, community-based models of care, and current challenges and opportunities. Explorations of New York State – and particularly Rochester – history will be given special attention.
Please also add the following note: Students who have credit for PSYC 2101: The Rise and Fall of the Asylum should not take this course.

Spring 2023 Section 02 Adv Topic: Psyc Risk Taking

This course will focus on the understanding of the mental processes driving our responses to risky stimuli and situations. We will look into understanding the overall impact of risk and how we learn to assess different levels of risk throughout our lives.

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C

PSYC-405 Intro to Counseling (3)

This course provides an introduction to the major concepts and practices of contemporary therapeutic systems. It offers an opportunity to integrate previously learned personality theories and counseling approaches. Additionally, some basic issues in counseling including ethics and the issue of the counselor as a person are discussed.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: PSYC-211 D-

PSYC-407 Seminar: (3)

A seminar course providing an opportunity to cover a topic not regularly offered. (The topic will vary depending on student interests and the interests of the instructor.) This course is writing intensive. Students will conduct a literature review and communicate their findings in both written and oral formats. The course may be taken more than once with different topics.

Spring 202601 Topic: Procrastination & Productivity

The tendency to delay an important task even though we know we'll suffer as a result of putting it off is a nearly universal experience. Procrastination is often at odds with productivity, leading to a variety of negative outcomes. However, procrastination can, in some cases, work to our benefit. This course explores procrastination, productivity, motivation, and the theories and frameworks that link them together. In addition to a theoretical understanding of these constructs, practical applications will be explored.

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C

PSYC-411 Advanced Psychopathology (3)

This course will provide a thorough exploration of the major diagnostic categories of abnormal psychology, including symptoms, etiological factors and empirically validated treatment approaches. Etiology and treatment are considered from the major psychological models and the biological model. Other topics include evaluating the historical perspective, current research findings and a critical evaluation of the various theoretical approaches. This is a capstone course and, as such, students are expected to consolidate their understanding of the major theoretical perspectives as they apply to understanding human differences.

Note: Students with credit for PSYC 401 – Abnormal Psychology may NOT take this course.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C AND PSYC-211 C

PSYC-412 Psychology Capstone (3)

The Psychology capstone course provides students with an opportunity to synthesize the learning they have achieved across the psychology major. In this course, students will examine a topic from a variety of psychological perspectives. Topics may include but are not limited to parenting, friendship, the workplace, romantic relationships, sports and exercise, psychotherapy, education, brain development, learning, natural disasters, accidents, abuse and neglect, bullying, stigmatization, and discrimination. This is a writing-intensive course; students are expected to conduct a comprehensive literature review of a topic pertaining to the course and to write an academic review paper. Students are also expected to orally present this work to the class.

202401 Capstone Topic: History and Systems

The long past and short history of the formal discipline of psychology are presented in a combined seminar format. Of primary emphasis are the philosophical foundations of modern psychological concepts and the personal lives and times of those who founded the field. Emphasis will be placed on muted voices, traditions from other cultures, and a critical view of western psychology fitting all situations. Students engage in classroom debates, find and present in class biographical information pertaining to historical figures in psychology, and complete a project with a historical theme.

Attributes: YLIB ZCAP
Pre-requisites: PSYC-200 C AND PSYC-201 C

PSYC-414 Trauma-Inf. Persp.Capstone (3)

This capstone examines a trauma-informed and trauma-focused perspective for everyday life by integrating knowledge, skills, and content from other courses such as developmental psychology, psychopathology, social psychology and cognitive psychology. The topics include but are not limited to parenting, friendship, workplace, romantic relationships, sports and exercise, psychotherapy, natural disasters, accidents, abuse and neglect, bullying, stigmatization, discrimination, transgenerational trauma and racial trauma. The course will consider the micro, mezzo and macro perspectives to understand the nature of traumas for the well-being of individuals, groups and societies. Students are expected to work as small groups, to conduct intense literature review and to write an academic review paper of their selected topic. Also, this course includes experiential group work learning with case studies and role plays including self-reflection. Students who have credit for PSYC 407 Topic: Trauma, may not register for PSYC 414.

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C

PSYC-436 Advanced Personality (3)

People are psychologically different from one another. How do we account for people’s unique and stable patterns of thinking, feeling, and behaving? The aim of this course is to explore personality and individual differences from diverse perspectives that span psychological science. These explorations will be undertaken via extensive reading of original source material, discussion and reflection, and some lecture. Students will write and orally present a major paper on a personality-related topic that synthesizes multiple strands of theory and research in psychological science.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: PSYC-200 D- AND PSYC-201 D-

PSYC-475 WashDC Experience-Intern (6 TO 9)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: PSYC-476 Y D-

PSYC-476 WashDC Experience-Sem (3 TO 6)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: PSYC-477 Y D-

PSYC-477 WashDC Experience-Forum (1 TO 3)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Spring

Attributes: YLIB

PSYC-490 Field Experience (1 TO 6)

Under faculty direction, qualified students are encouraged to undertake field experience in a psychology-related setting. Credit will not be given until the student's report has been completed, defended, and a copy placed on file in the office of the department chair. The deadline for submitting the final paper is one full week prior to the beginning of final examinations. Course may be taken more than once. Interested students must submit Field Experience applications for departmental approval at least one week prior to course registration. An application is available from any member of the department.
Permission of the department chair is required to register.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C

PSYC-496H Honors Reading (1 TO 3)

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall

Attributes: YLIB

PSYC-496 Independent Rdg/Research (1 TO 4)

In concert with the faculty member possessing the appropriate expertise, qualified students may undertake an in-depth study of, or research study on, specialized psychological topics. Credit will not be given until the student's final paper has been completed, defended, and a copy placed on file in the office of the department chair. The deadline for submitting the final paper is one full week prior to the beginning of final examinations.
Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C

PSYC-497 Research Experience (1 TO 3)

Students work with a faculty mentor to address a timely research question in psychology. Upon completion of the project, the results are presented in the form of a written research report and/or a scientific poster. Completion of a written project proposal with a Department of Psychology faculty member and the Independent Study/Tutorial Authorization form is required.

Note: A student may not exceed a total of 9 credit hours of PSYC 497.

Students should have completed at least 15 credit in Psychology before registering for PSYC 497.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: PSYC-200 C AND PSYC-201 C

PSYC-499H Senior Honors Project (1 TO 3)

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Spring

Attributes: YLIB

PSYC-1010 Psych in the Real World (3)

This course offers an opportunity to explore psychology in relation to other disciplines. Building on the theme and topic of the specific Learning Community, this course focuses on the application of psychological principles in various social and cultural contexts. Students engage in inquiry, reasoning, and analysis of information from multiple sources, and explore psychological constructs from diverse perspectives. This course encourages students to develop effective communication skills in written, oral and multimedia formats.

Attributes: LC YLIB

PSYC-1105 Data Analysis in Psych Science (3)

This course provides students with a basic foundation in statistical literacy and thinking. Goals for students enrolled in this course are to (a) develop the fundamental skills for collection and management practices specific to human subjects data, (b) conduct basic analyses to answer questions about real-world data, (c) present findings using appropriate data visualization methods, and (d) practice critical thinking about statistics-based claims in the media. The course does not stress the calculation of statistics, nor is any additional college-level mathematics background necessary to succeed in this course.

Typically offered:
Fall & Spring

Attributes: DA YLIB

PSYC-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of inquiry-based projects. In their projects, student assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Attributes: RW YLIB ZRES

PSYC-2101 Rise & Fall of the Asylum (3)

In this course, students will learn about the 19th century emergence of institutions – including poorhouses, “insane asylums,” and penitentiaries – that aimed to address social problems such as poverty, mental illness, crime, and delinquency. Students will also learn about the factors that led the abandonment of institutional solutions in favor of alternative strategies. Institutions in New York State, and particularly the Rochester area, will receive special focus. Students will work with community stakeholders to highlight and preserve the history of one or more Rochester area social welfare institutions.

Attributes: CCE YLIB

PSYC-2102 Psychology, Policy, & Law (3)

Psychology is embedded in legal processes; sometimes when making laws, sometimes when executing laws, and sometimes when analyzing outcomes. Therefore, legal processes require individual, institutional, organizational, and societal levels of analysis. This course examines the psychology of three overarching topics, including policy making, execution, and analysis based on concepts from social, forensic, clinical, community, developmental, and organizational psychology. At the end of this course, you are expected to understand and evaluate how law and human psychology are intertwined in different levels of analysis and how each lead to better or worse results for human decency and well-being within society and for diverse populations.

Typically offered:
Fall & Spring

Attributes: CCE YLIB

PSYC-2103 Workplace Psychology (3)

This course is designed to equip students with the knowledge and skills necessary to navigate organizational environments and to effectively contribute to organizational success. Throughout the course, students will explore how to engage, motivate, and retain employees using foundational principles from the field of psychology. We will examine a range of topics including ethics at work, how to conduct workplace research, understanding differences in the workplace, improving performance, working in teams, leadership, organizational culture, and understanding stress at work. The class utilizes a team-based learning approach to accomplish this.

Attributes: CCE YLIB

PSYC-2104 Happiness is a Butterfly (3)

This course will explore the science of human flourishing, exploring the key principles of positive psychology such as happiness, resilience, gratitude, and meaning. This course will expand beyond individual well-being and will examine how these principles can be applied to foster thriving communities and promote active civic engagement. We will investigate the role of social connections, prosocial behavior, and group efforts in enhancing both individual and community well-being. Through readings, discussions, experiential activities, and community-based projects, students will learn practical strategies for building stronger relationships, contributing to the common good, and creating positive change within their local and broader communities. Topics will include the psychology of volunteering, the impact of social justice initiatives on well-being, the development of positive community norms, and the role of civic participation in fostering a more meaningful and fulfilling life for all. This course encourages students to become active agents in building a more positive and engaged society.

Attributes: CCE YLIB

PSYC-2305 DEI in Soc/Beh Sciences (3)

PSYC-2401 Ethics & Addictions (3)

Throughout this course, students will explore various ethical positions and practices on how to approach drug use and addiction within our society. Through evaluation of case studies and various methodologies of behavior change, motivational interviewing, as well as typical treatment interventions, students will examine substance use, addiction, treatment and the consequential societal impact. Students will gain a fundamental understanding of the effects of addiction on individuals, families, and communities.

Attributes: ER YLIB

PSYC-3990 Adv Research-Based Writing (3)

In this course, students will develop an inquiry-based project by conducting in-depth research using discipline specific practices that result in transferable research and writing. Students will build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students will formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They will acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project will be communicated in both written and oral forms or on other media platforms.

Typically offered:
Fall & Spring

Attributes: AWC YLIB

Public and Professional Writing (Certificate)

Overview

James Bowman, *Chair of the Division of Literature, Communication, and the Arts*

The Public and Professional Writing Certificate offers students the academic and experiential background that will demonstrate their credentials for excellence in workplace writing.

With a mix of courses that range from advanced writing and communication classes to internships, students have opportunities to learn and apply their writing skills in a variety of contexts – digital creation, public relations, science and technical writing, journalism and more. The certificate also features courses with experiential learning projects and community partnerships where students gain valuable experience writing with and for public and professional audiences.

Students will consult and conduct research to inform their writing strategies and message development and placement in order to effectively communicate with their intended audiences. For the culminating experience, students complete a writing-intensive internship and a portfolio to highlight and document their accomplishments.

When students graduate, the certificate provides evidence of the work students have produced in their time at St. John Fisher University that they can have in hand as they enter the job marketplace.

Program Requirements

To earn the certificate in public and professional writing, the student must complete each course declared to be part of the program with a grade of at least a "C" (2.00). A student may transfer only two courses from another institution to be applied to the certificate, and the internship course may not be transferred.

All students pursuing the certificate in public and professional writing must complete 13 credits, distributed as shown below.

Writing Electives – 9 *credits*

Choose **THREE** courses from the list below (including one at the 300 level).

- COMM 195 – Journalism (3)
- COMM 253 – Business Communications (3)

- ENGL 259 – Argument and Persuasion (3)
- ENGL 271 – Legal Writing (3)
- ENGL 2102 – Community-Based Writing (3)
- ENGL 2190 – Science Writing for Public (3)
- ENGL 2260 – Reading & Writing for Social Power (3)
- ENGL 2376 – Intercultural Communication (3)
- ENGL 355 – Professional Writing (3)
- ENGL 356 – Editing and Publishing (3)
- ENGL 361 – Writing with New Media (3)

Internship – *3 credits*

- DEPT 490 – Internship (3)*

Seminar – *1 credit*

- ENGL 307 – Writing Portfolio Seminar (1)**

Total: 13 credits

**The internship may be taken through the student's major or minor department, or through the English department. The internship must involve a substantial written component, allow the student to generate at least one significant portfolio piece, and be approved in advance by the program director during the semester before the internship is taken, regardless of other requirements for the department in which it is listed. Students enrolling in an independent research experience that contains both a substantial formal written component and a substantial experiential learning component may, with permission of the program director, count this toward their internship requirements.*

***All students should enroll in ENGL 307 – Writing Portfolio Seminar, overseen by the PPW Director and taken in conjunction with the internship. Students select and workshop three writing samples and submit a portfolio composed of work that has been completed in their certificate classes and internship.*

Public and Professional Writing (Certificate) Courses

Public Health

Overview

Matthew Bereza, *Chair of the Division of Behavior Sciences*

Public health is a broad field of practice dedicated to the promotion and protection of the health and well-being of individuals and communities. Through prevention, education, surveillance, and investigative research, public health professionals work to maintain the conditions and behaviors that keep people healthy and safe. Public health is an interdisciplinary scientific field that draws on the theories, concepts, and methods of inquiry from neighboring social science and natural science disciplines. Public health professionals are employed across the U.S. health care system at many levels, including program administrators, case investigators, program evaluators, health educators, surveillance specialists, and community liaisons.

The public health program at St. John Fisher University offers the following undergraduate degree programs:

Bachelor of Arts (B.A.) in Public Health

The B.A. program introduces students to the full breadth of the field of public health and prepares interested students for going on to a master's in public health. The B.A. option is especially suitable for students who wish to combine this degree with studies in another area. Student in the B.A. program must have a minor area of study, choosing from a wide variety of programs in consultation with their advisors.

Bachelor of Science (B.S.) in Public Health

The B.S. program places greater emphasis on more in-depth study of certain sub-fields within public health on which a student may wish to focus. The B.S. option prepares student for entering a master's of public health program and/or other health related Ph.D. programs such as epidemiology, biostatistics, or environmental health. A minor is not required of students in the B.S. public health program.

Program Requirements

Applicants who wish to be considered for course exemptions will be individually reviewed as part of the application process.

B.S. in Public Health

All required and elective courses that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Required Courses – 39 *credits*

- ANTH 238 – P5 Global Health (3)
- BIOL 107C – SQ Microbes and Disease (3)
- Choose **ONE**:
  - ECON 221 – SQ Statistics (3)
  - PSYC 201 – Basic Statistics (3)
  - SOCI 120 – SQ Basic Biostatistics (3)
- PHIL 250C – P2 Bioethics (3)
- PUBH 100 – Introduction to Public Health (3)
- PUBH 205 – Nutrition and Comm Health (3)
- PUBH 311 – Health Literacy, Education, and Communication (3)
- PUBH 320 – Public Health Policy (3)
- PUBH 370 – IPE: TeamSTEPPS (0)
- PUBH 390 – Advanced Epidemiology (3)
- PUBH 408 – Seminar in Regional Public Health Issues (3)
- SOCI 201 – SQ Principles of Epidemiology (3)
- SOCI 333 – US Health Care and Comparative Systems (3)
- SOCI 344 – Social Determinants of Health and Health Care (3)

Elective Courses – *6 credits*

Choose **TWO** electives from the following group.

- BIOL 108C – P4 Fundamentals of Nutrition (3)
- PSYC 211 – Intro to Psychopathology (3)
- PSYC 255 – P3 Health Psychology and Behavioral Medicine (3)
- PUBH 360 – Topics in Public Health (3)
- PUBH 410 – Community Health Service Learning (3)
- PUBH 490 – Internship (1-3)*
- PUBH 496 – Independent Study (1-6)*
- SOCI 217D – Latino Health Care Issues (3)
- SOCI 233 – Populations, Programs, and Health (3)

Total: 45 credits

NOTE: * PUBH 490 or 496 – may be taken once (3 credits maximum) to partially fulfill elective requirements

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B.A. in Public Health

All required and elective courses that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Required Courses – *33 credits*

- ANTH 238 – Global Health (3)
- BIOL 107C – SQ Microbes and Disease (3)
- Choose **ONE**:
  - ECON 221 – SQ Statistics (3)
  - PSYC 201 – Basic Statistics (3)
  - SOCI 120 – SQ Basic Biostatistics (3
- PHIL 250C – P2 Bioethics (3)
- PUBH 100 – Introduction to Public Health (3)
- PUBH 205 – Nutrition and Comm Health (3)
- PUBH 320 – Public Health Policy (3)
- PUBH 370 – IPE: TeamSTEPPS (0)
- PUBH 408 – Seminar in Regional Public Health Issues (3)
- SOCI 201 – SQ Principles of Epidemiology (3)
- SOCI 333 – US Healthcare & Comparative Systems (3)
- SOCI 344 – Social Determinants of Health and Health Care (3)

Elective Courses – 3 *credits*

Choose **ONE** electives from the following group:

- BIOL 108C – P4 Fundamentals of Nutrition (3)
- PSYC 211 – Intro Psychopathology (3)
- PSYC 255 – P3 Health Psychology and Behavioral Medicine (3)
- SOCI 217D – Latino Health Care Issues (3)
- SOCI 233 – Populations, Programs, and Health (3)
- PUBH 311 – Health Literacy, Educ, & Community (3)
- PUBH 410 – Community Health Service Learning (3)
- PUBH 490 – Internship (1-3)*
- PUBH 496 – Independent Study (1-6)*

Total: 36 credits

NOTE: * PUBH 490 or 496 – may be taken once (3 credits maximum) to partially fulfill elective requirements

Public Health Courses

PUBH-100 Intro to Public Health (3)

This course provides students with an understanding of the foundational areas of public health. These include (a) public health's historical and contemporary contributions and the role of community health programs, (b) the ethical bases for policies and actions, (c) key terms and concepts in the field, definitive issues which compare public health and community health, (d) systems and organizations that comprise public and community health, and (e) the unique social, economic, behavioral, cultural, and environmental factors impacting health outcomes. Students explore national and global public health challenges, the epidemiologic bases for disease prevention and health promotion, the organization and financing of health services, and current strategies for advancing the public health.

Typically offered:
Fall

Attributes: YLIB

PUBH-205 Nutrition & Comm Health (3)

This course introduces students to the field of nutrition as an essential component of public and community health. Students consider the importance of nutrition as a contributor to current and local public health challenges. Theories of health behavior are applied to address healthy eating and equity issues. Students develop their skills in the areas of program planning, development, and assessment. Students are also exposed to ecological and systems frameworks for health and nutrition promotion within specific community contexts. Examples of nutrition and community health programs, such as school settings or elder care settings, are reviewed and analyzed.

Typically offered:
Variable

Attributes: YLIB

PUBH-311 Hlth Litrcy, Educ & Commun (3)

This course introduces students to the principles of health literacy, education, and communication as features of public and community health. Students assess underlying components and principles of health education, along with the historical, philosophical, and theoretical foundations of health education. Students examine the challenges related to changing human behavior in the context of diverse forms of data and develop skills to locate, evaluate, and synthesize relevant public health information. Attention to public health communication includes both written and oral forms, with emphasis on variable levels of audience health literacy.

Typically offered:
Spring

Attributes: YLIB

PUBH-320 Public Health Policy (3)

This course provides an overview of local, national, and global health policy and the various ways in which governments play a role in health policy and in the provision of health care. Health policies can have a profound effect on quality of life. There are a host of public policy issues tied to public health, including the accessibility, cost, quality of health care; the safety of food, water, and the environment; the right to make decisions about our health. This course introduces a framework for understanding the social, political, and economic dimensions of health policy. It introduces the policy making and legal-regulatory environment in the United States and offers comparisons with health policies in other countries.

Typically offered:
Fall

Attributes: YLIB

PUBH-360 Topics in Public Health (3)

This course provides an opportunity to cover a topic not regularly offered in the Public Health Program. The topic will vary depending on student interests and the interests of the instructor. The course may be taken multiple times with different topics. This course does not provide credit for Introduction to Public Health.

Attributes: YLIB

PUBH-370 IPE: TeamSTEPPS (0)

This training is designed for public health students with special focus on development of basic skills in Team Strategies & Tools to Enhance Performance & Patient Safety (TeamSTEPPS) needed for provision of team-based interprofessional practice. At the completion of this training, students will acquire skills to: recognize opportunities to improve patient safety; assess organizational culture and existing Patient Safety Program components; improve team-related competencies; and integrate TeamSTEPPS into daily practice.

Typically offered:
Fall & Spring

Attributes: YLIB

PUBH-390 Advanced Epidemiology (3)

This course builds on material learned in the previous epidemiology and statistics courses. We focus on applying that knowledge to the design, implementation, analysis, and interpretation of observational epidemiologic studies (cross-sectional, case-control and cohort). The course seeks to develop skills in the analysis, interpretation and reporting of epidemiological data sets, via the use of basic as well as advanced epidemiological analysis including logistic regression and regression methods for survival analysis. Students will also engage in critical reading and assessment of epidemiological research reports.

Attributes: YLIB
Pre-requisites: SOCI-201 D-

PUBH-408 Sem Region Pub Hlth Issues (3)

This course is designed as a common, cumulative course for Public Health majors. This course allows majors to apply, synthesize, and integrate course material from other courses in the program by researching a contemporary issue or topic that captures the full scope and dynamics of public health debates and concerns. The regional specific issue or topic will change from year to year.

Typically offered:
Spring

Attributes: YLIB

PUBH-410 Comm Hlth Service Learning (3)

This course places students in actual public health settings. The goal is for students to learn directly from real work experiences and to apply basic public health principles and theories to examples of problem solving in a real world setting. A significant portion of class

time will be spent on site in a public health setting.

Typically offered:
Spring

Attributes: YLIB

PUBH-420 Capstone in Human Services (3)

The capstone in Human Services serves as the culminating experience for students completing the Bachelor of Science in Human Services program. This course is designed to provide students with the opportunity to analyze and apply the interdisciplinary knowledge and skills they have acquired throughout their undergraduate studies. The course emphasizes the integration of cultural, social, and systemic perspectives in the development of solutions to real-world challenges faced by individuals, families, and communities. Through case studies, research projects, and community-based service learning, students will evaluate ethical issues, apply critical thinking, and demonstrate their ability to create comprehensive service plans that address the needs of diverse populations. The capstone culminates in a final project where students present their findings and recommendations to faculty, peers, and community stakeholders.

Attributes: YLIB

PUBH-490 Internship (3)

The experiential learning component is essential for all Public Health students. An internship will place students in a public health setting for the purpose of working alongside public health professionals to experience the work environment, institutional context, and mix of everyday issues and challenges presented by careers in public health. It is expected that internships will involve a range of assignments and activities, including working with data (e.g., surveillance reports), reporting protocols (e.g., morbidity/mortality reports), and standards of professional conduct.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB

PUBH-496 Independent Study (1 TO 6)

This course allows students to analyze a specific area or sub-field within public health in greater depth. Students must propose a topic and method of study approved by the department chair, which results in a substantive research paper as agreed upon between student and instructor. Requires completion of the Independent Study Authorization form.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB

PUBH-1299 Research-Based Writing (3)

Students will study and practice skills central to academic and professional research through the development of an independent, inquiry-based project. In their project, students assert, support, and integrate their own position into a scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Attributes: RW YLIB ZRES

Public Relations

Overview

James Bowman, *Chair of the Division of Literature, Communication, and the Arts*

The study of public relations provides students with the knowledge and skills to communicate on behalf of companies and organizations in an increasingly complex environment. Through writing, design, research, and strategy, students learn to develop public relations campaigns, work with media professionals, and create messages with text, video, graphics, and sound for traditional and social media.

Through hands-on work, students develop public relations research, implementation, and evaluation skills that will enable them to design and manage integrated public relations work. Courses include social media management, PR writing, media relations, and PR research and strategy, along with required classes in video storytelling, media analytics, marketing, and media economics.

Our small class sizes allow for personalized attention in a liberal arts setting. The University's proximity to downtown Rochester provides students with opportunities to participate in multiple internships and class partnerships with local businesses and nonprofits.

The public relations major features two PR specific co-curricular offerings that provide exceptional experiential and networking opportunities for students. The PRIMA Group, our award-winning student-run public relations agency, gives students the chance to work with clients from the Rochester area and beyond. Our chapter of the Public Relations Student Society of America (PRSSA) is a nationally-affiliated pre-professional organization for students interested in pursuing public relations.

Students also may choose to participate in Cardinal Television, our campus TV station, and Cardinal Courier, our online campus newspaper.

Program Requirements

B.S. in Public Relations

All courses that apply to the major are included in the determination of the grade point average in the major. At least one half of the courses applied to the major—a minimum of 24.5 credits—must be taken in residence at St. John Fisher University.

Requirements

Public Relations Core – 43 *credits*

- COMM 100 – Introduction to Media (3)
- COMM 195 – Journalism (3)
- COMM 231 – Video Storytelling (3)
- COMM 253 – Business Communication (3)
- COMM 267 – Social Media Management (3)
- COMM 270 – Introduction to Public Relations (3)
- COMM 322 – COMM Career Seminar (1)
- COMM 346 – Media Law and Ethics (3)
- COMM 349 – Media Economics and Management (3)
- COMM 363 – Media Research and Analytics (3)
- COMM 376 – PR Writing (3)
- COMM 377 – Media Relations (3)
- COMM 418 – Media and Diversity (3)
- COMM 472 – Public Relations Research & Planning (3)
- MKTG 221 – Principles of Marketing (3)

Electives – 6 *credits*

Choose **6 credits** from the following list:

- COMM 103 – Cardinal Courier Practicum (1)
- COMM 106 – PRIMA Practicum (1)
- COMM 201 – Communication Theory and Research (3)
- COMM 219 – Design (3)
- COMM 251 – Public Speaking and Performance (3)
- COMM 281 – Advertising and Consumer Culture (3)
- COMM 315 – Reporting in Rochester (3)
- COMM 318 – Visual Journalism (3)
- COMM 328 – Cinematography and Editing (3)
- COMM/POSC 345 – Politics and the Media (3)
- COMM 361 – Documentary Production (3)
- COMM 381 – Ad Writing and Design (3)
- COMM 388 – Media Planning and Buying (3)
- COMM 448 – Bateman Practicum (1)
- COMM 490 – Internship (3)
- MKTG 324 – Marketing Research (3)
- MKTG 426 – Marketing Strategy (3)
- PUBH 311 – Health Literacy, Education, and Communication (3)
- SPST 320 – Sport Marketing and Promotion (3)

Students majoring in Public Relations may not major or minor in Media and Communication.

Students are strongly encouraged to complete *at least* one internship (COMM 490) for elective credit. No more than three credits of Internship coursework may be applied to the major.

Total: 49 credits

Public Relations Courses

COMM-100 Introduction to Media (3)

People engage with media for substantial periods of time each day: television, internet, and social media video viewing, engagement with social media, playing video games, listening to music, watching films, and consuming news in all its forms. This media exposure influences our beliefs and attitudes, drives our desires, and defines our behaviors. In this class, we will critique media content, study the historical development of media technologies, investigate the effects of economics and law on media industries and policies, and examine the ways in which media representation reflects our perception of race, class, and gender. Contemporary issues such as television viewing habits and streaming, media bias and "fake news," and the influence of video and social media on media activism are also considered

Typically offered:
Fall & Spring

Attributes: YLIB

COMM-103 Cardinal Courier Practicum (1)

Students receive credit for working on the student newspaper, The Cardinal Courier (http://cardinalcourieronline.com). Students fulfill requirements by writing articles in one or more areas of interest: news, features, sports, entertainment reviews; or by working as a staff photographer. Students will be expected to attend a weekly staff meeting and publish on a weekly basis. May be taken up to three times for credit. No experience necessary.

Typically offered:
Fall & Spring

Attributes: YLIB ZEXL

COMM-104 Cardinal TV Practicum (1)

Students receive credit for working on Cardinal Television (CTV), the Fisher student television station. Students produce shows or work on other programs as a member of the crew or as talent. Students will be expected to attend a weekly staff meeting. The student productions are shown on Rochester cable and posted online. May be taken up to three times for credit.

Typically offered:
Fall & Spring

Attributes: ZEXL
Pre-requisites: COMM-139 OR COMM-233

COMM-106 PRIMA Practicum (1)

Students will have the opportunity to participate in the activities of The PRIMA Group, participating in public relations, advertising, marketing, or design work for clients in the Greater Rochester area. This one-credit course can be repeated up to three times for credit. Graded S/U.

Typically offered:
Fall & Spring

Attributes: YLIB ZEXL
Pre-requisites: COMM-219 D- OR COMM-231 D- OR COMM-270 D- OR COMM-281 D- OR MKTG-221 D-

COMM-139 Production Essentials (1)

This course offers one-to-one and small group instruction for students to hone skill sets or learn an advanced level of video production and create a reel to use for an internship, graduate school, or employment. Students are expected to either have taken COMM 231: Video Storytelling and/or COMM 233: Studio Production or have at least a year's experience as a member of Cardinal Television.

This course may be repeated for a total of three credits. Permission of the instructor is required to register.

Formerly titled: Cardinal TV Practicum

Typically offered:
Fall & Spring

Attributes: NLIB

COMM-195 Journalism (3)

This course is a practical introduction to journalism. It teaches students to think like journalists, analyze and critique the news media and introduce them to basic writing, reporting, interviewing and editing skills. The course also examines the historical, cultural, professional and ethical aspects of
modern journalism.

Attributes: YLIB

COMM-201 COMM Theory and Research (3)

Through readings and practical applications, students examine the field of communication as a vehicle for knowledge creation in society. Particular emphasis is placed on the study of theory and methodology, the process and protocols of communication research, and the application of that research to real-world issues involving the media and communication.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: COMM-100 D-

COMM-219 Design (3)

This course will explore the role of graphic design principles in developing design for publications. Emphasis will be placed on effective communication of audience message and concept development. Through individual design projects, students will explore the critical relationship and effective use of typography, photographic imagery and layout for impactful publication design. Students will have the opportunity to learn how to use professional design software to create and prepare documents for publication. Industry professionals may also come into class to speak and provide valuable student feedback.

Typically offered:
Variable

Attributes: YLIB

COMM-231 Video Storytelling (3)

Students will learn the basics of video production, shot composition, and editing, skills that have grown increasingly popular across many disciplines and industries. They will learn how to craft narratives (short-form and long-form) with video and edit their media with Adobe Premiere Pro.

Typically offered:
Fall & Spring

Attributes: CJVP PROD YLIB

COMM-233 Studio Production (3)

This course takes a practical approach to learning the theory and techniques used in television studio production with an emphasis on camera operation, audio recording, graphics, teleprompting, floor managing, producing and directing. Students will participate in the creation of weekly studio-based productions, which will demonstrate their understanding of each component of studio production.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: -

COMM-236 Art Photography (3)

Students will develop an appreciation for the art of photography through the study of basic digital photographic skills and concepts. The course will cover use of an SLR camera and the development of basic Photoshop skills. We will explore a range of photographic styles and subject matter and will discuss the work of professional photographers. Each student should have a digital camera by the first class session. A digital SLR is highly recommended and a few are available for loan, but each student must at least have her or his own point-and-shoot camera, which allows for exposure compensation. Cross listed with ARTS 236.

Attributes: CJVP YLIB

COMM-251 PublicSpeaking&Performance (3)

This course develops a student's ability to prepare and present effective presentations in a variety of presentational styles. Emphasis will be placed on learning to connect with audiences on both an intellectual and emotional level. Students will be encouraged to take risks in both subject matter and presentation styles in order to more effectively engage with both the topic and the audience. Students also will practice media performance skills, such as narrating a film and hosting a podcast and/or television show.

Students who received credit for COMM 353 may not receive credit for COMM 251.

Typically offered:
Fall & Spring

Attributes: YLIB

COMM-253 Business Communication (3)

This course is designed to improve the effectiveness of students' business writing, with additional attention also given to presentation and visual summary skills. Students learn a systematic communication process that incorporates analyzing, composing, and evaluating

their messages prior to communicating them. Through course work this process is applied to the creation of business documents including memos, emails, letters, social media messages, reports, and proposals. Students also learn to prepare and deliver effective, logically structured and convincing business presentations, designed to inform or persuade their audience. Attention is also given to extemporaneous (i.e., spontaneous) presentations, the use of presentation software, and how to appropriately deliver negative news messages. Not available as an audited course.

Typically offered:
Fall, Spring & Summer

Attributes: STCO YLIB

COMM-267 Social Media Management (3)

For many companies, social media has become a key channel to engage, listen to, and communicate with a variety of stakeholders. Advertising, public relations, and marketing communications professionals must understand how to integrate social media into their plans to engage customers, employees, suppliers, and competitors. This course provides the practical knowledge and insights required to establish objectives and strategies, properly select the social media platforms to engage consumers, and monitor and measure the results of these efforts.

Typically offered:
Fall

Attributes: STCO YLIB
Pre-requisites: -

COMM-270 Intro to Public Relations (3)

Examines the history and scope of the public relations industry, along with contemporary issues and criticisms. The course includes techniques of research, writing, planning, communication, and evaluation in the public relations process.

Typically offered:
Spring

Attributes: CJMP PR YLIB

COMM-281 AdvertisingConsumerCulture (3)

In Advertising and Consumer Culture, advertisements are studied as a dominant influence on both our consumption of products and the definition of our wants and desires. This class will take both a critical and practical look at the advertising industry. Students will consider the commodification of culture and apply techniques of visual analysis to the understanding of advertising messages. They will critique the role of new technologies in the personalization and growing immersive quality of ads. Students also will study segmentation and targeting of audiences, consumer choice and behavioral economics, media planning and buying, and the creative process (including the role of graphic design and video production in ad creation)

Attributes: ADVE CJMP STCO YLIB ZCIV

COMM-290 Special Topics (3)

This course presents a selected topic in media and communication not regularly offered. Possible topics include: Health Communication, Arts Journalism, and TV Ad Production. This course may be repeated with a different topic.

Attributes: YLIB

COMM-301 Topics in Journalism (3)

This course presents a selected topic in journalism not regularly offered. Topics may include arts journalism, sports journalism, documentary research, virtual and augmented reality, and news games. May be taken more than once with a different topic.

Attributes: YLIB
Pre-requisites: -

COMM-315 Reporting in Rochester (3)

The need for local news has never been more urgent. News deserts are sprouting across the country as local print newspapers disappear. An obvious outcome: communities are losing their sources of information and outlets to hold government, business, and other influential people accountable. Learn to develop sources, build relationships with community leaders, and write impactful stories by covering issues and events in Rochester. Student work may be published in a Rochester area news publication.

Attributes: YLIB ZCIV
Pre-requisites: COMM-195 D-

COMM-318 Visual Journalism (3)

Students will develop skills necessary for the creation of visual journalism, exploring current and emerging non-fiction narrative forms. An emphasis will be placed on documentary-style video and visual stories for the web and social media. Other topics explored may include photography, virtual reality, infographics, and data visualizations.

Attributes: YLIB ZCIV

COMM-322 COMM Career Seminar (1)

This course will provide junior majors and minors the opportunity to explore the myriad career options in the field of communications and the media. Particular emphasis will be placed on the impact of a liberal arts curriculum and new media on searching for internships and professional positions after graduation. The course will include resumes and personal branding, informational interviews, Career Center resources, and visits from alumni and career professionals.

Typically offered:
Fall

Attributes: YLIB

COMM-323 Screenwriting (3)

This course examines the film screenplay through an emphasis on storytelling. Students learn how to write for the screen by understanding script format, structure, plot, character, setting, and other foundational elements. In addition to analyzing classic films, students will develop original stories, write scenes, and complete scripts by the end of the semester.

Attributes: ARTS YLIB

COMM-325 Sports Production (3)

In this hands-on course, students will develop and create sports programs and segments with a focus on all aspects of production: pre-production, production, and post-production. Experiences might range from field production and writing to live in-studio production

and editing.

Attributes: NLIB
Pre-requisites: COMM-231 D-

COMM-327 Television Writing (3)

In this writing class, students work across multiple fiction genres, including comedy and drama. They understand the differences in writing for broadcast, cable, and streaming television platforms. Students improve their storytelling throughout the course of the semester by way of study and practice, culminating in the first draft of an original script.

Attributes: YLIB

COMM-328 Cinematography and Editing (3)

Students will study cinematography, lighting, editing, and sound from a technical perspective. The class emphasizes the development of professional skills necessary for creative work in advanced classes in video production, as well as for internships and employment. Formerly titled: Advanced Video Production

Attributes: YLIB ZEXL
Pre-requisites: COMM-231 D-

COMM-329 Film/Television Analysis (3)

In this course, students will view a variety of films and television programs through critical perspectives related to montage, genre analysis, narrative, psychoanalysis, gender, and fan studies. This course is designed equally for students interested in film and television studies and those focused on video production.

Typically offered:
Spring – Odd Years

Attributes: YLIB
Pre-requisites: -

COMM-332 Television Production (3)

This course builds on the video production techniques taught in Video Storytelling (COMM 231) and applies them to one of the most popular and pervasive media: television. Students learn the various forms of prime time television production, including multiple-camera, single-camera, and hybrid. At the beginning of the semester, students critically analyze and discuss popular television series. After forming production units and producing scripted exercises, they pitch their own original television series and produce episodes that they develop, write, cast, direct, shoot, perform, edit, and screen.

Typically offered:
Spring – Even Years

Attributes: CJVP PROD YLIB
Pre-requisites: COMM-231 D-

COMM-339 Producing for Cardinal TV (3)

Students will have the opportunity to serve as producer for a series on Cardinal Television. Permission of the instructor is required.

Typically offered:
Variable

Attributes: YLIB
Pre-requisites: COMM-231 D- OR COMM-233 D-

COMM-345 Politics and the Media (3)

This course examines the relationship between media and politics. It explores the media both as an independent institution reporting on government and politics and influencing public opinion and as a tool used by candidates, elected officials, and governments. Among the topics considered are where Americans get their news, new media versus traditional media, the decline of adversarial reporting, the rise of the ideological media, campaigning through the media, and governing through the media. Cross-listed with POSC 345.

Cannot be taken by students who have credit for POSC 321.

Attributes: YLIB

COMM-346 Media Law & Ethics (3)

Provides students with an overview of the law as it applies to mass media and with related ethical issues that face professional communicators, with emphasis on the First Amendment, libel and privacy, newsgathering, copyright, commercial speech doctrine, and broadcast and new-media regulation. Lecture and discussion highlight application of the law and ethical principles from a practitioner's viewpoint. Case studies focus on media professionals facing legal and/or ethical decisions in ways that take into account all stakeholders' concerns, with a special emphasis on cases from print and broadcast journalism, public relations, and advertising. Formerly titled: Media Law

Typically offered:
Spring

Attributes: CJMP YLIB

COMM-349 Media Management & Econ (3)

Students learn basic economic principles and analyze case studies to better understand business decisions made by media companies. Students also study strategies implemented by entrepreneurs and develop a business plan for a media startup. Innovation-driven approaches that address how to create blue ocean strategies and benefit from disruptive technologies are also addressed.

Attributes: STCO YLIB

COMM-361 Documentary Production (3)

This documentary video workshop emphasizes nonfiction field production. Hands-on demonstrations, screenings, readings, lectures and discussion focus on the fundamentals of documentary video, which include research, pre-planning, writing skills, interviewing, shooting and editing. Students will form working teams of 3-4 students to create socially relevant documentaries.

Typically offered:
Fall – Odd Years

Attributes: ARTS YLIB
Pre-requisites: COMM-231 D-

COMM-363 Media Research & Analytics (3)

This course introduces students to a cross-section of qualitative, quantitative, and industry related techniques used to measure and evaluate audiences using interactive media. Topics covered include: fundamentals in research design, measurement, data collection, and analysis; the design and execution of surveys, focus groups, content analyses, among other primary research methods; and industry applications for media research including analyzing web metrics to evaluate the success of online public relations and advertising campaigns, and how to apply these analytics to make strategic decisions for business success.
Formerly titled: Web Analytics.

Typically offered:
Fall – Even Years

Attributes: STCO YLIB

COMM-376 PR Writing (3)

This course introduces students to the theory, strategy and practical writing skills associated with public relations practice. Students will be exposed to different forms and styles of public relations writing and gain an understanding of message development, placement and evaluation. By the end of this course, students will have created a portfolio of professional writing samples.

Typically offered:
Variable

Attributes: PR STCO YLIB
Pre-requisites: COMM-195 D- AND COMM-270 D-

COMM-377 Media Relations (3)

Students gain a working knowledge regarding the intricacies of media relations. Research, identification of key publics, database development, pitching, and evaluation of the media relations process and program are studied. Students work with actual cases to learn the importance of relationship-building to develop their media-relations skills.

Attributes: PR STCO YLIB
Pre-requisites: COMM-270 D-

COMM-381 Ad Writing and Design (3)

Advertising across all platforms is a convergence of copywriting and visualization, or writing and design. This course examines basic principles and theories involved in both.Student hone their aesthetic skills and push creative boundaries. They learn to effectively choose words and tone that resonate with a chosen audience, and to recognize and use specific design and layout techniques to create original, meaningful, professional and persuasive ad messages based on strategy.

Attributes: YLIB
Pre-requisites: -

COMM-388 Media Planning & Buying (3)

This course covers the application of qualitative and quantitative data to the planning and buying of advertisements including broadcast, print, out-of-home, online, mobile, and social media. This course places particular emphasis on strategy, including audience analysis, timing of media delivery, and ad placement. This course will also cover budgeting and measurement of advertising effectiveness. Students will experience the media planning, buying and measurement process through a partnership with a local client.

Attributes: YLIB ZCIV
Pre-requisites: COMM-281 D-

COMM-418 Diversity and Media (3)

This course examines representations of diversity (e.g., people of color, gender, age, class, and religion and faith) within the U.S. mass media and the role these depictions play in influencing our perceptions of different others. This course also explores social identity and the theoretical frameworks that help to elucidate media and its impact on different others.

Attributes: YLIB
Pre-requisites: COMM-100 D-

COMM-431 Filmmaking (3)

With an emphasis on storytelling, students build on what they have learned from their prior production courses to produce short films.

Typically offered:
Spring – Odd Years

Attributes: CJVP DCCC PROD YLIB
Pre-requisites: COMM-231 D-

COMM-440 Global Media Experience (3)

This course will expose students to the media landscape of another country through in-class study at the beginning of the semester and first-hand experience traveling abroad. The course may cover filmmaking, journalism, or strategic communication within the chosen country (location will vary) through a study abroad trip over spring break. Following the trip, students will return to campus to apply their knowledge through the completion of the project started abroad.
>br>
This course includes a 10-day, study-abroad trip over spring break at additional cost.

Attributes: YLIB ZCIV ZEXL ZRES ZTRA

COMM-448 Bateman Practicum (1)

Students will compete in the Public Relations Student Society of America annual Bateman Case Study Competition, the premier national case study competition for public relations students. Students will be challenged to research, plan, implement and evaluate a comprehensive public relations campaign with final entries due to PRSSA Headquarters in April. Note: students must be dues paying members of PRSSA. Graded S/U.

Permission of instructor required to register.

Attributes: YLIB ZCIV ZEXL ZRES
Pre-requisites: COMM-270 D-

COMM-472 PR Research & Planning (3)

This course covers the application of advanced public relations theories and concepts to the practice of public relations. It also covers the use of basic research methods in developing public relations campaigns. Students focus on the concepts and skills of developing relationships with public relations clients and professionals. Formerly titled: Advanced PR Programs & Management

Typically offered:
Spring – Even Years

Attributes: PR YLIB ZCIV
Pre-requisites: COMM-270 C AND COMM-376 C

COMM-475 Washington DC-Internship (6 TO 9)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: COMM-476 Y D-

COMM-476 Washington DC-Seminar (3 TO 6)

Washington Experience semester is offered through The Washington Center.
Permission of advisor, department chair and TWC liaison is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: COMM-477 Y D-

COMM-477 Washington DC-Forum (1 TO 3)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB

COMM-481 Ad Strategy and Production (3)

This course uses theory and practice to develop a holistic approach to advertising management and strategy. Students will learn the process and development of campaigns and how to work with clients and teams.

For the semester project, students will work in teams to represent a mini-agency and will effectively manage a project from identifying a problem to executing a solution.

Pre-requisites: COMM-281 D-

COMM-484 Sport Media Practicum (1 TO 3)

Students intern with Fisher Athletics, gaining experience in a number of media roles, including sports announcing, video production, social media, design, and/or photography. Students will be expected to complete 40 hours of work for every credit earned. (1

credit=40 hours; 2 credits=80 hours; 3 credits=120 hours). Students will determine their schedule in conjunction with Fisher Athletics. Students may apply up to 9 hours towards graduation. No more than three credits may be applied to major or minor requirements.

Permission of the department chair is required after a meeting with Fisher Athletics.

Typically offered:
Fall

Attributes: NLIB ZEXL

COMM-486 Portfolio Review (.5)

Students will attend two 3-hour Thursday evening labs to complete the portfolio. They will then meet with a professional in the community (assigned by the professor) to review the portfolio. These cumulative critiques will give the student the information needed to present a professional and suitable portfolio for employment or graduate school.

Attributes: YLIB ZCAP
Pre-requisites: -

COMM-487H Honors Senior Project (3)

The senior project in the Department of Media and Communication offers majors the opportunity to produce a portfolio piece for employment or graduate school while creating a project that serves as a culmination of their undergraduate work. Students may complete an academic-oriented thesis or a project in video, journalism, advertising, public relations, media economics and entrepreneurship, interactive media, or photography. Each project category has a series of prerequisite courses, and students must contact an instructor to discuss options and receive permission to register for the class. This section allows students with a 3.5 GPA or higher in the department and overall to receive a Media and Communication degree with Honors.

Completion of the Independent Study/Tutorial Authorization form is required to register.

Typically offered:
Fall & Spring

Attributes: YLIB ZCAP

COMM-490 Internship (3)

This course allows qualified students to gain professional experience in media. The department and the Career Center maintain a list of available internships on Handshake, mostly in the Rochester area, but students may also find their own internships. A summer internship may be completed as an online course and may be out of town. Interns generally work 10-12 hours per week and complete additional department requirements. Students may apply a maximum of three internship credits to their major or minor requirements. Additional internship credits count towards the 120 credits needed to graduate. Open to junior and senior majors and minors. Not open to first-semester transfer students. Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZCIV ZEXL

COMM-491 Summer Internship (1)

This course allows qualified students to gain professional experience in the field of Media and Communication. The department and the Career Center maintain a list of available internships on Handshake, mostly in the Rochester area, but students may also find their

own internships. Summer internships may be completed as an online course and may be out of town. Interns generally work 10-12 hours per week and complete additional department requirements. Students may apply a maximum of six internship credits to their major requirements. Additional internship credits count towards the 120 credits needed to graduate. Open to junior and senior majors. Not open to first-semester transfer students. Graded S/U.

Typically offered:
Summer

Attributes: YLIB ZCIV ZEXL

COMM-497 Independent Study (.5 TO 4)

Under faculty direction, qualified students may undertake an in-depth study of particular communication topics.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Variable

Attributes: YLIB

COMM-1020 Visual Communication (3)

This course provides an introduction to visual literacy by considering how the fundamentals of visual communication can be used to enhance understanding of broader communication processes.. The methods, practicalities, and ethics of visual communication are explored by analyzing examples and applications in a variety of digital forms, including print, graphics, illustrations, photographs, motion pictures, and computer imagery. The goal is to prepare students for advanced study in communication, with particular attention given to preparation for courses in print, video and web production.

Attributes: LC YLIB

COMM-1110 Media Data Analytics (3)

In this course, students learn to identify patterns in data that help uncover significant trends, and conceptualize clear and concise ways to illustrate these trends in both words and graphical presentation. This course meets these standards through projects and exercises demonstrating how journalists and other media professionals collect, analyze and present data. These skills include data collection; editing and organizing data while maintaining its integrity; and proper use of basic statistical methods and concepts.

Attributes: DA YLIB

COMM-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of inquiry-based projects. In their projects, student assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Attributes: RW YLIB ZRES

COMM-2110 Seeking Truth in Media (3)

The proliferation of misinformation, disinformation, and malinformation is ever-expanding in our contemporary media landscape. The

age of information saturation poses an urgent threat to American democracy as misleading media messages spreads rapidly. Moreover, the speed at which artificial intelligence is gaining traction yields challenges like “deepfakes” that threaten the foundation of our information ecosystem. This class is designed to elucidate both the history and the contemporary state of media literacy through each media industry, equipping students with the tools necessary to discern which information can be trusted and which should be interrogated both in their academic work and in their everyday lives.

Attributes: CCE YLIB

COMM-2211 Film in Ireland and Scotland (3)

This course examines film production and reception in the Celtic nations of Ireland and Scotland. Students study the narrative content and formalistic qualities of film as both art form and technical product, as well as the historical and cultural contexts within which film products are created and received. Students learn how such films can educate, inform, and entertain audiences, yet at the same time create representations, stereotypes, and myths that both draw from and contribute to dynamic dominant discourses about these Celtic nations.

Attributes: CIA YLIB

COMM-2220 Communication and Vision (3)

This course provides an introduction to visual literacy and design in media by considering how the fundamentals of visual communication can be used to enhance our understanding of crucially important communication processes. The technical aspects and ethics of visual communication are explored by analyzing examples and applications in a variety of analog and digital forms, including print, graphics, illustrations, photographs, motion pictures and computer imagery. Equally importantly, the human element – how these visual stimuli are interpreted and understood within our culture – is also addressed.

Typically offered:
Variable

Attributes: CIA YLIB

COMM-2264 Hist Moments TV Culture (3)

From live broadcasts to time-shifting, from appointment viewing to binge-watching, this course takes students on a journey through U.S. television’s history and development. The course examines the artistic, commercial, and technological influences of this pervasive broadcast medium through aesthetic, political, social, economic, cultural, and regulatory lenses. Students analyze television’s long lasting influences from its “golden age” through today’s post-network era. In addition to the chronological examination, the course may cover units that include sport broadcasting’s unprecedented growth, the industry’s controversial indecency policy, post-9/11 television culture, and the unrealized potential for diversity in the face of increasingly fragmented niche audiences.

Attributes: CIA YLIB

COMM-2350 InterpersonalCommunication (3)

The course will combine theories of verbal and nonverbal communication with activities and exercises designed to develop and improve interpersonal skills. Includes critical listening, public advocacy, examination of identity, language and power, and communication as a tool for social action.

Attributes: DEI YLIB

COMM-2360 Social Documentary (3)

Students study non-fiction film as a tool for public knowledge and activism. They analyze documentaries focused on major social issues, problems, and solutions, and create their own short documentary (e.g., linear, VR). They also study both the content and formalistic qualities of film, including cinematography, sound, and editing, and how those elements merge to create socially relevant art.

Attributes: DEI YLIB

COMM-2367 Queer Narratives in Games (3)

In this course, students will learn about queer narratives in games as well as learn how to use low-programming tools to make their own personal game narratives. Throughout the course, students will engage with both queer texts and games, and will learn how analyze games and media through a queer lens that takes into account cultural and social contexts.

Attributes: DEI YLIB

COMM-2470 The Sin of Spin (3)

This course provides an overview and analysis of ethics issues confronted by public relations professionals and organizational leaders; discussions and case studies of ethical reasoning; philosophical, theoretical, and practical concerns affecting everyday matters of moral choice and moral judgement; current trends on these topics in public relations; the moral responsibilities and impact of public relations on public policy and society. The course covers a wide range of topics including transparency, digital ethics, social responsibility, and media framing. Students discuss case studies, complete online modules and apply learning from the course to an original case study paper.
The course also provides a framework for approaching strategic communications from an ethical perspective, allowing students to better understand the larger implications of communication on individual groups and society. Covered are theories and best practices that bridge cultural applications and offer practical insights on how communicators in corporations, government agencies, or advocacy groups might develop communication strategies that uphold ethical principles.

Typically offered:
Fall

Attributes: ER YLIB

COMM-3990 Adv Research-Based Writing (3)

Students develop an inquiry-based project by conducting in-depth research using discipline-specific practices that result in transferable research and writing. Students build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project are communicated in both written and oral forms or on other media platforms.

Attributes: AWC YLIB

Religious Studies

Overview

Carolyn Vacca, *Chair of the Division of Humanities*

Religious Studies is the academic study of religion that draws upon multiple disciplines and methodologies to describe, compare, interpret, and explain the origins and function of religion as a cultural phenomenon and human activity. The goal is to help students acquire *religious literacy*, which is the acquisition of accurate and credible knowledge about religion and religious traditions so that they understand and appreciate the vital role religion plays in human development and in the formation and evolution of human belief systems, cultures, and societies.

Religious literacy also enables students to examine and clarify their own spiritual perspective, as well as to recognize the misinformation, prejudices, and stereotypes that often fuel religious intolerance and conflict.

To that end, the Religious Studies Department offers courses and programs that provide students with the knowledge, values and skills they need to explore and practice religion authentically, facilitate interfaith and intercultural dialogue, and build cultures of peace and social justice in their personal, professional, and civic lives.

Program Requirements

B.A. in Religious Studies

A major in Religious Studies consists of 10 courses (30 credit hours) selected from five general subject areas that promote religious literacy:

- **Religious Experience**: Explores the forms, beliefs, traditions, and practices related to the human experience of transcendence and the sacred.
- **Catholic Heritage:** Explores the history, intellectual traditions, and sources of Roman Catholic theology and religious community.
- **Religious Traditions**: Explores the diverse forms, teachings, artistic expressions, and practices of Eastern, Western, and Indigenous traditions.
- **Sacred Scriptures**: Critically reads and explores the sacred texts of Eastern, Western, and Indigenous traditions.
- **Ethics**: Examines how religion informs and shapes values and moral decision making from socio-cultural, professional, and

religious perspectives.

The 30 credit-hour design enables students to consider double majors and minors that complement their interests and career goals. Students may select a slate of courses in religious studies that will enhance their work in nursing, business, sustainability, history, international studies, languages, literature, philosophy, political science, psychology, and sociology.

Courses for the major are selected in consultation with the Department Chair or Departmental Faculty Advisor. No courses from the foundational areas of the Fisher Core may apply. These areas include Learning Community, Research-Based Writing, and Data Analysis courses.

Requirements

REST 100-level Courses (9 credits)

- REST 123 What is Religion? (3 credits)
- Choose any TWO non-Core REST courses at 100-level (6 credits)

REST 300-level course (3 credits)

- Choose ONE
  - REST 325 Spirituality & Health (3 cr)
  - REST 338 Morality in Leadership (3 cr)
  - REST 352 Marriage & Sexuality (3 cr)
  - REST 386 Morality in Business (3 cr)
  - REST 387 Medical Ethics & Society (3 cr)

REST Electives (15 credits)

- Choose FIVE
  - Any combination of 2XXX Core and 200- or 300-level non-Core courses.

REST 496 Senior Project (3 credits)

Under the direction of a Religious Studies faculty member, students will write an academic research paper or propose and complete a community project and project report which they will present before faculty and an audience of their peers within the program.

With approval from the Religious Studies Chair, students may use either of the Fisher Core's Culmination Courses to fulfill the REST 496 Senior Project under the following conditions:

- In consultation with Religious Studies faculty, students who select the 3990 Junior Research Writing course for their REST Senior Project will be required to expand upon the research and writing completed in the original paper.
- Students who select the 4990 Cardinal Capstone will be required to expand upon the work in the Capstone to complete the REST Senior Project

Total: 30 credits

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the major.

Minor

Minor in Religious Studies

Prospective minors must consult with the Chair of the Religious Studies Department. With the assistance of the Chair, students plan a series of 6 courses totaling 18 credits:

The Religious Studies Minor: Six (6) religious studies courses (18 credit hours).

Requirements

Introductory Course (3 cr)

- REST 123 What is Religion?

REST 300-level course (3 cr)

- Choose ONE
  - REST 325 Spirituality & Health (3 cr)
  - REST 352 Marriage & Sexuality (3 cr)
  - REST 386 Morality in Business (3 cr)
  - REST 387 Medical Ethics & Society (3 cr)

REST Electives (12 cr)

- Choose FOUR (in any combination)
  - REST Non-Core courses: No more than 1 course at 100-level
  - REST Non-Core courses at 200-level or higher
  - REST Core Exploration courses (2XXX)
  - REST Core Culmination courses (3990, 4990)
    In consultation with Religious Studies faculty, students who select a non-REST Core Culmination course, will be required to expand upon the research and writing completed in the original paper to include a religious studies component.

Total: 18 credits

Notes on the Religious Studies Minor

- Courses for the minor are selected in consultation with the Department Chair or Departmental Faculty Advisor.
- No courses from the foundational areas of the Fisher Core may apply. These areas include Learning Community, Research-Based Writing, and Data Analysis courses.
- No more than two courses taken to meet a student's major requirements may be applied to the religious studies minor.
- A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

- The program requirements listed are for the current academic year. Past and future program requirements may differ. Visit the **catalog website** to access current and past catalogs.

Religious Studies Courses

REST-102C P2 Intro Roman Catholicism (3)

Roman Catholicism is one of the major branches of Christianity and the oldest institution in the Western world, tracing its origins and history to the life and work of Jesus Christ and the first Apostles. This course introduces students to the history, institutions, theologies and doctrines, vocations, forms of worship, and moral teachings of the Roman Catholic Church and considers the events, persons, and forces that are shaping its future in the world.

Attributes: P2 YLIB

REST-117 Religions of the East (3)

This course will introduce students to Eastern religious traditions such as Hinduism, Buddhism, Confucianism, Shintoism, etc. The origins and evolution of each religious tradition covered in the course will be examined in order to provide the proper cultural and historical contexts within which they emerged before examining core beliefs and practices, as well as other aspects of the traditions. The overarching goal of the course is to provide students with essential, fundamental knowledge of each religion considered and thereby promote cross-cultural understanding and greater religious tolerance.

Attributes: YLIB

REST-123 P2 What is Religion? (3)

This course introduces religious studies and its auxiliary disciplines and explores the various aspects of religion in human experience. Topics studied include the nature and types of religious experience; religious texts and mythology; and religious ritual, doctrine, ethics, social organization, and development. Examples from various world religions will be employed to illustrate these dimensions of the sacred.

Typically offered:
Fall & Spring

Attributes: P2 YLIB

REST-132 P2 The Problem of Evil (3)

The course offers students an opportunity to explore and reflect upon the problem of evil in the world in a variety of contexts. Students will explore the different definitions and understandings of evil from religious, philosophical, and social scientific perspectives and examine how evil manifests itself both individually and collectively. Through selected readings from scriptural and non-scriptural texts and current events, students will consider what can be done about the problem of evil in the world.

Attributes: P2 YLIB

REST-173D CC Religions of America (3)

The course explores the beliefs, teachings, practices, and institutions of several religious traditions in America from indigenous peoples, such as the Iroquois and the Pueblo, to uniquely American religions, such as the Mormons, Jehovah’s Witnesses, Unitarian Universalists, Scientology, and others. In exploring the religions of America, students will consider how religious and social cultures

influence and shape each other and why American culture is particularly conducive to the development of religious expression and thought.

Attributes: AMHU CC YLIB

REST-176C P2 Intro to Christianity (3)

An introduction to the academic study of the Christian tradition, this course is designed to acquaint students with Christianity's relationship to Judaism, scholarly methods of study, and central biblical and theological concepts as these relate to, and are in dialogue with, philosophical, historical, and theological questions of value and commitment.

Attributes: P2 YLIB

REST-183D P5 Church & Culture (3)

This course has as its goal to explore the interrelationship between Christianity and contemporary culture. Students examine the cultural changes that have shaped our understanding of ourselves and our world in light of the Second Vatican Council's Pastoral Constitution on the Church in the Modern World and related documents. Students discover the causes of conflicts between Christian and secularist worldviews and learn to value the contribution of each perspective on human life in the 21st Century.

Attributes: P5 YLIB

REST-190 Topics in ReligiousStudies (3)

This topics course introduces students to the academic study of religion through a comparative exploration of major religious figures and contemporary questions, issues, and themes from diverse religious traditions and faith communities. Topics will be determined by individual instructors; however, all sections of the course will emphasize interfaith dialogue, critical reflection, and experiential learning. Students may register for this course again for credit but may not repeat a topic.

Fall 202509 Section 01 Topic: Al-Andalus: Religion and Culture in Medieval Spain

This course will explore the religious and cultural history of the Iberian Peninsula, specifically the modern state of Spain, from the seventh century to the fourteenth century – the medieval era of Muslim dynasties in the region. Furthermore, as this course considers the multi-ethnic and multi-confessional realities of this period in history when Christians, Muslims, and Jews often lived and worked together in such cities and Seville, Cordoba, and Granada, students will discover connections between this cultural heritage and the ethno-linguistic, artistic, and religious realities of the contemporary Iberian Peninsula.

Fall 202509 Section 02 Topic: Religion and Culture Wars

This course explores the dynamic interplay between religion and contemporary cultural conflicts in the U.S.. Students will examine how religious beliefs, practices, and institutions influence and are influenced by ongoing debates over social, political, and ethical issues. Topics include the role of religion in public life, the impact of religious movements on policy and legislation, and the ways in which religious identities intersect with issues such as gender, sexuality, race, and nationalism. Through a combination of historical analysis, case studies, and theoretical frameworks, students will gain a deeper understanding of the complexities and nuances of the culture wars and the pivotal role religion plays within them.

Attributes: YLIB

REST-200 P5 Mideast:Relig&Politics (3)

What is the nature of the relationship that exists between religion and politics in the Middle East? This course will begin by examining the diverse religious landscape of the Middle East and regional political trends and ideologies of the twentieth and twenty-

first centuries, then consider the complex relationship that exists between religion and politics in this often volatile region of the globe.

Attributes: P5 YLIB

REST-210 Sacred Places and Spaces (3)

The course explores the nature of sacred space among Eastern, Western, and Indigenous traditions. Students will analyze and compare the meaning, form, and function of sacred spaces and places of worship within religious communities, and the significance of pilgrimage to these sacred sites.

Attributes: YLIB

REST-228C The Meaning of Church Today (3)

The course provides students with a sociological and theological framework for thinking about what Christians mean when they refer to their corporate life as “the church.” In exploring different models and approaches to ecclesiology, students will gain a critical understanding of the nature and role of the church as they explore questions of mission, church renewal, and the relationship between church and contemporary culture.

Attributes: P2 YLIB

REST-235 P2 Catholics in America (3)

A history of the role that Roman Catholics played in the story of the United States (1492-present). The course will examine the religious perspectives which Roman Catholic explorers, immigrants, intellectuals, and the laity brought to a developing philosophy and social history in the New World.
Cross-listed with AMST 235.

Attributes: P2 YLIB

REST-250C P2 History of Papacy (3)

Concerns the development of the papacy and its role in world history. Examines the major historical, doctrinal, and theological justifications of the independent papacy in a global context from its origins with the pontificate of Leo I to that of John Paul II. Covers material from the late Roman and Medieval, Renaissance, Modern, and Contemporary periods.

Cross-listed with HIST 250C.

Attributes: P2 YLIB

REST-255D P2 Women in Christianity (3)

Women were some of the most ardent supporters of Jesus and the early Jesus movement, but as the church developed, women found themselves increasingly marginalized and excluded from leadership roles. This course examines the cultural, political, and religious forces that led to women’s marginalization and their response to it, from biblical times to the present. Through readings, films, lectures, and classroom discussions, students will examine the status and role of women in the Christian tradition, the richness of women’s religious thought, and the ways in which women have contributed to and radically challenged Christianity in a variety of historical and theological contexts.

Attributes: P2 WGST YLIB

REST-257D CC Religious Experiences (3)

This course examines the phenomenon of religious experience from interdisciplinary and cross-cultural perspectives with an eye toward comparing and contrasting these with the religious backgrounds and experiences of participants.

Attributes: CC YLIB

REST-268C P5 Who is Jesus? (3)

An examination of the person Jesus through the eyes of first-century Christians as reflected in the New Testament and in the contemporary understanding of Jesus. This course seeks to engage the student in the process of understanding the Christian encounter with Jesus Christ.

Attributes: P5 YLIB

REST-275C P2 Christian Sacraments (3)

This course approaches the Christian sacraments from a variety of standpoints, including the historical development of a sacramental ethos within Christian traditions; contemporary developments in sacramental theology; theological understandings surrounding the individual sacraments; the ritual context of sacramental celebrations, and pastoral issues affecting the sacraments today. The course employs an interactive approach which combines class discussion, student presentations, and instructor's input.

Attributes: P2 YLIB

REST-282P Black Church Issues (3)

Students explore views of the Black Church on contemporary social issues and challenges (homosexuality, gender equity, race relations) faced in reference to church doctrine, traditions, and beliefs.

Cross-listed with AFAM 282P.

Attributes: AMHU WGST YLIB

REST-325 P5 Spirituality & Health (3)

Modern medicine and the healing professions are forging new partnerships within the fields of science, religion and spirituality. Medical science and religion can be partners when dealing with health issues, but are there also difficulties? What is spirituality? Can one's spirituality affect one's health? Can I explain my spirituality and use it to live a healthier life? How can I assist another (e.g., patient, client, friend) identify their needs and find the necessary tools to make responsible decisions about health issues? These are but a few questions the students will explore as they build their own partnerships between medical science and spirituality.

Attributes: P5 YLIB

REST-338 P2 Morality in Leadership (3)

This course will encourage students to search for principles that can provide the foundations for making moral individual and systemic decisions. After a broad introduction to ethics and moral philosophy, the students will explore possible applications in workplaces locally and globally. It will particularly address the moral dimensions of leadership by combining a study of moral principles with case studies to illustrate their practical application.

Attributes: P2 YLIB

REST-352D P5 Marriage&Sexuality (3)

The confrontation of man's existential situation with traditional marital and sexual models and norms. Concentration is given to an analysis of current developments in the areas of monogamy, pre- and post-marital sexuality, divorce and remarriage, homosexuality, contraception, abortion, sterilization, and the family.

Attributes: P5 WGST YLIB

REST-386D Morality in Business (3)

A study of the moral dimensions of the economic and business professions. The course is designed to combine a study of moral principles with case studies to illustrate their practical application. Special emphasis is focused on the basic rights and duties of management and labor in the private enterprise system and the role of government regulations in domestic and international economic life.

Typically offered:
Fall & Spring

Attributes: YLIB

REST-387D P2 Medical Ethics&Society (3)

This course examines religious and moral themes in medicine with emphasis on the difficult ethical questions facing today's healthcare providers and patients. Among the issues considered are assisted reproduction, the end of life, genetic research, and the healthcare system.

Attributes: HHUM P2 YLIB

REST-397 REST Seminar (3)

Special Topics: An occasional course dealing with topics of interest especially to Religious Studies majors and minors in consultation with relevant faculty.

Spring 2020 Topic: Land of the Bible:
The focus of the course is a study of the geography, history and politics of Israel/Palestine over the centuries with a special emphasis on the history and theology of the New Testament. An 8 day required visit to the land of the Bible is the course centerpiece. Some New Testament commentators refer to the experience of the Holy Land as the "Fifth Gospel" because it assists the pilgrim's understanding of the times and stories of the other fours gospel narratives.

Attributes: YLIB

REST-496 Independent Study (1 TO 3)

Reading and research projects in the broad areas of religious studies: general, biblical, historical, and theological. Under the direction of a department member, students will prepare and follow a schedule of readings, conferences, research, writing, and oral presentations. Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall & Spring

Attributes: YLIB ZCAP ZCIV ZRES

Pre-requisites: GPA >=2.75

REST-1010 Explor of Societal Issues (3)

As part of a first year Learning Community, this course explores contemporary issues (e.g.. poverty, racism, education, happiness, relationships) at a societal level from a variety of different disciplines. Using the lens of multiple disciplines, concepts of culture, practices and systems will be examined as they impact and are impacted by societal issues.

Attributes: LC YLIB

REST-1033 Ireland:Saints/Poets/Rev (3)

The Celts moved across Europe to found a place of refuge in the land of Eire. This mysterious land was rich in traditions and stories that allowed the Celts to integrate their own culture with their new home. Later, when the Roman Catholic Church reached its shores, the people adopted some of the stories, myths, and customs to express the experience of the Gospel message. The Church's prayer, liturgy, and rites found a treasure in the Irish culture. This course uses the tools of history, religion, and the arts to study this fascinating phenomenon. Emphasis is on early history, but an overview of more recent events situates contemporary spirituality.

Attributes: LC YLIB

REST-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of independent, inquiry-based projects. In their projects, students assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Typically offered:
Spring

Attributes: RW YLIB ZRES

REST-2140 Religion & Culture Wars (3)

This course explores the dynamic interplay between religion and contemporary cultural conflicts in the U.S.. Students will examine how religious beliefs, practices, and institutions influence and are influenced by ongoing debates over social, political, and ethical issues. Topics include the role of religion in public life, the impact of religious movements on policy and legislation, and the ways in which religious identities intersect with issues such as gender, sexuality, race, and nationalism. Through a combination of historical analysis, case studies, and theoretical frameworks, students will gain a deeper understanding of the complexities and nuances of the culture wars and the pivotal role religion plays within them.

Attributes: CCE YLIB

REST-2150 The Bible in America (3)

The Bible has enjoyed a significant place throughout the history of the United States. For many people in America, the Bible is a scripture, but it is also an important political and cultural text. REST 2150 The Bible in America explores the relationship between the American people and the Bible and how the Bible's status as scripture impacts its role as a cultural and political text. The course provides students with the knowledge and skills they need to contribute as religiously-informed citizens in a diverse and complex society.

Attributes: CCE YLIB

REST-2220 Death & the Afterlife (3)

At some point in their lives, all human beings confront the reality of death. From the beginning of human history, religious traditions have developed myths and rituals about death and the possibility of an afterlife. In this course, students will explore how different religious traditions have approached the reality of death, how their beliefs, myths, and practices have developed and changed over time, and the significance of death and the afterlife for human well-being. Through their study, students will prepare themselves to engage, in an informed and respectful manner, with the reality and meaning of death in a multicultural, multireligious society.

Attributes: CIA YLIB

REST-2230 Islam in America (3)

Islam is the second largest religion in the world today and the fastest growing religion in North America. Currently there are 3.5 million Muslims in the United States, with an additional 1.2 million Muslims in Canada. By 2040, it is expected that Islam will supplant Judaism as the second largest religious tradition in the United States. Despite all of this, most Americans admit that they know very little about Islam. In this course, students will explore the basic tenets of Islam, the history of Islam in America, the varieties of American Islamic thought and practice, and the many contributions American Muslims make to our culture and society.

Typically offered:
Spring – Even Years

Attributes: CIA YLIB

REST-2240 Reading the New Testament (3)

This course explores the Christian New Testament as an historical, cultural, and religious text. Using multiple literary and historical methods of analysis, students will examine the New Testament texts in their ancient cultural contexts, how Christians ritualized and canonized the texts as scripture, and how contemporary Christian communities interpret and use the New Testament as scripture.

Attributes: CIA YLIB

REST-2260 Reading the Old Testament (3)

This course explores the Christian Old Testament and Jewish Tanakh. It will investigate the texts in the cultural contexts out of which they emerged. The course will also look at how different religious traditions ritualize the texts as a scripture. It will also look at how contemporary communities interpret and use the Old Testament and Jewish Tanakh.

Attributes: CIA YLIB

REST-2351 Marriage & Sexuality (3)

The confrontation of man’s existential situation with traditional marital and sexual models and norms. Concentration is given to an analysis of current developments in the areas of monogamy, pre- and post-marital sexuality, divorce and remarriage, homosexuality, contraception, abortion, sterilization, and the family.

Attributes: DEI YLIB

REST-2352 Exploring World Religions (3)

This course introduces students to various religious traditions from around the world, from primal religions and the Abrahamic faiths of Judaism, Christianity, and Islam, to the Eastern traditions of Hinduism and Buddhism. Both historical information and the major tenets of each religion are presented and discussed so that students learn and understand the historical and cultural contexts within which various religions have emerged, the role that religion has played in the human narrative, and how religion continues to remain relevant in the twenty-first century.

Typically offered:
Variable

Attributes: DEI YLIB

REST-2372 Martin and Malcolm (3)

Malcolm X and Dr. Martin Luther King Jr. were prominent religious advocates of social justice and Black Liberation. Their names, beliefs, and ideals still inspire and motivate countless Americans and many others from around the globe. Students will learn about their lives and religious formation, read some of their most influential texts, and consider the relevance of their work for addressing contemporary social issues.

Typically offered:
Fall

Attributes: DEI YLIB

REST-2376 World Christianities (3)

This course will introduce students to diverse forms of Christianity as they are practiced around the globe. Students will examine the origins and evolution of the various and unique Christian traditions within their cultural and historical contexts before examining core beliefs and practices of the traditions. The overarching goal of the course is to provide students with essential, fundamental knowledge of world Christianities in order to promote cross-cultural understanding and greater religious literacy.

Typically offered:
Spring

Attributes: DEI YLIB

REST-2378 Discovering Judaism (3)

Judaism is one of the most geopolitically important religions in the world and a socially significant religion in America. Currently, there are nearly 7.5 million Jews living in the U.S. and yet many Americans are unaware or ill-informed about Judaism, its peoples, histories, cultures, and religious diversity. In this course students will discover a variety of ways Jewish communities have developed their identities and practiced their religious traditions in a variety of historical and cultural contexts. By looking at key elements of Judaism, students will learn how Jews have lived, developed, endured, and thrived in diverse and often hostile environments while retaining their sense of Jewishness. The course thus provides students with an opportunity to increase their religious literacy and cross-cultural understanding of one of the world's great religious traditions.

Attributes: DEI YLIB

REST-2379 Exploring Islam (3)

This course examines the development and evolution of Islam from its beginnings in Arabia in the seventh century A.D. through the Umayyad and 'Abbasid caliphates to its expansion in Europe and America. The goal of the course is to help students acquire a more comprehensive understanding of and appreciation for Islam and for the diverse peoples who call themselves Muslims.

Attributes: DEI YLIB

REST-2430 Thinking Ethically (3)

This course provides students with a solid foundation of ethical values, standards, obligations, and norms as well as the fundamentals of ethical and moral reasoning and problem solving. Students analyze ethical issues and dilemmas in case studies, films, and current events, identify the values and standards at stake, and propose justifiable positions and recommendations for moral action.

Typically offered:
Fall & Spring

Attributes: ER YLIB

REST-2450 Info Rights & Wrongs (3)

This course provides students with the foundational understanding of information ethics. Information and information technologies are essential to our social, economic, religious, cultural, and political lives. Students will explore the value questions that arise in the creation, control, and access to information, as well as the ethical standards and moral codes governing human conduct in society. Through case studies and current events, students will examine how information and misinformation inform and shape our individual and collective realities.

Typically offered:
Variable

Attributes: ER YLIB

REST-2460 Ecocentric Ethics (3)

REST 2460 Ecocentric Ethics explores the scientific, religious, indigenous, and political and philosophical sources for ecocentric thinking, its approaches to ethical decision making and problem solving, and how students can apply ecocentric ethics in their personal, professional, and civic lives.

Typically offered:
Variable

Attributes: ER YLIB

REST-2477 Transformational Leadership (3)

Leadership is about envisioning a future for ourselves and others and working with them to make that vision a reality. Values are religious, aesthetic, legal, economic, and political goods that inform and shape our past, present, and future. Religion is a fundamental human activity that links values to ways of life that can either help or hinder human flourishing—depending upon how it's interpreted and applied. This course is designed to help students understand the relationships between values, leaders, and religion through an in-depth exploration of religious and social leaders.

Typically offered:
Spring

Attributes: ER YLIB

REST-3990 Adv Research-Based Writing (3)

In this course, students will develop an inquiry-based project by conducting in-depth research using discipline-specific practices that result in research and writing skills that are transferable. Students will build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students will formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They will acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project will be communicated in both written and oral forms or other media platforms.

Attributes: AWC YLIB

Service Scholar Program

Overview

Emily Colliss, *Associate Director, Institute for Civic and Community Engagement*
Dr. Wanda Cooper, *Director, Institute for Civic and Community Engagement*

Each year, the Service Scholar Program awards a scholarship to 24 qualified high school students who exhibit a high degree of motivation and academic potential, and a passion for civic and community engagement. A highly competitive program, selected students, develop as leaders, and cultivate a practice of impactful engagement with community. The scholarship award reduces tuition and room and board fees by one-half, for up to four years, in exchange for full participation in programming each semester.

In 1996, St. John Fisher University introduced the Service Scholarship Program, created to provide meaningful community engagement in the Rochester community in partnership with local nonprofit organizations. Understanding that no single organization or individual can solve complex social problems alone, but through collaboration, collective impact can be realized.

Program Requirements:

To maintain good standing as a Service Scholar and receive all benefits of the scholarship, students must successfully:

- Engage in full time study as a matriculated student
- Maintain satisfactory academic progress toward the completion of degree requirements
- Complete the two-course learning community during the fall semester of their first year
- Complete the weekly Community Engagement Seminar series during the first year of enrollment
- Complete all successive courses and seminars the Program offers
- As a sophomore, junior and senior meet program hour requirements and fulfill a commitment to weekly community engagement with a local nonprofit organization during each year of enrollment at the University

Training is provided through Community Engagement Seminars in the first year, to effectively prepare Scholars to be thoughtful, empathetic, impactful, and culturally responsive in their community engagement activities while also building the critical thinking skills necessary to take full advantage of this unique opportunity.

Community Engagement partnerships at local nonprofits are developed with and for Sophomore, Junior, and Senior Scholars by staff at Fisher's Institute for Civic and Community Engagement. Experiences are designed to provide academic enrichment and preparation for career and leadership, as Scholars give back to the Greater Rochester community and continue the great tradition of community engagement with local leaders. Specific information about completion of community engagement hours is provided by the Associate

Director of the Institute for Civic and Community Engagement.

Fisher Sponsored Transportation to Civic Engagement Sites

Scholars are ultimately responsible for finding their own transportation to off-campus programs/civic engagement sites. Nevertheless, subject to availability, budgeting limits and other transportation demands, St. John Fisher University will endeavor to provide transportation to off-campus programs for Scholars who live on campus. Fisher has no liability for any transportation method used by any student, other than transportation on official Fisher vehicles. Please plan accordingly.

Questions about the Fisher Service Scholarship Program can be addressed to the Institute for Civic and Community Engagement, by phone, 585-385-8050.

Service Scholar Program Courses

SERV-121 FY Service Learning Sem (0)

First seminar in the Service Scholars learning sequence. Provides continuing exposure to social issues and community opportunities.

Attributes: YLIB ZCIV

SERV-130C FY Service Learning Sem (.5)

This seminar builds on the materials learned in the Learning Community and SERV 121 to help students continue to develop their skill facilitating dialogue and group planning. Presentation of selected case studies and readings illustrating how to confront social issues and overcome adversity. Students draft a civic engagement plan for their own self-development.

Typically offered:
Spring

Attributes: YLIB ZCIV
Pre-requisites: SERV-121 D-

SERV-334 SR Service Learning Sem (.5)

This seminar, for seniors completing the Service Scholar program, typically uses a one-day workshop format. Students need to be designated as Service Scholars to enroll.

Attributes: YLIB ZCIV

SERV-495 Service Proj Indep Study (.5 TO 3)

This course will involve a separate community engagement or leadership experience. Completion of the Independent Study/Tutorial Authorization form is required. See the University Policy on Independent Study.

Typically offered:
Fall & Spring

Attributes: YLIB

SERV-495 Service Proj Indep Study (1 TO 3)

This course will involve a separate community engagement or leadership experience. Completion of the Independent Study/Tutorial Authorization form is required. See the University Policy on Independent Study.

Typically offered:
Fall & Spring

Attributes: YLIB

Sociology and Anthropology

Overview

Matthew Bereza, *Chair of the Division of Behavior Sciences*

The Anthropology/Sociology major offers students a broadly comparative and critical approach to understanding human behavior, cultural expression, and social organization—past and present. Combining the strengths of both disciplines, the program helps students make sense of a rapidly changing world by exploring complex questions about identity, inequality, community, and global systems.

Students gain foundational knowledge in cultural and biological anthropology, linguistic variation, and archaeology, while also investigating contemporary issues such as criminal justice, social media, public health, economic inequality, environmental change, and the dynamics of race, gender, and sexuality. Whether asking why our media is obsessed with crime, how drug use differs by social context, or how global labor markets transform local communities, students are encouraged to think critically and comparatively about human societies across time and space.

This major prepares students for diverse careers in law, human services, global health, education, journalism, and policy, while also developing the analytical and intercultural skills necessary for graduate study or engaged citizenship. Majors may also pursue focused tracks in human services or public and community health. A double major or minor in a complementary field is strongly encouraged.

Program Requirements

B.A. in Sociology and Anthropology

All courses that may apply to the major are included in the determination of the grade point average in the major.

Requirements

Foundations – *6 credits*

- SOCI 101D – Introduction to Sociology (3)
- ANTH 106D – P5 Cross Cultural Interaction (3)

Methods – *6 credits*

- SOCI 285 – Social Science Research Design & Methods (3)
- GTLY 330 – Cross Cultural Aging (3)

Theory Courses – *3 credits*

- SOCI 381 – My Life Thru Film (3)

Capstone – *3 credits*

- SOCI 419 – Department Capstone (3)

Electives – *15 credits*

FIVE of the following elective course options including **TWO** at the 300 level or beyond:

- ANTH 238 – Global Health (3)
- ANTH 241D – Medical Anthropology (3)
- ANTH 209 – World Cultures (3)
- WGST 275 – Indigenous Women Globally (3)
- POSC 233 – Central American Violence/Migration (3)
- SOCI 217D – Latino Healthcare Issues (3)
- SOCI 221 – Helping Professions in Action (3)
- SOCI 233 – Populations, Programs and Health (3)
- SOCI 314 – US Race Relations (3)
- SOCI 315 – Our Gendered World (3)
- SOCI 330 – Special Topics
- SOCI 344 – Social Determinants of Health & Healthcare (3)

No more than **TWO** of the following courses may be used as electives for the major:

- SOCI 2111 – Aging and Life Courses (3)
- SOCI 2323 – Multicultural Identities and Conflict (3)
- SOCI 2325 – Groups and Diversity (3)
- SOCI 2484 – Understanding Racism (3)
- SOCI 2424 – Death and Dying (3)
- SOCI 2425 – Understanding Families (3)

Total: 33 credits

Inclusive Childhood Education Major with a Liberal Arts Major/Concentration in Sociology and Anthropology

Students pursuing teaching certification in inclusive childhood education must declare either a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education majors who wish to pursue a ***dual major*** with sociology take all of the major requirements as listed above, in addition to meeting all of the inclusive childhood education requirements. If an inclusive childhood education major wishes to ***concentrate*** in sociology and anthropology, the department in conjunction with the education department, has outlined the following courses which meet the New York state requirement for a liberal arts concentration in this field. Students must earn grades of "C" or higher in all courses in the content area.

Foundations – *6 credits*

- SOCI 101D – P3 Introduction to Sociology (3)
- ANTH 106D – P5 Cross Cultural Interaction (3)

Electives – *24 credits*

Please select from the following elective course options including **TWO** at the 300 level or beyond:

- ANTH 209 – World Cultures (3)
- ANTH 238 – Global Health (3)
- ANTH 241D – Medical Anthropology (3)
- GTLY 330 – Cross Cultural Aging (3)
- SOCI 285 – Social Science Research Design & Methods (3)
- SOCI 217D – Latino Healthcare Issues (3)
- SOCI 221 – Helping Professions in Action (3)
- SOCI 233 – Populations, Programs and Health (3)
- SOCI 314 – US Race Relations (3)
- SOCI 315 – Our Gendered World (3)
- SOCI 330 – Special Topics
- SOCI 344 – Social Determinants of Health & Healthcare (3)
- SOCI 381 – My Life Thru Film (3)

Total: 30 credits

Minor

Minor in Sociology and Anthropology

Only one course taken to meet a major requirement may also be applied to the sociology and anthropology minor. If a student is a

criminology major and wishes to minor in sociology and anthropology, only SOCI 101D (or SOCI 103) may count for both the major and the minor.

A grade point average of 2.00 is required of courses taken at Fisher that may be applied to the minor.

Requirements

- SOCI 101D – Introduction to Sociology (3)
- ANTH 106D – P5 Cross Cultural Interaction (3)
- any **FOUR** ANTH and/or SOCI electives (12)*

Total: 18 credits

**Although these electives may be chosen at any level, all core foundational courses are excluded (Learning Community, Research-Based Writing, and Data Analysis courses).*

Note: *Students pursuing a minor in sociology and anthropology should consult with the division chair and their major advisors to determine the most appropriate courses for their academic program.*

Sociology and Anthropology Courses

SOAN-101D P3 Intro to Sociology (3)

This course provides students with a general introduction to the field of Sociology and the major concepts employed for studying the interrelations between the individual, groups, and society.

Formerly titled: P3 Sociology in the 21st Century

Typically offered:
Fall & Spring

Attributes: P3 YLIB

SOAN-106D P5 Cross-Cultural Interact (3)

This course examines how cultural differences affect intercultural understanding and cooperation in areas such as business, communications, and foreign aid.

Attributes: ISRS P5 YLIB

SOAN-209 P5 World Cultures (3)

This course provides an in-depth analysis of certain societies across major geographical and cultural regions. Students will address themes which both separate and unite diverse societies. Particular attention is given to ethnographic methods, interaction with unique value systems held by diverse societies, and the material culture that facilitates one's understanding these societies. Written ethnography and material culture are assessed in terms of the art and politics of social representation.

Attributes: P5 YLIB

SOAN-217D Latino Health Care Issues (3)

As the Latino population continues to grow in the U.S., an increasing number of community-based professionals (educators, social workers, health care providers) find themselves working in a variety of Latino community settings. Beyond Spanish language skills, developing cultural literacy represents a critical tool for effective interaction and communication. This course is designed to help students develop an appreciation for the dominant cultural traditions shaping the beliefs, values, and practices/customs of the many Latino communities and how different Latino communities vary from one another.

Must have a minimum of one semester of Spanish to register.

Typically offered:
Spring

Attributes: HHHD YLIB

SOAN-221 CC Helpng Professns Action (3)

This course helps students understand clients and caregivers in health care and human service organizations. Over the years clinics, hospitals, social work nonprofits, and government agencies have grown to serve more people. Longer periods of training and practice are required for the professionals, who utilize increasingly sophisticated technologies and techniques. A professional culture can develop that is very different from the lives of patients and clients. Organizations with religious roots have had to change as they have accepted government contracts to deliver services to people of different faiths, or no faith. Students will explore all the ways that communities have changed, and what this means for the organization and provision of health care and human services.

Attributes: CC YLIB

SOAN-233 Populat, Programs, & Hlth (3)

Targeted initiatives and programs that address specific health topics across a diversity of populations are an essential tool for public health professionals. Different communities and populations may require different approaches for purposes of health promotion and education. This course allows students to consider various population-level characteristics (such as language, gender norms, or family structure) that must be taken into account when designing interventions and programs. Students develop programs to reach and educate community members from specific populations about certain health conditions such as diabetes, alcoholism, or HIV/AIDS. Cultural sensitivity, empathy, and personal self-awareness are stressed as essential for this type of work.

Typically offered:
Spring

Attributes: YLIB

SOAN-233 CentrlAmViolence&Migration (3)

This course provides students with an introduction to the politics of Central America focusing on two of the biggest issues this region faces: violence and migration. Focusing on both the countries as individuals and Central America as a region the course explores domestic, regional, and international implications of these two issues as well as the various form it takes. Since the end of WWII, Central America has faced violence in a multitude of manners. During the Cold War Central America experienced civil wars, genocide, and state sponsored violence against its citizens. Since the end of the Cold War, political repression has continued to be a factor in the region but violence by gangs, drug traffickers, and femicide have swept the region. The high levels of violence combine with poverty, lack of economic opportunity, government corruption, and environmental disasters to drive high levels of migration

both within the region as well as to the United States. This course will explore those dynamics.

Attributes: YLIB

SOAN-238 P5 Global Health (3)

This course explores key elements of global health including tropical diseases, emerging infectious diseases, chronic disease transitions, environmental health threats, healthcare access, healthcare policy and administration, and cultural dimensions of health in diverse social environments and international political contexts. Questioning the distinction between “international” and “global” health, this course emphasizes both disagreements and commonalities in promoting health among diverse, under-resourced, and challenging populations.

Typically offered:
Fall

Attributes: P5 YLIB

SOAN-241D P3 Medical Anthropology (3)

Medical anthropology explores health and medical issues from a cross-cultural and evolutionary perspective, highlighting the diverse ways in which different cultures deal with human conditions of illness and disease. The focus is on the intersection between culture and biology. Topics include traditional healing practices, social epidemiology, relationships between humans and other primates, and the effects of globalization on disease transmission and treatment.

Attributes: HHCF P3 YLIB

SOAN-275 P5 IndigenousWomenGlobally (3)

This course is designed to expose the students to the richness of the culture and literatures of women from indigenous communities, such as Native Americans, Australian Aborigines, and Dalit women from India. We will consider the systemic oppression that they have been and continue to be subject to due to race, caste, gender, and class. The traditional and historical status of these women in relation to their social, economic and political status today will be discussed. These silenced voices will be presented and analyzed in the individual stories, memoirs, songs, poetry, and fiction of women from specific indigenous communities.

Attributes: P5 WGST YLIB ZCIV

SOAN-285 Soc Research Design & Meth (3)

This course is designed for majors and minors in Criminology, Criminal Justice, and Sociology. It provides the methodological foundation for much of the course content in those programs. Completing this course will, therefore, prepare students to better understand the content of those courses and to further develop their own critical-analytical skills. There is an emphasis in this course on experimental and quasi-experimental research designs. These are the principle tools for establishing causal relationships for explaining specific outcomes, such as the impact of community policing on violent crime, the effectiveness of child protective services with immigrant families, or the impact of bail reform. The central goal in this course is for students to walk away with a general sense of how criminologists, criminal justice professionals, and sociologists test their beliefs and knowledge about general social phenomena, such as crime, criminal behavior, the criminal justice system.

Attributes: YLIB ZRES

SOAN-314 US Race Relations (3)

Race remains one of the most influential social categories and controversial topics in US society today. For this reason, to understand US society it is necessary to seriously consider the role race and race relations. Students in “US Race Relations” will examine contemporary patterns of institutional racism and systematic inequality alongside interpersonal forms of discrimination, prejudice and stereotypes. The notion of race as a social construction will be emphasized and this will be placed in a broader sociohistorical context. The intersections of race with other forms of social inequities (for example, gender-based inequality) will also be considered.

Attributes: WGST YLIB
Pre-requisites: SOCI-101D D- OR SOCI-101T D- OR SOCI-103 D-

SOAN-315 Our Gendered World (3)

Gender is a major organizing factor across all societies. This course examines genders as social constructions, focusing on how notions of gender change over time and vary across societies. This contrasts with perspectives that frame gender as a fixed biological category. Students consider how gender inequalities take form through social patterns, and examine how hierarchical gender systems are reproduced via links between social structures and interpersonal experiences.

Typically offered:
Spring

Attributes: WGST YLIB
Pre-requisites: SOCI-101D D- OR SOCI-101T D- OR SOCI-103 D-

SOAN-330 Cross Cultural Aging (3)

This course examines aging in various social and cultural contexts worldwide, as well as within the U.S. Particular attention is given to transformations associated with demographic and other societal changes. Among the various topics in the course are: longevity, meanings of aging and the life course, the social status of elders, migration and aging, the family, the law, gender and sexuality, spirituality and aging, and formal and informal care.

Attributes: YLIB
Pre-requisites: -

SOAN-330 Special Topics (3)

SOCI 330: Fall 2013 Topics

Section 01 Topic: Punishment Perspectives
In this class, the student will examine the sociology of punishment. This is an upper-level undergraduate course, and it is expected that students will read and critically examine both the classics in the field and current theoretical developments, in the United States and beyond. The student will be challenged to understand the socio-historical context of various theoretical developments and to compare and contrast perspectives. Emphasis also will be placed on identifying and critiquing the policy implications associated with punishment perspectives. At the same time, substantial coverage will be given to the system’s increasing reliance on community-based sanctions and release mechanisms. The administrative and operational elements of community sanctions and release mechanisms will be examined, as will the legal and treatment–oriented conditions associated with doing time in the community. Particular attention will be given to the latest developments in community-based sanctions and evaluation research relating to their effectiveness.

Section 02
Spring 2013 Topic: Religion and Society
The purpose of this special topics course, Religion and Society, is to explore a variety of religious institutions, communities, practices and beliefs across society. The emphasis will be on contemporary developments and the ways in which religious communities have

adapted themselves to modern life in an advanced capitalist society. Students will consider their own faith traditions in the context of other faith traditions.

Attributes: YLIB
Pre-requisites: SOCI-101D D- OR SOCI-101T D- OR SOCI-103 D-

SOAN-344 Soc Determ Hlth & Healthcr (3)

A basic premise of this course is that health needs and health outcomes at the individual, community, and population levels depend significantly on the social, economic, and environmental conditions under which people live and work. Students examine the critical connections between health outcomes and a range of factors such as poverty, illiteracy, health literacy, malnutrition, inadequate housing, and low-paid, unstable employment. A basic aim of this course is to consider such factors in relation to the incidence of infectious and chronic diseases with the goal of developing effective prevention strategies to promote healthy individuals and communities. Students in this course thus consider (a) how social, economic, and environmental conditions contribute to the spread of disease, (b) how societies contribute to the perpetuation of these conditions, and (c) what strategies and policies have proven effective in alleviating morbidity and mortality for populations living under these conditions.

Typically offered:
Variable

Attributes: YLIB

SOAN-381 Your Life Thru Film (3)

Your Life Thru Film introduces students to key theories and paradigms that continue to shape sociological analysis. From Marx, Weber, and Durkheim forward, these theories and paradigms frame social research and generate a range of influential perspectives for understanding and interpreting the social world. On the one hand, students will examine the concepts and detailed arguments underlying particular theoretical traditions. This will inform students about the unique contributions of key theorists and how sociological thought continues to evolve and develop. On the other hand, students will apply these concepts and arguments to particular social topics, such as the war on drugs, teen pregnancy, or US race relations. This will inform students about the practical uses of these theoretical traditions for guiding research and for linking the results of one’s research to a larger body of literature.

(This course was formally known as ‘Thinking Sociologically,’ students may only receive credit for this course once).

Attributes: YLIB
Pre-requisites: SOCI-101D D- OR SOCI-101T D- OR SOCI-103 D-

SOAN-419 Department Capstone (3)

The purpose of this course is to provide students in the Sociology major with a cumulative experience that requires them to analyze certain topics within the conceptual framework of the discipline.

Attributes: YLIB
Pre-requisites: -

SOAN-2111 Aging and Life Courses (3)

In Citizenship and Civic Engagement courses, students will gain the knowledge, skills, and perspectives they need to become contributing citizens in a diverse and complex society. These experiences help ensure a commitment to collaboratively working across and within community contexts and structures to achieve civic aims in a democracy.

Aging is not simply a physical and biological phenomenon, it is also shaped by social processes at both the individual and societal

level. This course is designed to provide students with an overview of some of the major concepts, theories, issues and research findings relating to aging and the life course, especially as viewed by sociologists. Additionally, the students will also learn about issues of aging by meeting regularly with elders in the surrounding community as part of the CEL component of the course.

Among the different topics examined in the course are: social and cultural dimensions of aging, stereotyping and ageism, important social policy issues relating to the elderly; and specific topics such as: demographic factors; aging and the family; aging, health and healthcare issues; diversity in the aging experience; intergenerational equity issues, and policy and politics of aging.

Attributes: CCE YLIB

SOAN-2323 Multicltr Ident & Conflict (3)

This course explores how the members of societies, cultures, and nations navigate the diversity of their identities, understand the goals of equity, and engage with one another for full inclusion. These three spheres – society, culture, and nation – are the principle arenas in which a diversity of communities compete for recognition, respect, resources, and power. Students explore how debates and conflicts over diversity, equity, and inclusion take shape in each of these arenas and how the lives of everyone are impacted by the consequences of these debates and conflicts.

Attributes: DEI YLIB

SOAN-2325 Groups and Diversity (3)

In Diversity, Equity, & Inclusion courses, students will develop the understanding necessary to participate in a variety of diverse communities. Students will use these learning experiences to increase their self-awareness; that is, to understand and explore the cultural basis of their own values, beliefs, and priorities. The course asks students to work closely and productively with others, in order to recognize, understand, and address complex problems from a variety of perspectives. In applying these approaches, students develop the practice of successful collaboration, which includes self-awareness and an understanding of the relationship between individual initiative and the potential of working with different others (across disciplinary approaches and alongside disagreement).

Typically offered:
Spring

Attributes: DEI YLIB

SOAN-2424 Death and Dying (3)

This course examines how individuals and societies respond to death, dying, and bereavement. Particular attention is given to the experience of people who have reached an advanced age, but the course more generally studies individuals whose functional abilities have severely declined and who are approaching death. Students analyze issues and controversies pertaining to old age, death, and dying within a framework for ethical decision-making that encompasses four ethical standards of reasoning. These are (1) a utilitarian approach, (2) a duties approach, (3) a rights approach, and (4) a justice/fairness approach. Among the topics and controversies addressed in this course are suicide, euthanasia, and end-of-life ethical debates along with how different institutions and professionals manage death and dying across different cultural settings.

Typically offered:
Fall

Attributes: ER YLIB

SOAN-2425 Understanding Families (3)

This course explores varying types of families in contemporary US society and transnationally. Students will consider a range of studies of families that incorporate qualitative and quantitative methods, along with different study designs. Explorations of how researchers frame their understanding of families, develop research questions, and conceptualize families will shape this course. The ethical implications pertaining to studies of families—and human subject research more generally—will also be considered. In Ethical Reasoning courses, students will examine the moral aspects of situations specific to the coursework and participate in ethical reasoning and problem-solving to address them. In this process, students will develop an awareness of ethical perspectives and common ethical dilemmas, acquire knowledge of relevant values, ethical standards, and obligations, and apply different methods and approaches to decision-making that produce ethically justifiable results. Students will also reflect upon their own values and the significance of ethical reasoning for their personal, professional, and civic lives. The Ethical Reasoning Core Area addresses two of the All College Learning Outcomes (ACLOs): Ethical Reasoning and Integrative and Applied Learning. These outcomes are linked to specific student learning outcomes at the course level.

Attributes: ER YLIB

SOAN-2484 Understanding Racism (3)

Racism is a highly contentious and divisive notion. The purpose of this class is to understand what racism is, how racism works, and why racism persists. For this, students explore a variety of perspectives and multiple methods of investigation. These perspectives include interpersonal racism, systemic racism, intersectionality, and critical race theory. Methods of investigation include qualitative and quantitative techniques for operationalizing, observing, measuring, and analyzing racism. While the focus of this class is contemporary US society, we also consider historical US racism and racism in other societies. Comparisons with the past and with other societies allows students to better understand which features of contemporary US racism are unique and which are shared by others.

Typically offered:
Spring

Attributes: ER YLIB

Spanish

Overview

Carolyn Vacca, *Chair of the Division of Humanities*

The B.A. in Spanish is part of the Department of Modern Languages and Cultures prepares students to participate in today's global society. Knowledge of other languages and cultures is an invaluable asset for any career path not to mention a rewarding learning experience. In addition, we also offer the three minors: a minor in languages and cultures, a minor in Spanish, and a minor in Spanish/Latino culture for the health professions.

The flexibility of our programs allows students to relate their linguistic proficiency and cross-cultural understanding within the career of their choice in the natural and social sciences, humanities, nursing business, education and creative arts. Language courses develop communication skills, critical thinking, analytical capabilities, and intercultural awareness applicable to any realm of study and professional field.

Program Requirements

B.A. in Spanish

All courses required for the major and all the electives that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Spanish Core – *6 credits*

- LSPN 211 – P5 Intermediate Spanish I (3)*
- LSPN 212 – P5 Intermediate Spanish II (3)

**LSPN 211 requires completion of LSPN 112 - P5 Elementary Spanish II, or equivalent proficiency. Students with the ability to begin coursework above the 211 level should consult with the chair or any Spanish faculty member for appropriate course substitutions.*

Spanish Electives – *18 credits*

SIX LSPN elective courses, at the 200 level or above; at least FOUR of which must be at the 300 level or above.

Spanish Seminar – *3 credits*

- LSPN 440 – Seminar on Hispanic Studies (3) *(Must be completed at Fisher)*

Perspectives – *6 credits*

Choose **TWO** courses from the following:

- One course in any language other than Spanish or English (3)
- Any LLIT course (3)
- ANTH 204D – P5 Studying Languages (3)
- ANTH 209 – P5 World Cultures (3)
- ANTH 237 – Language and Society (3)
- CLST 200C – P5 Worlds of Greece and Rome (3)
- ENGL 203C – History of the English Language (3)
- ENGL 248 – P5 World Literature (3)
- ENGL 284 – P5 Global Business Writing (3)
- ENGL 337 – Ethnic Literature (3)
- ENGL 347 – Studies in Postcolonialism (3)
- HIST 223 – P5 Culture and Cuisine (3)
- HIST 298D – New York State History (3)
- HIST 300 – Modern World: Geography and Politics (3)
- Any ISPR course (3)*
- POSC 218 – P3 International Relations (3)
- POSC 235D – P5 European Politics
- POSC 335 – Politics of the European Union (3)
- PSJS 260 – Global Issues in P&SJ (3)
- SOCI 217D – Latino Health Care Issues (3)
- SOCI 315 – Our Gendered World (3)
- SPST 265 – P5 International Cultures and Sport (3)**
- WGST 270 – Gender and Culture (3)
- WGST 275 – Indigenous Women Globally (3)

**Except ISPR 475, 476, 477, and 490.*

***A week long international trip, usually taken over spring break, is a required component of the course. Additional fees apply.*

Semester Abroad Component

All language majors are strongly encouraged to complete at least one semester abroad as a way to immerse themselves in the language and culture. Up to nine credits for advanced language and culture courses may be applied to the major from study abroad.

Total: 33 credits

To double major in a second modern language, students should consult with the department chair for a mapping of required courses.

Inclusive Adolescence Education Dual Major/Concentration in Spanish

Students pursuing teaching certification in inclusive adolescence education (Spanish) may ***dual major*** in inclusive adolescence education and Spanish (major requirements as listed above) or they may opt to complete a language ***concentration***. Either choice results in the *Bachelor of Science* degree. In addition to meeting all of the inclusive adolescence education requirements (see Inclusive Adolescence Education for details), the Department of Modern Languages and Cultures in consultation with the education department, has outlined the following courses for the foreign language concentrations which meet the New York state requirement for foreign language certification. **Note that the Oral Proficiency Interview (OPI) in Spanish is required for either the dual major or the concentration in the language, and the student must obtain a minimum of "Advanced Low" in order to meet graduation requirements.**

Requirements

- LSPN 211 - P5 Intermediate Spanish I (3)*
- LSPN 212 - P5 Intermediate Spanish II (3)
- LSPN 230P - P1 Hispanic/Latino Vistas: Film and Literature (3)
- LSPN 311 - Advanced Spanish I (3)
- LSPN 312 - Advanced Spanish II (3)
- LSPN 320 - Readings in Hispanic Literature (3)
- LSPN 330 - Discovering Spain (3)
- LSPN 340 - Topics in Hispanic Studies (3)
- LSPN 440 - Seminar on Hispanic Studies (3)
- LSPN 480 - Senior Capstone (3)

Total: 30 credits

**LSPN 211 requires completion of LSPN 112 - P5 Elementary Spanish II, or equivalent proficiency. Students with the ability to begin coursework above the 211 level should consult with the chair or any Spanish faculty for appropriate course substitutions.*

A study abroad semester is strongly encouraged. Up to 9 credits for courses taught in Spanish may be applied to the major from study abroad.

Inclusive Childhood Education Dual Major/Concentration in Spanish

Students pursuing teaching certification in inclusive childhood education must declare either a second major or a concentration in a liberal arts field. Either choice results in a *Bachelor of Science* degree. Inclusive childhood education major who wish to pursue a ***dual major*** with Spanish take all of the major requirements as listed above in addition to meeting all of the inclusive childhood education requirements (see Inclusive Childhood Education for details). If an inclusive childhood education major wishes to complete a

concentration in Spanish, the Department of Modern Languages and Cultures in consultation with the Education Department, has outlined the following courses which meet the New York state requirement for a liberal arts concentration in this field. Students must earn grades of "C" or higher in all courses in the content area.

Requirements

- LSPN 211 - P5 Intermediate Spanish I (3)*
- LSPN 212 - P5 Intermediate Spanish II (3)
- **SIX** LSPN Electives at the 200 level or above, at least FOUR of which must be at the 300 level or above (18)
- LSPN 440 - Seminar on Hispanic Studies (3)
- Choose **ONE**:
  - A course in a language other than Spanish or English (3)
  - A course taught in English from the Spanish major's *Perspectives* area (see choices under Spanish major) (3)

Total: 30 credits

**LSPN 211 requires completion of LSPN 112 - P5 Elementary Spanish II, or equivalent proficiency. Students with the ability to begin coursework above the 211 level should consult with the chair or any Spanish faculty for appropriate course substitutions.*

A study abroad semester is strongly encouraged. Up to 9 credits for courses taught in Spanish may be applied to the major from study abroad.

Minor

Minor in Spanish

A minor in Spanish consists of six Spanish courses (18 credits) with at least one of the courses at or above the 300 level. Only courses taught in Spanish may count toward this minor.

A study abroad semester is strongly encouraged. Up to six credits of coursework taught in Spanish may be applied to the minor from study abroad.

Students choosing to do the minor in Spanish may not do the minor in Spanish/Latino Culture for Health Professions.

Total: 18 credits

Note: *A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.*

Spanish Courses

LSPN-111 P5 Elementary Spanish I (3)

The introductory two-course sequence is designed to cover thoroughly the basic elements of Spanish structure and to introduce the student to a variety of cultural aspects of the Spanish-speaking world. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. This course is the first part of the elementary sequence; students are highly advised to continue with LSPN 112 in the following semester to avoid the loss of language structures.
PLACEMENT: No previous study of Spanish or up to 2 years (Level II) of Spanish study in high school.

Typically offered:
Fall, Spring & Summer

Attributes: P5 YLIB

LSPN-112 P5 Elementary Spanish II (3)

The introductory two-course sequence is designed to cover thoroughly the basic elements of Spanish structure and to introduce the student to a variety of cultural aspects of the Spanish-speaking world. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. This course is the second part of the elementary sequence.
PLACEMENT: This course requires the previous completion of LSPN 111, or college credit earned for Spanish at the 111 level, or at least 3 years (Level III) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Typically offered:
Fall, Spring & Summer

Attributes: P5 YLIB
Pre-requisites: -

LSPN-211 P5 Intermediate Spanish I (3)

The intermediate two-course sequence is designed to strengthen and advance student's communication abilities in Spanish as well as intercultural competencies. This is a bridge course between lower and upper division Spanish classes designed to provide a review and expansion of the four communicative skills (listening, speaking, reading, and writing) with an emphasis on Spanish grammar acquisition and vocabulary building. Cultural awareness is emphasized through the use of authentic materials from the diverse cultures and geographies of the Spanish-speaking world.
PLACEMENT: This course requires the previous completion of LSPN 112, or college credit earned for Spanish at the 112 level, or at least 4 years (Level IV) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Typically offered:
Variable

Attributes: P5 YLIB
Pre-requisites: -

LSPN-212 P5 Intermediate Spanish II (3)

The intermediate two-course sequence is designed to strengthen and advance student's communication abilities in Spanish as well as intercultural competencies. This is a bridge course between lower and upper division Spanish classes designed to provide a review and expansion of the four communicative skills (listening, speaking, reading, and writing) with an emphasis on Spanish grammar acquisition and vocabulary building. Cultural awareness is emphasized through the use of authentic materials from the diverse cultures and geographies of the Spanish-speaking world.
PLACEMENT: This course requires the previous completion of LSPN 211, or college credit earned for Spanish at the 211 level, or at least 5 years (Level V) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Attributes: P5 YLIB

Pre-requisites: -

LSPN-213 The Spanish-Speaking World (3)

Students will explore the material and human diversity of the Spanish-speaking world through examples from geography, culture, history, politics, visual media, linguistics, current events, architecture, and everyday life. The course emphasizes cross-cultural interactions among Spain, Latin America, and the United States. Students will develop intercultural competence and intermediate communicative proficiency in Spanish through speaking, listening, reading, and writing activities. Taught in Spanish. Recommended prior experience or coursework: While the course has no formal prerequisite, students are expected to have completed at least four years of high school Spanish or earned college credit for Elementary Spanish II (112) or an equivalent level. Students who are unsure of their proficiency level, or who have learned Spanish at home, are encouraged to take Fisher's placement test for appropriate placement. For questions or concerns about placement, students are welcome to contact the instructor.

Attributes: YLIB

LSPN-214 Conversational Review (3)

This highly interactive, student-centered course is designed to help you improve your oral communication skills in Spanish. The course focuses on broadening vocabulary and increasing oral fluency and accuracy through grammar review and a focus on major communicative functions at the intermediate level. PLACEMENT: This course requires the previous completion of LSPN 112, or college credit earned for Spanish at the 112 level, or at least 4 years (Level IV) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB

LSPN-219 Spanish for the Workplace (3)

This intermediate course is designed to use job specific Spanish for students who wish to communicate more effectively with members of the Spanish-speaking population while on the job, in public situations, and at the workplace. Topics include legal system, community and law enforcement, banking and finance, housing and real estate, technology and mass communication, human resources. Required background experience: At least 4 years (Level IV) of high school Spanish, or at least 2 semesters of college Spanish, or transfer credit earned at the 112 level, or qualifying score on placement exam.

Attributes: YLIB

LSPN-230P P1 Hisp/Latino-Film&Lit (3)

This course examines the images of and the attitudes toward Spanish-speaking peoples within Hispanic/Latino communities in the United States and in the rest of the world. Films and works of literature will be studied as sources of information, and students will investigate and analyze the portrayal of Hispanic/Latino peoples in literary and cinematic media. Includes both written and oral presentations. All films in Spanish with English subtitles. Taught in Spanish.
PLACEMENT: This course requires the previous completion of LSPN 211, or college credit earned for Spanish at the 211 level, or at least 5 years (Level V) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Typically offered:
Fall

Attributes: ISRS P1 WGST YLIB
Pre-requisites: -

LSPN-232 Spanish for Business I (3)

This two-course sequence introduces essential and practical vocabulary specifically pertaining to the worlds of business, accounting, and finance. There is a review of basic grammar in order to enhance effective communication skills. We will present typical situations that business professionals may encounter at their workplace, through business travel, and with business partners abroad. Through oral, visual, and written practice students will achieve practical use of Spanish within the business world. Taught in Spanish. PLACEMENT: This course requires the previous completion of LSPN 112, or college credit earned for Spanish at the 112 level, or at least 4 years (Level IV) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB

LSPN-233 Spanish for Business II (3)

This course is the second part of the sequence. We will continue learning vocabulary as it pertains to banking, accounting, and finance while also applying Spanish grammar. A focus will be to apply learned concepts through the use of dialogues, interviews, and community outreach. It is also important for students to build cultural awareness in doing business abroad as well as in Spanish-speaking communities in the United States. A Community-Engaged Learning experience will be embedded in the course. By the end of the course, students will feel confident using their Spanish business, communicative skills in the professional world.

Attributes: YLIB
Pre-requisites: LSPN-232 D-

LSPN-235 ConverSpan Health I (3)

This two-course sequence facilitates effective communication between patients and their healthcare professionals (nurses, physicians, psychologists, pharmacists, counselors, and administrative staff) through emphasis on basic, practical language needed to communicate with Spanish-speaking patients and their families in various settings. This course is the first part of the sequence. Taught in Spanish.

PLACEMENT: This course requires the previous completion of LSPN 112, or college credit earned for Spanish at the 112 level, or at least 4 years (Level IV) of Spanish study in high school, or qualifying score on placement test if the language was learned at home.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: -

LSPN-236 Conver Span Health II (3)

This two-course sequence facilitates effective communication between patients and their healthcare professionals (nurses, physicians, psychologists, pharmacists, counselors, and administrative staff) through an emphasis on the basic practical language needed to communicate with Spanish-speaking patients and their families in various settings. A Community-Engaged Learning experience will be embedded in the course. This course is the second part of the sequence.

Typically offered:
Spring

Attributes: YLIB
Pre-requisites: LSPN-235 D-

LSPN-311 Advanced Spanish (3)

This course offers continued, advanced level work in speaking, listening, reading, and writing skills through a variety of cultural materials and projects. Taught in Spanish.
PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB
Pre-requisites: -

LSPN-312 Spanish Conversation (3)

This course aims to improve oral skills and fluent use of the language through class discussions, simulation, interviews, and other interactive activities. Students put into practice key elements of communication in standard spoken Spanish. Taught in Spanish.
PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB
Pre-requisites: -

LSPN-318 NYC in Hispanic Lit & Film (3)

Considered by many as the “Center of the World” in the 20th century, New York City has also become a gathering place for numerous artists from around the globe. This course examines the representations of New York City in selected texts, films, music, and other cultural expressions by Spanish, Latin American, and Latino artists. Taught in Spanish.
PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB
Pre-requisites: -

LSPN-320 Readings in Hispanic Lit (3)

This course develops students’ language skills as well as cultural awareness through a selection of representative works of the literatures of Spain and Latin America, with an emphasis on authors from the 1800s to the present. Students read and discuss a variety of genres (fiction, poetry, drama, and nonfiction) which illustrates the diversity and power of literary texts. Close reading and critical thinking will provide a broader understanding of cultural and social realities on both sides of the Atlantic. Taught in Spanish.
PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB
Pre-requisites: -

LSPN-340 Topics in Hispanic Studies (3)

Advanced course examining a specific topic or area in linguistic, literary, or cultural studies in the Spanish-speaking world. Course content will vary. May be repeated for credit when topic is different. Taught in Spanish.

PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

202501 Section 01: Topic: Spanglish Vibes: Jamming with Language in the USA

This course explores the influence of Spanish in the United States, examining the structures and forms of Spanish varieties within the country, as well as analyzing Spanish in contact with English across different dialects. Topics include Spanish as a heritage language, its teaching and maintenance, code-switching, borrowing, and bilingualism. Through lectures, discussions, and interactive activities, students will develop critical thinking skills essential for navigating our interconnected world, fostering empathy, and promoting cross-cultural communication and understanding. Furthermore, active participation in local initiatives such as language exchange programs and cultural events enhances students' understanding of the dynamic interplay between Spanish and English in the USA, deepening their grasp of the linguistic complexities inherent in American society.

Typically offered:
Fall

Attributes: YLIB
Pre-requisites: -

LSPN-360 Intro to Translation (3)

This course is designed to be an introduction to the main concepts and methods of translation both into and from the target language. The course provides students with hands-on manipulation of grammatical, lexical, and cultural aspects through the practice of translation. It also examines This course is designed to be an introduction to the main concepts and methods of translation both into and from the target language. The course provides students with hands-on manipulation of grammatical, lexical, and cultural aspects through the practice of translation. It also examines several specialized uses of Spanish (scientific, financial, legal, literary, etc.).
Taught in Spanish
PLACEMENT: This course requires the previous completion of LSPN 212, or college credit earned for Spanish at the 212 level, or at least 6 years of Spanish study at any time, or qualifying score on placement test if the language was learned at home.

Attributes: YLIB

LSPN-374 Exploring Spain (3)

This course immerses students in an analysis of Spanish history, geography, culture, civilization, and the arts. Through readings, lectures, interviews, and debates, students engage in discussions to explore the rich and varied cultural heritage of Spain.

Attributes: YLIB

LSPN-440 Sem in Hispanic Studies (3)

Advanced seminar examining a specific topic or area in linguistic, literary, or cultural studies in the Spanish-speaking world. Course content will vary. May be repeated for credit.

Fall 2020 Topic: Spanish Linguistics
This course offers an overview of the main areas of the field, including semantics, history of the language, dialectology, sociolinguistics, and second language acquisition. It also exposes students to the different varieties of the Spanish-speaking world.

Attributes: YLIB

LSPN-490 Internship (1 TO 3)

Enables students to apply and enhance their language usage at a work setting and to fulfill the requirements for the Spanish for Health Professions minor or certificate.

Typically offered:
Variable

Attributes: YLIB

LSPN-496 Independent Study (1 TO 3)

This course provides the opportunity for investigation of a special topic or project of interest to a student and a supervising Spanish faculty member. Students must contact the faculty member and request permission to register. Students must complete prepare a course proposal. Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Variable

Attributes: YLIB

Spanish/Latino Culture for the Health Professions (Minor/Certificate Program)

Overview

Carolyn Vacca, *Chair of the Division of Humanities*

Minor

The departments of nursing, modern languages and cultures, and sociology have developed a sequential program to prepare students in the health professions for the realities of the workplace, which include a growing Spanish-speaking population. While the curriculum closely parallels that in the nursing program, it also serves other health-related programs offered by the University, such as biology, chemistry, public health, psychology, and sociology.

The minor (18 credits) includes Spanish language training, Latino cultural practice, specialized health-related vocabulary, and public health issues.

Certificate

The certificate program (15 credits) targets working individuals who seek employment or are currently employed in a health-care setting. Many area health-care institutions currently offer a tuition assistance program to their employees. Certificate applicants must take the Spanish language courses at Fisher or receive the permission of the chair.

Language Placement and Course Sequencing Guidelines

Proper language placement is crucial to enhance the educational experience, as well as the professional preparedness, of our students. Fisher students are placed in language courses based upon their demonstrated level of proficiency. Students who wish to continue language study are strongly advised to enroll in language courses during their first year at Fisher to avoid problems with retention of foreign language structures. Students who believe themselves to have been misplaced should contact the department chair. Students may also apply to be placed at a more advanced level if they consider themselves capable of higher-level performance.

Please note that placement and transfer credit are not equals (e.g., a student may be placed in a language course at the 112 level, but will only receive credit for the 111 course if the student has earned a grade of "C" or better in a college-level equivalent course and an official college transcript has been sent to St. John Fisher University, or with a qualifying score on a related Advanced Placement (AP), International Baccalaureate (IB), or College Level Exam Program (CLEP) official score report, or other credit-by-examination sources accepted by Fisher. Credit for foreign language courses may also be earned through the American Council on the Teaching of Foreign Languages (ACTFL). Consult the Transfer Credit Policies page for more information.

Language courses must be taken in the appropriate order. Course numbering recognizes the importance of sequencing (111, 112, 211, 212). After successfully completing coursework at one level, a student may not get credit for a lower-level course (e.g., a student who has completed Spanish 112 may not get credit for Spanish 111). Any special cases should be referred to the chair.

Proficiency Level and Placement Guidelines

Guidelines for language placement are as follows:

- Students with no previous language study can register for the Elementary I language course of their choice.
- Students who wish to continue study in a language begun in high school (grades 9-12) may choose to be placed into the appropriate level at Fisher based on one of the following options:
  - Number of years of a language taken in high school (refer to the information below).
  - Fisher language placement/proficiency exam score (see the Language Placement/Proficiency Exam page for details).
  - AP/IB/CLEP examination scores (refer to the information below).

Placement at the 111 Level

- No previous study of the language ***- or -***
- Up to 2 years (Level II) of language study in high school (9–12)

Placement at the 112 Level

- 3 years (Level III) of language study in high school ***- or -***
- Qualifying score on Fisher placement/proficiency exam ***- or -***
- College credit earned for language at the 111 level

Placement at the 211 Level

- 4 years (Level IV) of language study in high school ***- or -***
- Qualifying score of Fisher placement/proficiency exam ***- or -***
- AP exam score of 4, or college credit earned for language at the 112 level

Placement at the 212 Level

- 5 or more years of language study at any time in high school ***- or -***
- Qualifying score on Fisher placement/proficiency exam ***- or -***
- AP or IB (higher level) exam score of 5, CLEP score of 50+, or college credit earned for language at the 211 level

Placement at the 300 Level

- Contact the chair or any Spanish faculty member for appropriate placement advice

Program Requirements

Minor in Spanish/Latino Culture for Health Professions

Requirements

- Choose **THREE** electives from **any** LSPN course
- LSPN 235 – Conversational Spanish for Health I (3)**
- LSPN 236 – Conversational Spanish for Health II (3)
- SOCI 217D – Latino Health Care Issues (3)

Total: 18 credits

**According to the student's proficiency level when entering the program; see* Language Placement and Course Sequencing Guidelines.

***LSPN 235 requires previous completion of LSPN 112 – P5 Elementary Spanish II, or equivalent proficiency. Students with the ability to begin the program at the 235 level should consult with the director for appropriate advising.*

NOTE: *No more than one course used for the Spanish major may also be used for this minor*

Students choosing to do the minor in Spanish may not do the minor in Spanish/Latino Culture for Health Professions.

Students choosing to pursue Spanish as the Single Language Track in the Languages and Cultures minor may not do the minors in Spanish nor Spanish/Latino Culture for Health Professions.

A study abroad semester is strongly encouraged. Up to 6 credits may be applied to this minor from study abroad.

Spanish/Latino Culture for Health Professions Certificate

Requirements

- Choose **TWO** electives from **any** LSPN course
- LSPN 235 – Conversational Spanish For Health I (3)**
- LSPN 236 – Conversational Spanish For Health II (3)
- SOCI 217D – Latino Healthcare Issues (3)

Total: 15 credits

**According to the student's proficiency level when entering the program; see* Language Placement and Course Sequencing Guidelines.

***LSPN 235 requires previous completion of LSPN 112 – P5 Elementary Spanish II, or equivalent proficiency. Students with the ability*

to begin the program at the 235 level should consult with the chair or any Spanish faculty member for appropriate advising.

Spanish/Latino Culture for the Health Professions (Minor/Certificate Program) Courses

Sport Management

Overview

Clair Smith, *Chair of the Division of Social Sciences*

The sport management department offers a Bachelor of Science in Sport Management. This major provides students with the opportunities to study the business aspects of sport and the role of sport in society. It also allows students to explore career opportunities through coursework and practical experience. The sport industry encompasses activities and organizations ranging from local youth programs to professional sports leagues, and represents a large and growing share of economic activity. Students will examine common principles in the sport industry (management, marketing, finance, law) and apply them to the various segments of the industry (amateur and professional, events and facilities, sport management and marketing agencies, and sporting goods). Sport occupies a prominent role in our popular culture, both reflecting and influencing it. As such, students will critically analyze societal issues such as drugs, violence, gambling, and discrimination based on race, ethnicity, and gender.

The sport management major is designed to provide students with a broad-based foundation of knowledge in the liberal arts and in business, and will prepare students for employment in the $200-billion sport industry. The curriculum stresses strong writing and oral communication skills, as well as the computer skills necessary to effectively communicate ideas in today's work environment.

Program Requirements

B.S. in Sport Management

For students majoring in sport management, all courses designated as sport management (SPST) that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Sport Management Courses – *40/43 credits*

- SPST 100 – Introduction to Sport Management (3)
- SPST 105 – Sport Industry Seminar (3)
- SPST 215 – Budgeting and Planning in Sport (3)
- SPST 240 – Sport Law (3)

- SPST 245 – Software in Sport (3)
- SPST 280 – Theory and Behavior of Sport Organizations (3)
- SPST 320 – Sport Marketing and Promotions (3)
- SPST 380 – Sales and Client Services (3)
- SPST 390 – Practicum (3)
- SPST 395 – Research in Sport (3)
- SPST 401 – Sport Business and Finance (3)
- SPST 421 – Capstone in Sport (1)
- SPST 422 – Leadership in Sport (3)
- SPST 490 – Internship (3–6)

Electives – *15 credits*

Choose FIVE sport management electives.

Electives

- SPST 140 – Athletes as Activists (3)
- SPST 190 – Exploration in Sport (3)
- SPST 201P – P3 Sport and Society (3)
- SPST 203 – History of Sport (3)
- SPST 205 – CC Gender and Sport (3)
- SPST 212 – Psychology of Sport (3)
- SPST 232 – Intercollegiate Athletics (3)
- SPST 233 – Esports & Creators(3)
- SPST 235 – Ethics in Sport (3)
- SPST 261 – Parks & Recreation (3)
- SPST 265 – P5 International Cultures & Sport (3)
- SPST 270 – P5 Cultural Understanding Through Sport Film (3)
- SPST 375 – Sport and Social Media (3)
- SPST 250 – Facility and Operations Management (3)
- SPST 255 – Sustainability in Sport (3)
- SPST 290 – Sport Industry Experience (3)
- SPST 298 – Intro to Sport Analytics (3)
- SPST 330 – Economics of Sport (3)
- SPST 350 – Negotiation and Athlete Representation (3)
- SPST 365D – CC International Sport (3)
- SPST 385 – Service Learn Sport Managers (3)
- SPST 398 – Interm. Sport Analytics (3)
- SPST 460 – Event Planning and Sponsorship Sales (3)
- SPST 497 – Baseball Ops Challenge (3)
- SPST 2365 – Sport Cultures Abroad (3)

Liberal Arts Courses – *6 credits*

- ECON 105C – P3 Principles of Microeconomics (3)

ECON 221 – SQ Statistics I (3)

Accounting and Management Courses – *6 credits*

- ACCT 101 – Principles of Accounting I (3)
- MKTG 221 – Marketing Principles (3)

Total: 67–70 credits

Note: *Sport management majors must obtain a grade of "C" or higher in all SPST courses used for major requirements. SPST courses in which the student earns a "C-" or lower must be repeated if the course is to be used as part of the major.*

A Minor in Another Discipline

The interdisciplinary nature of the sport management program provides students with a broad perspective of sport as business and its role in society. To narrow their perspective, students are strongly encouraged to minor in one of the following related areas: accounting, economics, media and communication, computer science, management (general business, finance, marketing), psychology, or sociology.

Practicum and Internship Courses

An important part of the sport management major is the experiential learning opportunities offered through the practicum and internship courses. These courses allow students to learn more effectively by applying classroom theory to real work experience. Students also build a portfolio and make contacts with leading professionals.

Sport management majors are also eligible to participate in an advanced field experience. This 12-credit internship allows students to spend an entire semester with an approved sport organization located outside the Western New York area. Students eligible for this experience will have demonstrated both excellence in the classroom and an ability to work independently.

A student is eligible for the practicum course upon earning 60 credits (with a minimum GPA of 2.75 in the major) and is eligible for the internship upon earning 90 credits (with a minimum GPA of 2.75 in the major).

Minor

Minor in Sport Management

Requirements

- SPST 100 – Introduction to Sport Management (3)
- Choose **TWO**:
  - SPST 240 – Sport Law (3)
  - SPST 280 – Theory and Behavior in Sport Organizations (3)
  - SPST 320 – Sport Marketing and Promotions (3)
  - SPST 401 – Sport Business and Finance (3)
- **THREE** sport management electives *

Total: 18 credits

*Electives may be chosen from any level, excluding SPST 120, 121 and 122; and any foundational core courses (Learning Community, Research-Based Writing, Data Analytics).

Note: *An internship in sport management is not available to those who minor in the department. Only one course taken to meet a major requirement may also be applied to the sport management minor. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.*

Sport Management Courses

SPST-100 Intro to Sport Mgmt (3)

This course examines the contributions to culture of recreational as well as highly organized and competitive programs at the high school, college, and professional levels. An interdisciplinary approach is used to study participation and behavior in sport activities. The course considers the involvement of business and government in sport and the role of sport in economic activity. Descriptions of career opportunities are provided to help the student design a course of study that best meets his or her career goals.

Typically offered:
Fall & Spring

Attributes: YLIB

SPST-105 Sport Industry Seminar (3)

This three-credit seminar is designed to familiarize students with the range of career opportunities that exist within the sport industry as well as familiarize and develop a “toolbox” of skills necessary to navigate the profession. Understanding the importance of a handshake, learning to write an effective cover letter and designing an eye-catching résumé will all be addressed along with other professional necessities. This course is a prerequisite to the two required experiential opportunities in the major: the Practicum (SPST 390) and Internship (SPST 490).

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: SPST-100 D-

SPST-120 PP&O of Athletics in Ed (3)

This 45 hour course is the first of three required courses that lead to NYSED interscholastic coaching certification. The course covers basic Philosophy, Principles and Organization of Athletics. Specific job-related expectations such as public relations, safety procedures, school budgeting, records, purchasing and use of facilities are introduced and explored. Through learning policies related to athletics, legal considerations of organizations and individuals, students will understand and establish personal standards for the responsibilities of the coach as an educational leader. (Note: This is the only course required for coaches of non-contact/non-strenuous sports: bowling, golf, archery, shuffleboard, table tennis). Graded S/U. Does not count as an SPST elective.

Typically offered:
Fall

Attributes: NLIB

SPST-121 Health Sci App to Coaching (3)

This 45 hour course is the second of three required courses that lead to NYSED interscholastic coaching certification. The course presents a series of interactive exercises and activities designed to study Health Sciences as they apply to coaching sports. Participants gain information, organize it for professional and personal use, and apply it to their coaching areas. Content includes selected principles of biology, anatomy, physiology, and kinesiology related to coaching; risk minimization; mixed competition; NYSED selection and classification of athletes; and psychological aspects of athletes. Graded S/U. Does not count as an SPST elective.

Typically offered:
Variable

Attributes: NLIB

SPST-122 Theory &Tech of Coaching (3)

This 45 hour course is the final required course that leads to NYSED interscholastic coaching certification. It is required that individuals have taken the first two required classes prior to this one. Beginning with a broad foundation of concepts common to all sports and in New York State athletics specifically, students will move to more specific applications of coaching in their specific sport. Teaching performance skills, technical information, organization/management of practices, training/conditioning, equipment fitting, and other tasks required by the profession will be taught, observed, and practiced through course tasks. This learning leads to a required field experience as a coach in the specific sport and/or periods of observation with approved coaches. Graded S/U. Does not count as an SPST elective.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: (SPST-120 D- OR EDUC-120 D-) AND (SPST-121 D- OR EDUC-121 D-)

SPST-140 Athletes as Activists (3)

Sport is a microcosm of society rather than a separate entity. In this way, sport, and athletes specifically, have been change agents as well as the recipients of change, as what happens outside of sport shapes what happens inside and vice versa. This course explores the ways in which athletes and sport organizations engage in broader social issues and use their visibility and status to advocate and bring

focus to particular societal concerns.

Typically offered:
Variable

Attributes: SPHR YLIB

SPST-190 Tpcs: Exploration in Sport (3)

This course provides an examination of current topics in sport. Students will broadly investigate a topic by considering how it influences and is influenced by society and culture, its evolution in the sport industry, and the interplay of stakeholders relevant to the topic.

Students may take SPST 190 twice for credit, provided each instance involves a distinct topic.

Fall 202509

Section 01: Topic: High School Sports in America

This topic focuses on historic trends and current issues pertaining to high school athletics in America. Special attention is given to both athletic administration and the student-athlete experience, particularly with respect to the differences and similarities between public, private, and parochial high school sport experiences.

Section 02: Topic: Game Changers This topic explores the movers and the shakers of the sport industry. The historical context within which these game changers operated will be discussed, their influence on the industry explored, and their legacy examined.

Attributes: YLIB ZEXL

SPST-201P P3 Sport and Society (3)

A survey of the social relations among the stakeholders (athlete, coach, owner, fan, media) in sport. Emphasis is placed on how sports reflect and reinforce social issues and problems that exist in society today, such as drugs, violence, gambling, and discrimination based on gender, race, ethnicity, and religion.

Typically offered:
Variable

Attributes: AMSS P3 SPHR YLIB

SPST-203 History of Sport (3)

This course will examine the historical development of sports in American society from its earliest colonial form to the current multi-billion dollar industry we see today. This course will analyze the external and internal events, and or specific individuals, which have helped shape and define the sport industry.

Typically offered:
Spring – Odd Years

Attributes: HINA HSCS SPHR YLIB

SPST-205 CC Gender & Sport (3)

This course will examine how gender is seen, shaped, and encouraged through sport. By exploring how different sport identities and gender ideologies are combined and viewed, students will begin to better understand the contemporary landscape of sport.

Attributes: CC SPHR WGST YLIB

SPST-212 Psychology of Sport (3)

An overview of the field of exercise psychology as it applies to sport. Both individual psychological behavior and team psychological behavior are examined. Topics include the psychology of competition, motivation, leadership, and aggression.
Cross-listed with PSYC 212.

Typically offered:
Fall & Spring

Attributes: SPHR YLIB

SPST-215 Budgeting & Plan in Sport (3)

This course discusses the use of financial analytical tools to draw insights regarding a firm's corporate objectives and performance, and to make management decisions regarding its future prospects in multiple sport industry contexts. Other topics are planning & forecasting, interest rates, risk, and the time value for money.

Typically offered:
Fall & Spring

Attributes: NLIB SPBE

SPST-232 Intercollegiate Athletics (3)

This course provides an overview of the historical and contemporary trends, issues, and problems within the various levels of college athletics. Class materials and discussion will focus on the role that sport plays in higher education and American society. Students will develop an understanding of the tangible and intangible structures that support college athletics.

Students who have received credit for SPST 231 College Athletics, may not receive credit for SPST 232.

Attributes: YLIB

SPST-233 ESports & Creators (3)

Esports, competitive gaming, and the wider world of creators is a rapidly growing segment of sport and entertainment. In this class, students will explore the history and growth of Esports, examine how it's changing the industry landscape, and develop perspectives of where it can go. Course content will include the parallel between Esports and traditional sport, consumption patterns of sport and entertainment, and the impact social media has creating connections with consumers. This course does not require a background in gaming or creators, but rather it begins to layout the landscape for anyone interested in the wider field of digital media and gaming.

Students who received credit for SPST 230 Esports & Digital Influencers may not receive credit for SPST 233.

Attributes: YLIB

SPST-235 Ethics in Sport (3)

This course examines notions of fairness and morality in the context of playing sports as well as the management of sports. Through readings and discussion, we will explore various ethical issues, such as cheating, the role of violence in sports, and the nature of sportsmanship.

Attributes: SPHR YLIB

SPST-240 Sport Law (3)

This course will introduce the student to the U.S. legal system and focus on the areas of tort, contract, agency, professional sport law issues and constitutional law as they apply to sport. An emphasis is placed on helping students identify legal issues, understand legal principles and apply those principles to legal problems. Additionally, the course is designed to help students think critically and frame persuasive written and verbal arguments by applying case law to factual settings.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: SPST-100 D-

SPST-245 Software in Sport (3)

Being a successful sport practitioner requires knowledge of software that is used in the day to day activities of sport organizations. This course will provide introductory training of programs that are used in the sales, marketing, advertising, and dissemination of information from sport organizations

Typically offered:
Fall & Spring

Attributes: NLIB

SPST-250 Facility&Operations Mgmt (3)

This course explores the various aspects of facility and operation management, including budgeting, operations, marketing, media relations, public relations, volunteer management and risk management. The course combines concepts learned through reading and lectures, with practical experience on-campus and off-campus supplementing in-class materials.

Typically offered:
Spring

Attributes: NLIB SPBE ZCIV

SPST-255 Sustainability in Sport (3)

Throughout this course students examine sport organizations and sport business functions that have an impact on both the global and local environment. Sustainability is acknowledged as a global concern with local impacts that are both immediate and delayed. This course considers sustainability within varying segments of the sport industry that may include international, professional, intercollegiate, and youth sport, as well as recreation and fitness. As potential and actualized solutions are discussed, students explore relationships between stakeholders who are both internal and external to the sport industry.

Typically offered:
Variable

Attributes: SPBE YLIB

SPST-261 Parks & Recreation (3)

In this course students will explore various philosophies, theories, and concepts of recreation and how it contributes to the betterment of a modern, healthy society. Students will learn about the variety of community programming within parks and recreation departments while also considering the relationship such departments have with the community within which they operate.

Students who have received credit for SPST 260 Sport & Recreation Mgmt may not receive credit for SPST 261.

Attributes: YLIB

SPST-265 P5 Int'l Cultures & Sport (3)

This course will provide students with an in-depth analysis of the sport industry as it exists in countries around the world. Participants in the class will focus on the various professions that exist within the sporting realm and examine how recreational, scholastic, college/university, and professional sport contribute to the culture. Also explored will be the role government, the media, and business play in sport and the economic impact sport has within the focus countries and throughout the world. We will begin by examining the focus countries more closely; looking at such basics as geography, weather, food, political systems, general demographics, industries, educational systems and leisure interests. Research will then be conducted into the topic of sport, the sport industry in general, the history of various sports, various contemporary issues and finally how we, as Americans, and the natives of the focus countries view sport differently and similarly.
Week long international trip, usually taken over Spring Break, is a required component of the course. Additional fees apply.

Attributes: ISFS P5 SPHR YLIB ZTRA
Pre-requisites: GPA >=2.75

SPST-270 P5 Culture Through Film (3)

This course uses sport films to examine relationships of power in society and the way those relationships are contested and reinforced. Regardless of race, class, gender, and status, sport has the ability to reach many. However, this ability to reach across demographics does not imply that each demographic has been treated equally or shares similar experiences in world culture. Hollywood's use of film has provided a variety of competing discourses on many of these demographics. This course will examine the way in which filmmakers use sport to examine, explore, and reposition elements of culture and history. Students will engage with persons from other cultures in ways that develop empathy for members of non-dominant cultures and language groups. Students will also analyze questions of gender or ethnic/racial identity as they explore the cultural construction of difference.

Typically offered:
Fall, Spring & Summer

Attributes: P5 SPHR YLIB

SPST-280 Thry & Behav in Sport Orgs (3)

Course will explore the sport organization from the outside in. Beginning with how sport organizations are designed in hierarchy and control, moving to the inner workings of communication, politics, and culture, this course will help students gain an understanding of the different designs and behaviors that sport organizations subscribe to.

Typically offered:
Fall & Spring

Attributes: YLIB

SPST-290 Sport Industry Experience (1 TO 3)

This course serves as a credit earning option for students completing valuable industry experience outside the normal sequence of

their practicum and internship. Registration for the course requires a confirmed placement, agreed upon hours and length of experience to determine credit hours.

Graded S/U. Permission of the department chair is required.

Typically offered:
Fall, Spring & Summer

Attributes: NLIB
Pre-requisites: SPST-100 C

SPST-298 Intro to Sport Analytics (3)

This course will provide students with the opportunity to explore the world of sport analytics. Data-driven decision making has taken hold in all aspects of sport organizations from business decisions to player personnel decisions. Along with that comes new opportunities in sport organizations for candidates who can understand and work with data. Students will develop their skills working with statistics software.

Attributes: NLIB
Pre-requisites: ECON-221 D-

SPST-320 Sport Marketing&Promotions (3)

This course focuses on application of the principles of promotion and marketing to the sport and fitness industry. Comprising the industry includes the area of professional sports, corporate fitness, college/high school athletics, clubs and resorts. The function of the course is threefold: first, it is intended to provide Sport Management students with a broad appreciation of marketing; second, it will provide students with an up-to-date understanding of marketing concepts as they are currently being applied in various sport management contexts; and finally, it is intended to provide a foundation for those students who plan to do advanced study and work in marketing.

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV
Pre-requisites: (MGMT-221 D- OR MKTG-221 D-) AND SPST-100 D-

SPST-330 Economics of Sport (3)

This course investigates numerous microeconomic aspects of the sports entertainment industry. Among these are the pricing and allocation of labor, the determination of franchise values, and the role of regulation for this unique industry. In particular, the market for sports is discussed in the context of the well-known leagues such as Major League Baseball, the NBA, and the NFL. Lastly, other forms of entertainment, such as the music industry, are analyzed on the basis of structure, pricing, and marketing practices.
Cross-listed with ECON 330.

Typically offered:
Variable

Attributes: SPBE YLIB
Pre-requisites: ECON-105C D-

SPST-350 Negotiations & Athlete Rep (3)

This course examines the core areas of both law and business as they apply to athlete representation. The course provides students with an in-depth examination of the responsibilities and supports that professional athletes require from their representatives. Those responsibilities covered in the course include negotiating tactics, contracts, arbitrations, and insurance and tax implications. The consequences of athlete representation as they affect the amateur status of athletes are also explored.

Typically offered:
Fall

Attributes: NLIB PLAW SPBE
Pre-requisites: MGMT-203 D- OR SPST-240 D-

SPST-365D CC International Sport (3)

This course explores international organizations within the field of sport from a political, cultural, management, and business perspective. The course encompasses the identification of popular and obscure sports on the world stage. Additionally, the course focuses on the framework of sport in relation to recognized international organizations and governing agencies.

Typically offered:
Fall

Attributes: CC ISFS SPBE YLIB

SPST-375 Sport and Social Media (3)

This course examines how and why sports fans make connections to favorite sports, teams, athletes and experts through social media at all levels. Historical, sociological and geographical relationships are examined via readings, lectures, seminar discussions and computer lab work. The course includes the practical application of branding, selling, and communicating via social media for athletes, coaches and teams.

Typically offered:
Fall

Attributes: SPHR YLIB
Pre-requisites: -

SPST-380 Sales and Client Services (3)

Selling is perhaps the most valuable skill to acquire in all of business; in sport, the ability to convince others to purchase products and services drives the multi-billion dollar industry. This class discusses techniques and provides real-life sales experiences imperative to a successful sport manager. Outside speakers, practitioners who spend their lives selling, offer insight into what makes a successful salesperson.

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV

SPST-385 Service Learn Sport Managers (3)

This interactive classroom learning environment examines community service learning and character education as a means for engaging high-school-aged youth and partnering with them to promote a message of sportsmanship. Students work with local high school administrators, coaches, and students to develop strategies for addressing issues of sportsmanship in their schools,

communities, leagues.

Attributes: YLIB

SPST-390 Practicum (3)

The first of two experiences required of the major, students are able to apply classroom theory & concepts to the real-life, day to day activities of a sport-related organization. A number of different experiential opportunities exist within the Rochester area as well as on campus. Whether the student is interested in the area of professional sports, facility operations, college athletics, event management, sport marketing, player representation, corporate wellness, municipal recreation, fitness club management or sport reporting, the resources exist to gain invaluable experience just around the corner.

The process begins by first having a meeting with the Director of Experiential Learning and Outreach. A Letter of Proposal is then prepared by the student before a decision is rendered. A minimum of 120 hours is expected to be invested along with the completion of two (2) evaluations, written papers and other specific assignments relating to the practicum placement.

Permission of the program director is required to register.

Typically offered:
Fall, Spring & Summer

Attributes: NLIB
Pre-requisites: SPST-105 D-

SPST-395 Research in Sport (3)

This course provides an overview of how qualitative and quantitative research is used in the sport industry. Students will gain understanding of the process, tools, rewards and challenges associated with obtaining information that can have an impact on action, performance, and decision making in sport. During the course, students will compare various forms of information gathering, explore forms of information and data analysis, and how to effectively communicate key conclusions to stakeholders.

Students who have received credit for SPST 399 Research & Evaluation, may not receive credit for SPST 395.

Attributes: YLIB
Pre-requisites: ECON-221 D-

SPST-398 Interm. Sport Analytics (3)

In the ever-changing sport landscape, the use of analytics and statistical analysis is becoming more and more prevalent. Students will be put into the role of a front office decision maker in the sport of baseball where they will learn statistical analysis techniques that can help drive decisions. To perform advanced statistical analysis students will be exposed to the R programming language, which is often utilized by many professional sport organizations. Although the focus of the class will be baseball, students will be given opportunities and encouraged to connect to other sports.

Attributes: NLIB
Pre-requisites: SPST-298 D-

SPST-401 Sport Business & Finance (3)

A study of financing and accounting principles as applied to managerial control of sport organizations. Emphasis is on forms of ownership, taxation, financial analysis, feasibility studies, and economic impact studies.

Typically offered:

Fall & Spring

Attributes: NLIB
Pre-requisites: ECON-221 D- OR STAT-160 D-

SPST-421 Capstone Project (1)

This class will apply the concepts learned throughout a student's educational experience in a culminating capstone project. Working as a collective group, students will undergo an in-depth exploration of an issue currently facing the sport industry.

Typically offered:
Fall & Spring

Attributes: YLIB
Pre-requisites: SPST-390 C OR SPST-420 Y C

SPST-422 Leadership in Sport (3)

In this course, students will explore various leadership philosophies, styles, and examples present in the sport industry. Students will have opportunities to explore their own leadership skills in addition to broader communication practices that accompany effective leadership. Ethical dilemmas and considerations will be explored within the context of sport and leadership behaviors.

Students who have received credit for SPST 420 Policy in Sport, may not receive credit for SPST 422.

Attributes: YLIB
Pre-requisites: SPST-390 D- AND SPST-421 Y D-

SPST-460 Event Plan&Sponsor Sales (3)

Readings and discussion on the various aspects of sports events planning and management. Includes budgeting, operations, marketing, sponsorship sales, media relations, public relations, and volunteer management. Students will apply knowledge to the implementation of an actual event.

Typically offered:
Spring

Attributes: NLIB SPBE

SPST-490 Internship (3 TO 6)

Students are able to explore career opportunities and gain practical experience through an approved work experience in a local, regional or nationally recognized sport-oriented business or organization. The College's internship policy applies, with additional requirements and responsibilities to be determined in consultation with the Director of Experiential Learning and Outreach. A minimum of 400 hours is required for the internship. As a result of the extensive commitment of time expected to be made, the course is offered in the summer as well as the fall/spring semesters.

The process begins by first having a meeting with the Director of Experiential Learning and Outreach. A Letter of Proposal is then prepared by the student before a decision is rendered. A minimum of 400 hours is expected to be invested along with the completion of two (2) evaluations, written papers and other specific assignments relating to the practicum placement.

Permission of the department chair is required.

Typically offered:

Fall, Spring & Summer

Attributes: NLIB ZCAP
Pre-requisites: SPST-390 D-

SPST-493 Advanced Field Experience (12)

This is a selective program that directly involves students with an approved sport organization for an entire semester. Eligible students will have demonstrated both excellence in the classroom and an ability to work independently. The College's internship policy applies, with additional requirements and responsibilities to be determined in consultation with the Director of Experiential Learning and Outreach. A minimum of 600 hours is required for the Advanced Field Experience.
Permission of the department chair is required.

Typically offered:
Variable

Attributes: NLIB ZCAP
Pre-requisites: SPST-390 D- AND GPA >=3.00

SPST-496 Independent Study (1 TO 3)

Independent study allows students and supervising faculty to work on a special topic or project of mutual interest. The course is intended to allow students to explore areas of study not regularly available.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall & Spring

Attributes: NLIB

SPST-497 Baseball OPS Challenge (3)

Each fall a team of sport management students is chosen to represent the college at the national baseball operations case challenge. Team members meet during the months of December, January, and February to prepare for the competition, which is usually held on a weekend at the beginning of March. Sports management programs, and other graduate and undergraduate programs across the country compete against each other by preparing an analysis and presentation of a real baseball operations decision–the type of decision a team's General Manager and his staff is faced with over the course of a season. Five-person teams of students are asked to evaluate proposed player transactions, apply statistical analysis of player performance and assess the financial impact of the team's proposed moves.

This course is typically comprised of seniors who are full-time students and who have previously taken SPST 240 and, if possible, SPST 350. This course may be used by sport management majors to fulfill one of their three sport management business electives.

Permission of the instructor is required to register.

Attributes: NLIB
Pre-requisites: SPST-240 D-

SPST-1025 Sport and American Culture (3)

This course explores the role of sports in American culture. Course material will focus on how sport contributes to our collective and individual identities. Substantial time will be given to discussing factors that inform our sports experiences, such as economic

background, race, gender, ethnicity, and sexual orientation. A close look is taken at the role of sports throughout history, contextualizing our understanding of current figures and trends through a consideration of earlier events and individuals.

Typically offered:
Fall

Attributes: LC YLIB

SPST-1197 Data Analysis Sport Wager (3)

Using the different aspects of sport wagering as a foundation, this course provides students an introduction to quantitative data analysis as well as the fundamentals of regression analysis. Topics covered include variable relationships, probabilities, market analysis, and basic modeling. These subjects are tied together by developing an understanding of the functional relationship between a sportsbook and the people wagering against the house. This is accomplished through examining data sets, completing case studies, and reviewing live situations.

Typically offered:
Spring

Attributes: DA YLIB

SPST-1299 Research-based Writing (3)

Students study and practice skills central to academic and professional research through the development of inquiry-based projects. In their projects, student assert, support, and integrate their own positions into scholarly conversation based in research. Students develop competency in the location, evaluation, analysis and documentation of sources that represent a range of different perspectives on important issues.

Attributes: RW YLIB ZRES

SPST-2365 Sport Cultures Abroad (3)

In this course students will explore the ways in which sport exists outside of the United States. Students will learn about historic and modern sport offerings, and structures that exist to support sport. Students will examine inequity in sport and how recreational, scholastic, collegiate, and professional sport contribute to culture. Course material will include an overview of basics such as geography, weather, food, political systems, general demographics, industries, educational systems and leisure interests. Students will consider how government, media, and business impact sport. The culminating experience, an international trip usually taken over Spring Break, is a required component of the course. Additional fees apply.

Instructor permission is required to register for the course. Students may take this course up to two times for credit. Students may not use more than 6 credits in any combination of SPST 2365 and SPST 265 to satisfy SPST major or minor electives.

Attributes: DEI YLIB ZTRA

SPST-3990 Adv Research-Based Writing (3)

In this course, students will develop an inquiry-based project by conducting in-depth research using discipline-specific practices that result in research and writing skills that are transferable. Students will build on critical thinking and writing competencies they have previously acquired to engage topics and ideas in the field. Students will formulate important questions or problems, identify and examine appropriate sources, and use evidence in order to substantiate their own claims. They will acknowledge and address alternative explanations in scholarly conversations and revise their work accordingly. Outcomes of the project will be communicated

in both written and oral forms or other media platforms.

Attributes: AWC YLIB

Study Abroad Program

Overview

Maria Stella Plutino Calabrese, *Program Director*

Commitment to international education is part of the liberal arts philosophy of St. John Fisher University. The Study Abroad Program extends the campus curriculum to include offerings at 100 programs around the world. Official affiliation arrangements with the American Institute for Foreign Study (AIFS), and the Council on International Educational Exchange (CIEE) provide our students the opportunity of an academic experience in Africa, Europe, Latin America, the Middle East, Southeast Asia, and the Pacific.

More information is available on the Study Abroad website.

Study Abroad programs for a semester or year are open to all juniors and seniors with a minimum 2.75 grade point average, and second semester sophomores with a minimum 3.00 grade point average. Students studying abroad must secure approval by their department(s) for any major(s)/minor(s) course(s) they wish to take abroad. Students who apply for participation in a study abroad program must also be in good disciplinary standing at the University and must adhere to the Fisher Code of Conduct while abroad. Transfer students must have completed at least one semester at St. John Fisher University before applying to study abroad.

There are exciting options for students in most majors who plan their academic careers early. International internships are available in several locations. There is no foreign language requirement for an internship. Nursing students may participate for a full semester provided that it is during the first or second semester sophomore year or they may select a summer placement option after their sophomore year.

Through the affiliate programs, students are officially registered at St. John Fisher University and the letter grades earned abroad are calculated into the St. John Fisher University grade point average. The cost for participation in an affiliated program varies upon destination. All students are charged standard Fisher tuition plus an additional fee of $500 for each term abroad. Students considering studying abroad should meet with a financial aid counselor to discuss how this registration may impact their financial aid. Fisher is one of the few area colleges to promote international study by extending financial aid to a wide range of programs. Consequently, Fisher students from almost any background may take advantage of study abroad opportunities.

Final grades that students earn through participating in study abroad are posted to the students' transcripts and calculated into the students' overall grade point averages. Students must file a written report with the program director or study abroad advisor evaluating personal and academic experiences in the program before credits for study abroad may be posted to their Fisher transcripts.

Students must submit their Fisher application according to the following due dates; May 1 for the following spring semester, and December 1 for the following fall and summer semesters.

Study Abroad Program Courses

Sustainability

Overview

Noveera Ahmed, *Chair of the Division of Life Sciences*

The Sustainability program equips students with the skills needed to address sustainability challenges, fostering the skills and knowledge needed for innovative solutions for a greener future. Graduates can pursue dynamic careers in fields that make a tangible impact on the world including, but not limited to, environmental education and outreach, community design, renewable energy, sustainable business practices, and environmental policy.

The mission of the Sustainability program is to offer an integrative, interdisciplinary approach that prepares students to address the challenges and ethical responsibilities of sustainable development. Students explore the theory and practice of sustainability in a number of different disciplines, including, but not limited to, environmental science, business, ethics, economics, and sociology. Through community-engaged experiences, we connect students to organizations (for-profit, nonprofit, and government) that address the pressing environmental issues of our time, providing students with an opportunity for real-world experiences and skills for their future.

The Division of Life Sciences at St. John Fisher University is committed to academic excellence and creating an environment where everyone, from any background, can do their best work. We will achieve this by working collaboratively to create student-centered and inclusive learning environments that encourage resilience and reflection. We believe in the importance of mentorship and our responsibility to serve as guides supporting our students as they discover their own paths. We will provide agency to develop students who are self-directed learners and leaders, in and out of the classroom. We will model being global citizens by demonstrating and teaching social**,** environmental, and professional responsibility.

Program Requirements

B.A. in Sustainability

All required and elective courses that may apply to the major are included in the determination of the grade point average in the major.

Requirements

Required Courses – *36 credits*

- SUST 101 - Intro to Sustainability (3)
- ECON 105C – P3 Principles of Microeconomics (3)
- ECON 221 - SQ Statistics I (3)
- POSC 211 – Intro Public Policy (3)
- PHIL 235 – P2 Environmental Ethics (3)
- SOCI 231 - Social Power, Cultural Values, and Our Environment (3)
- SUST 210 – P4 Systems Thinking (3)
- BIOL 395 – Career Seminar (1)
- MGMT 334 – Business of Sustainability (3)
- SUST 302 – Environmental Sci Workshop (4)
- SUST 390 – Intro to Comm Sustainability (1)
- SUST 430 – Earth Systems (3)
- SUST 490 – Sustainability Experience (3)

Elective Courses – 3 or 4 credits

Choose one elective from the following list:

- BIOL 408 – Ecology (3)
- BIOL 409 – Ecological Field Methods (3)
- BIOL 410 – Conservation Biology (3)
- BIOL 419 – Restoration Ecology (3)
- CHEM 230 – Geology Workshop I (4)
- ECON 360 – Environmental Economics (3)
- POSC 322 – Environmental Law (3)
- SPST 255 – Sustainability in Sport (3)
- WGST 202 – Theories of Gender (3)
- Any SUST course at the 300 or 400 level, excluding SUST 390, SUST 490, SUST 491 and SUST 496

Total: 39-40 credits

B.S. Inclusive Childhood Education Major with a Liberal Arts Concentration in Earth Science

Students pursuing teaching certification in inclusive childhood education may complete a ***concentration*** in Earth science. In addition to meeting all of the inclusive childhood education requirements (see Inclusive Childhood Education for details), the Sustainability Program, in conjunction with the Education Department, has outlined the following courses which meet the New York state requirement for a liberal arts concentration in Earth science. Students must earn grades of "C" or higher in all courses in the content area.

- SUST 101 - Intro to Sustainability (3)
- SUST 210 - Systems Thinking (3)
- SUST 302 - Environmental Science Workshop (4)

- PHYS 111 - Astronomy (3)
- CHEM 230 - Geology Workshop I (4)
- SUST 430 – Earth Systems (3)
- MATH 109C - College Algebra (3) or MATH 114C - P4 Math for Teachers (3) or MATH 119C - P4 Precalculus (3) or MATH 120C - Calculus 1 (4)
- 7 additional credits in BIOL, CHEM, PHYS, or SUST in the 100, 200, 300, or 400 level excluding any Fisher Core class, SUST 390, SUST 490, SUST 491, and SUST 496.
    - For childhood, highly recommended electives include BIOL 151 and BIOL 152
    - For middle school extension, highly recommended electives include PHYS 141 and PHYS 142

Total: 30 credits

B.S. Inclusive Adolescence Education with a Liberal Arts Concentration in Earth Science

Students pursuing teaching certification in inclusive adolescence education (Earth science) may complete a ***concentration*** in Earth science. In addition to meeting all of the inclusive adolescence education requirements (see Inclusive Adolescence Education for details), the Sustainability Program, in conjunction with the Education Department, has outlined the following courses which meet the New York state requirement for Earth science certification. Students must earn grades of "C" or higher in all courses in the content area.

- SUST 101 - Intro to Sustainability (3)
- SUST 210 - Systems Thinking (3)
- SUST 302 - Environmental Science Workshop (4)
- PHYS 111 - Astronomy (3)
- CHEM 230 - Geology Workshop I (4)
- SUST 430 - Earth Systems (3)
- MATH 109 - College Algebra (3) or MATH 114C - P4 Math for Teachers (3) or MATH 119C - P4 Precalculus (3) or MATH 120C - Calculus 1 (4)
- 7 additional credits in BIOL, CHEM, PHYS, or SUST in the 100, 200, 300, or 400 level excluding any Fisher Core class, SUST 390, SUST 490, SUST 491, and SUST 496.
    - For inclusive adolescent education, highly recommended electives include PHYS 141 and PHYS 142

Total: 30 credits

Minor

Minor in Sustainability

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Introductory Courses – *9 credits*

- SUST 101 – Intro to Sustainability (3)
- SUST 210 – Systems Thinking (3)
- PHIL 235 – P2 Environmental Ethics (3)

Electives – *9 credits*

All of the following courses either provide skills that are vital to advanced critical thinking in sustainability issues or are an in-depth integration of sustainability to a specific field.

Choose **THREE** electives from the following group. Only one Fisher Core course can be used as an elective.

- BIOL 408 – Ecology (3)
- BIOL 409 – Ecological Field Methods (3)
- BIOL 410 – Conservation Biology (3)
- BIOL 411 – Restoration Ecology (3)
- CHEM 230 - Geology Workshop I (4)
- ECON 105C – P3 Principles of Microeconomics (3)
- ECON 360 – Environmental Economics (3)
- MGMT 334- Sustainability in Business (3)
- POSC 211 – Introduction to Public Policy (3)
- POSC 322 – Environmental Law (3)
- SOCI 231 Social Power, Cultural Values, And Our Environment (3)
- SPST 255 – Sustainability in Sport (3)
- Any SUST course at the 200, 2000, 300 or 400 level, excluding SUST 390, SUST 490, SUST 491, and SUST 496

Total: 18 credits

Sustainability Courses

SUST-101 Intro to Sustainability (3)

The field of sustainability focuses on developing practices that meet present needs without compromising the natural environment or the ability of future generations to meet their own needs. A sustainable future requires changes to our social systems, economy, built environment, and our systems of exploitation of the environment. In this course, we will survey the intersection of human activity and environmental integrity, explore solutions to these challenges, and further your understanding of and ability to contribute to a sustainable future. This course is a repeat of BIOL 101C.

Attributes: YLIB

SUST-138 P4 Green Chemistry (3)

This course covers sustainability from a chemistry perspective. This course illustrates how chemistry plays a central role in developing the knowledge and tools for society to not only meet our basic needs for food, clean water, and medicine, but also to address the growing challenges such as clean energy, environmental pollution, and global warming. The course will further discuss how basic chemical concepts are being applied to create innovative materials and chemical processes important for the development of safer chemicals and sustainable consumer products. The course is offered in workshop-style integrating class work with laboratory activities. This will allow students to gain both green chemistry lecture and laboratory experience in the context of a 60-minute lecture/laboratory course.

Attributes: P4 YLIB

SUST-210 P4 Systems Thinking (3)

This course will explore systems thinking ideas and systems models, and apply those ideas and models to real world situations and problems. It will critically examine how systems models can provide insight into economic, social, and environmental situations, and how many of the insights of systems thinking are different than the insights gleaned from other approaches to the study of situations.

Typically offered:
Spring

Attributes: P4 YLIB

SUST-301 Environmental Science (3)

This course focuses on the natural sciences associated with environmental study. It includes an emphasis on ecology, energy and environmental chemistry. It will prepare students from a variety of perspectives to understand and apply major concepts in support of environmental sustainability. The course includes lectures, group work, collection/interpretation/critique of data and lab experiences.

Attributes: YLIB

SUST-302 Environmental Sci Workshop (4)

This course focuses on the natural sciences associated with environmental study. It includes an emphasis on ecology, energy, and environmental chemistry. It will prepare students from a variety of perspectives to understand and apply major concepts in support of environmental sustainability. The course includes lectures, group work, collection/interpretation/critique of data and field and lab experiences.

Attributes: YLIB
Pre-requisites: BIOL-101C D-

SUST-304 Environmental Racism (3)

This course explores the connections between climate change, environmental politics, and sustainability practices, particularly focusing on their political, social, and community impacts on African American communities. We will also examine how these communities have responded to these challenges. Specifically, we will investigate how international negotiations on climate change and environmental policy influence the domestic politics of individual nations, especially through the lens of African Americans. We will assess the current positions of the U.S. government regarding climate change and sustainability and their implications for Black communities. Our discussions will address how public opinion evolves in response to political discourse and how these views are expressed through various forms of organized political participation within African American communities. Ultimately, in this class, we will consider and explore the actions that African American communities can take in response to these pressing issues.

Attributes: YLIB

SUST-310 Topics in Sustainability (3)

This topics course that will critically examine one or more areas of study in sustainability that are not covered by other courses. The topics will focus on the context, challenges, and potential solutions of real problems facing our society.

Fall 2018 Topic: Sustainable Community Development: From Space to Place- How we create space impacts how it is perceived and used. This course will explore new urbanist strategies for creating space to make it a Community Place!

Attributes: YLIB

SUST-320 Water and Weather Systems (3)

Water is essential to life on the planet and weather is one important mechanism of the flow of water. This course examines the small and large scale phenomena of water and weather including: the temperature/density relationship and changing of state of water; seasonal circulation and temperature stratification of lakes; thermohaline and wind-driven ocean circulation and global heat transfer; watersheds; the hydrologic cycle; motions and complex interactions of air masses at frontal boundaries; the effects of geographic features on weather; and the characteristics and development of hurricanes, tornadoes, and other forms of severe weather. The sustainability of water resources will be explored. Weather data collection and models for weather forecasting, along with training in research and analysis, ethics, interpretation of large-scale data, and human impacts on weather and water, will be addressed.

Attributes: YLIB
Pre-requisites: BIOL-101C D-

SUST-350 Climate (3)

Climate impacts natural and built systems in a myriad of ways. In this course, the history of earth's climate, geographic variability in climate, global climate change, impacts of climate change, potential climate solutions, and climate adaptation are investigated using a variety of models and perspectives, including environmental justice. Research methods in climate science are used to collect and analyze data, the design and implementation of climate research will be explored.

Attributes: YLIB
Pre-requisites: BIOL-101C D-

SUST-390 Intro Comm Sustainability (1)

The course prepares students for their community-engaged sustainability experience (SUST 490) through discussion of the theory of community improvement, a survey of community action and development of a project proposal that will be implemented n SUST 490.

Typically offered:
Fall

Attributes: YLIB ZCIV

SUST-400 SUST Minor Capstone (1)

Is a sustainable future attainable? The future, in truth, is already here and private and public entities must respond. Numerous corporations and individuals are already prospering in business in a sustainable fashion. This capstone course allows students to draw connections between their previous coursework in the minor and real world examples of sustainable prosperity.

Permission of the instructor required to register.

Attributes: YLIB
Pre-requisites: BIOL-101C D- AND ECON-105C D-

SUST-430 Earth Systems (3)

This course examines the connections between Earth's natural systems and human activities, emphasizing the principles of sustainability within the context of environmental and earth science. Through interdisciplinary perspectives, students will investigate the dynamic interactions between the atmosphere, hydrosphere, lithosphere, and biosphere, and their significance for sustaining life on our planet.

Attributes: YLIB
Pre-requisites: SUST-101 D-

SUST-490 Sustainability Experience (3)

This required community-engaged sustainability experience will see students specifically address a current sustainability issue with a community partner. Consisting of 150 hours of work on the project, students will execute the project planned in SUST 390. Students will track and assess project outcomes and regularly report on their project progress.

Typically offered:
Fall, Spring & Summer

Attributes: YLIB ZCIV
Pre-requisites: SUST-390 D-

SUST-491 Internship (1 TO 3)

The internship for credit course in sustainability supports students as they develop and reflect on professional skills gained while interning in the field . Students reflect critically on the process of identifying and working toward individualized learning goals, gain feedback from supervisors on strengths and areas for academic and professional growth, learn about and assess organizational fit, expand their network of professional contacts, and reflect on how their internship experience will impact their future career ideas and plans. Specific emphasis will be placed on an understanding of and practice in achieving competency in career readiness.

Typically offered:
Variable

Attributes: NLIB ZEXL

SUST-496 Independent Study (1 TO 3)

This course provides the opportunity for investigation of a special topic or project of interest to a student and a supervising sustainability faculty member. Students must contact the program director and request permission to register. Independent study may involve a literature research, writing a research proposal, and/or a lab/field study. Students must complete prepare a course proposal. Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall

Attributes: YLIB

SUST-1076 Rochester EcoSYSTEMS (3)

This course will explore the urban ecology of the City of Rochester and the relationship between the natural and built environments. With a focus on the Genesee River, students will explore the ecosystems of the urban landscape, evaluate the connections among people, nature, land use, ecosystem services, and pollution, and use data and GIS to envision a more sustainable future.

Typically offered:
Fall

Attributes: LC YLIB

SUST-2150 Surviving Climate Change (3)

This course introduces students to the science of climate change and climate adaptation and mitigation actions occurring around the world. Students explore the social and political implications of climate change, and examine its impact on daily life by reviewing current scientific data relating to vulnerabilities of particular regions. Topics include methods, strategies, and technologies that address climate change, using case studies of adaptive and mitigative programs throughout the world. Special emphasis is placed on enabling students to engage directly in collaborative activities to help inform the St. John Fisher community about the climate crisis.

Typically offered:
Fall

Attributes: CCE YLIB

SUST-2226 Expressing Sustainability (3)

Human relationships with the environment have long been reflected through various forms of expression—celebrated, questioned, and challenged. This course explores the bidirectionality of the relationship between human expression and the environment, examining the ways environmental factors can shape creative practices, and how creative practices can promote environmental awareness and sustainable futures. Through critical analysis, discussion, and creative exploration, students will investigate how creative cultural practices respond to ecological and social issues, and how expression can become a tool for reflection and progress.

Attributes: CIA YLIB

SUST-2450 Crting Sustainable Futures (3)

The Creating Sustainable Futures course explores the concept of sustainable living and examines the tools for creating sustainable communities. The course provides an overview of the major aspects of living sustainably including patterns of consumption, sustainable energy, food and water security, and smart growth. We ask the questions: What is the relationship between sustainability and current social values and behaviors? What do our current ethical standards say about human responsibility toward the environment? How might we redefine our cultural expectations of the “good life”? What are effective methods for creating sustainable communities? This course provides a framework for students to deepen their understanding of their own moral responsibility to live sustainably and to create sustainable futures.

Typically offered:
Spring

Attributes: ER YLIB

The Washington Experience: Fisher Semester in Washington

Overview

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St. John Fisher University is an affiliated institution with The Washington Center (TWC), a nonprofit educational organization in the nation's capital that facilitates internship opportunities for hundreds of college students annually at any one of hundreds of governmental, private, diplomatic, business, or educational organizations. Students who are admitted to the program are enrolled at Fisher with all their financial aid but live in Washington, D.C., for the semester. They are enrolled in three concurrent courses, numbered 475, 476, and 477, and earn 12 to 16 credit hours toward graduation.

Currently, many departments participate in The Washington Experience. These include: American studies, anthropology, media and communication, economics, English, history, international studies, management, psychology, and sociology. Students from other departments may still take advantage of this program, but must arrange with their department advisor and chair to set up the courses.

Eligibility: Students interested in this program should consult with their departmental advisor and the TWC-Fisher liaison (Dr. Monica Litzenberger) to plan their academic schedule well in advance. Qualifications are junior status or above, a minimum 3.00 GPA (overall and in the major), and written consent of the academic advisor, department chair, and the TWC-Fisher liaison. Students with a GPA between 2.75 and 3.00 may apply if they have the written support of both their academic advisor and their department chair. Application forms may be obtained from Dr. Litzenberger or directly from the Center at www.twc.edu.

Costs: There is an application fee of $60 payable to TWC; Fisher tuition is payable to the University as it would otherwise be. Students are responsible for their transportation to Washington, meals, housing costs, and incidental expenses while living in Washington. TWC does offer furnished apartments in Arlington, Virginia, at a rent comparable with housing costs in the area. There are scholarship and stipend opportunities for selected internships; see Dr. Litzenberger or visit the Center at www.twc.edu.

Application deadlines are usually in the middle part of the semester prior to the internship semester (April–May for fall internships, October–November for spring internships).

Program Requirements

The Washington Experience consists of three courses:

- The internship itself, DEPT 475.

- An academic seminar, DEPT 476, selected from a variety of topics.
- A participatory forum, DEPT 477, which provides an opportunity to meet various Washington insiders and take part in briefing sessions on a number of current social and legislative issues.

Course Descriptions

DEPT 475 Washington Experience: Internship (6–9)
A semester internship in Washington, D.C., with a government or private organization.

DEPT 476 Washington Experience Seminar (3–6)
A semester seminar course offered in Washington, D.C., on a topic of current public interest.

DEPT 477 Washington Experience Forum (1–3)
Participation in a series of occasional lectures and briefing sessions with representatives of governmental and private organizations.

Note: *Courses 475, 476, and 477 must be taken concurrently. The courses are offered in conjunction with The Washington Center and are arranged by TWC as a residential program for St. John Fisher College students in Washington, D.C. Credit hours for each course are determined by the individual department in which the courses are taken. Course grades will be determined by (1) the evaluation of the student's work in the internship, seminar, and forum by TWC staff and internship supervisors and (2) the quality of the student's portfolio (the record of the student's work) both by the TWC staff and the Fisher faculty supervisor. The Fisher supervisor may assign other work in addition to TWC requirements. In no case will the total credits exceed 16.*

The Washington Experience: Fisher Semester in Washington Courses

School of Arts and Sciences
School of Business
- Accounting
- Accounting Certificate
- Business Administration (Online Degree Completion)
- Entrepreneurship and Innovation (Minor)
- Finance
- Management
- Marketing
- Professional Sales (Minor)

School of Education
Wegmans School of Nursing
Wegmans School of Pharmacy

School of Business

Overview

Daniel Connolly, *Dean*
Joon Yong Seo, Associate Dean
Kristin Lennarz, *Assistant Dean and Director of the MBA Program*

Omar Watts, *Chair, Department of Accounting and Finance*
Andrew Gallan, *Chair, Department of Management and Marketing*

Guided by St. John Fisher University's core values of *Goodness*, *Discipline*, and *Knowledge*, the School of Business develops globally minded leaders who are principled, purpose-driven, and goal-oriented. Our graduates are equipped to make thoughtful business decisions that integrate conscience, compassion, and data-informed insight. We deliver transformative undergraduate and graduate business education through high-impact, hands-on learning experiences—both inside and beyond the classroom. These experiences prepare students for a lifetime of personal fulfillment, professional success, and responsible global citizenship.

Our commitment to developing adaptable, lifelong learners who are both Day 1 Ready and future-proof ensures that graduates enter the workforce equipped with the critical skills, knowledge, and mindset to make meaningful contributions to their organizations and communities. They are prepared to lead with integrity and purpose, succeed in their chosen fields, and confidently navigate career transitions by leveraging the portable, transferable skills they have cultivated.

The School of Business has been continuously accredited by AACSB International since 2003. This prestigious accreditation represents the highest standard of excellence in business education and reflects our ongoing commitment to quality, innovation, and continuous improvement through a systematic and rigorous peer review process

School of Business
- Overview

The School is comprised of two academic departments: the Department of Accounting and Finance and the Department of Management and Marketing. It offers five undergraduate degree programs and one graduate degree program.

Undergraduate Program Offerings:

Degree Programs:

- B.S. in Accounting
- B.S. in Finance
  - Financial Planning Track
  - Corporate Finance Track
- B.S. in Management
- B.S. in Marketing
- B.S. in Business Administration (Online Adult Degree Completion Program)

Minors and Certificate Programs:

- Accounting Certificate
- Minors in Accounting, Corporate Finance, Entrepreneurship & Innovation, Financial Planning, Management, Marketing and Professional Sales

Graduate Program Offerings:

- MBA
  - Accounting Concentration*
  - General Management Concentration
  - Health Systems Management Concentration
  - Pharmaceutical Industry Concentration

*The Accounting concentration is the only concentration that provides preparation for CPA licensure in New York State. Students wishing to prepare for CPA licensure should ensure that their specific courses meet the requirements for their state.

Accounting

Overview

As the lifeblood of the global economy, accounting weaves together the impact of financial transactions to narrate the stories of businesses worldwide. This intricate field is beyond mere arithmetic and operates as a cycle of logic, creativity, and strategy. Accountants are expected to skillfully wield a dual-edged sword of integrity and innovation to shape the future of commerce, paving the way for economic prosperity. They navigate complex regulations to create reporting that provides information needed by the financial markets. Like detectives, these experts are also tasked with pursuing the truth and safeguarding the integrity of financial reporting, ensuring that the wheels of progress never cease to turn.

Accountants may enter many different fields after graduation, e.g., business consulting, auditing, tax planning and compliance, business analytics and information systems and security. The mission of the accounting program is to develop Day 1 ready accountants. Students with the highest possible professional competence who are prepared to immediately contribute to the organizations they serve and ultimately achieve excellence in their chosen field.

With a focus on applied learning, students are exposed to issues relating to rapid changes in technology, the accounting profession, the global economy, as well as an awareness of ethical issues they may encounter in their professional careers. The program allows students to become a complete professional by providing opportunities to for them to develop their interpersonal and leadership skills, improve their knowledge of business and organizations, and develop their personal capabilities.

Accounting faculty members are involved with all aspects of the students' preparation for entering their chosen profession. The accounting program has an advisory board comprised of prominent members of the accounting and finance professions. The board includes partners in both national and regional CPA firms and financial officers in commercial, industrial, governmental, and not-for-profit organizations. Input from the advisory board ensures that the accounting program continues to meet the needs of students and the business community.

Certification as a CPA

To become certified as a CPA in the state of New York, a person must satisfy these requirements:

- Fulfill the education requirements established by the State Education Department. Students need to obtain at least a bachelor's degree and 150 credit hours, including the following content areas, to fulfill New York state requirements to sit for the CPA examination:
  - 33 semester hours in accounting, with courses in financial accounting and reporting, cost or managerial accounting, taxation, and auditing

- 36 semester hours in general business electives
- The study of business/accounting communications, ethics/professional responsibility, and accounting research

- Pass all four parts of the CPA examination, a standard computerized national exam.
- Fulfill the experience requirement. One year of experience, completed under the direct supervision of a licensed CPA. Appropriate experience may be earned in public accounting, government, or industry.
- Be at least 21 years of age and of good moral character.

Students planning to become a CPA are strongly encouraged to fulfill the education requirements through the 4+1 MBA program with a concentration in accounting.

Additional information on the requirements for certification as a CPA, including requirements concerning professional behavior and character, can be obtained at the New York State Education Department website at www.nysed.gov.

Program Requirements

B.S. in Accounting

All courses designated as accounting courses (ACCT) that may be applied to the major are included in the determination of the grade point average in the major.

Requirements

Business School Core - *27 credits*

- ACCT 101 – Principles of Accounting I (3)
- ACCT 102 – Principles of Accounting II (3)
- FINA 315 – Introduction to Corporate Finance (3)
- MGMT 203 – The Legal Environment of Business (3)
- MGMT 211 – Managing Team and Organizational Behavior (3)
- MGMT 357 – Information Technology Management (3)
- MGMT 409 – Operations Management (3)*
- MGMT 432 – Strategic Management (3)*
- MKTG 221 – Marketing Principles (3)

Globalization Course – *3 credits*

Choose **ONE** course from the following group.

- ECON 340C – International Economic Policy (3)**
- FINA 413 – International Banking and Finance (3)
- MGMT 312 – International Business Management (3)

Accounting Courses – *25 credits*

- ACCT 201 – Intermediate Accounting I (3)
- ACCT 202 – Intermediate Accounting II (3)*
- ACCT 301 – Cost Accounting (3)
- ACCT 304 – Advanced Financial Accounting (3)*
- ACCT 310 – Career Planning (1)****
- ACCT 311 – Introduction to Federal Taxation (3)*
- ACCT 360 – Introduction to Accounting Information Systems (3)
- ACCT 401 – Auditing (3)*
- ACCT 415 – Governmental and Nonprofit Accounting (3)*

Finance Courses – *3 credits*

Choose **ONE** course from the following:

- FINA 316 – Intermediate Financial Management I (3)
- FINA 336 – Investments I (3)

Additional Electives – *3–6 credits*

- One or two** additional accounting (ACCT), finance (FINA), human resources (HRMG), management (MGMT), or marketing (MKTG) elective at the 300 or 400 level, excluding MGMT 491, MKTG 490, MKTG 491, HRMG 491, and FINA 495.

Liberal Arts and Sciences Courses – *60 credits*

- ECON 105C – P3 Principles of Microeconomics (3)
- ECON 106C – P3 Principles of Macroeconomics (3)
- ECON 221 – SQ Statistics I (3)
- MATH 111C or MATH 112C (3)***
- Additional liberal arts and sciences courses to total 60 credits

Total: 121 credits

**These courses must be taken at St. John Fisher University.*

***If ECON 340C is taken to meet the globalization requirement, then two accounting, finance, human resources, management, or marketing electives must be taken.*

****Students may take MATH 119C, 120C or 122C to meet the mathematics requirement.*

*****FINA 310 may be substituted for dual ACCT/FINA majors.*

Note: *Except as noted, a course used to satisfy the requirements under one of the subdivisions above may not also be used to satisfy the requirements under a different subdivision. Since 61 credits of business and 60 credits of liberal arts are required, the minimum number of*

credits to complete the program is 121; students who begin their studies at St. John Fisher University as a first year student and complete ITDY 101 First Year Seminar will complete the program with 122 credits.

Notes on the Accounting Requirements

- At least half of the accounting (ACCT) courses must be taken at the University.
- Students must pay careful attention to course prerequisites; not doing so could delay progress through the program.
- Accounting majors may not declare a minor in management.
- If accounting majors wish to minor in finance, not all of the courses used to meet the minor requirements may be embedded in the major. At least one course taken for the minor must be distinct from any course used to meet a major requirement in accounting.

Minor

Minor in Accounting

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor. The minor requires 18 credits in accounting courses taken at the University or accepted in transfer as Fisher accounting courses.

Requirements

- ACCT 101 – Principles of Accounting I (3)
- ACCT 102 – Principles of Accounting II (3)
- **FOUR** ACCT electives (200 level or above)

Total: 18 credits

Note: *Accounting electives for the minor must be three-credit courses that begin with the prefix ACCT.*

Accounting Courses

ACCT-101 Principles of Accounting I (3)

Introduces the student to the language of business. The course includes a study of the concepts underlying the measurement of income and the process of preparing basic financial statements. Other topics include a study of current assets, property, plant and equipment, intangible assets, and current liabilities.

Typically offered:
Fall & Spring

Attributes: NLIB

ACCT-102 Principles of Acct II (3)

This course is a continuation of Accounting 101. Topics covered include long-term liabilities, stockholders' equity, the statement of cash flows, financial statement analysis, and managerial accounting topics including cost terminology, cost accumulation, budgeting and cost allocation.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: ACCT-101 D-

ACCT-201 Intermediate Acct I (3)

This course provides an in-depth study of the form, content, and objectives of corporate financial reporting. The issues discussed include revenue recognition, financial statement presentation, asset valuation, and the impact of these matters on corporate earnings.

Typically offered:
Fall & Spring

Attributes: NLIB ZEXL ZRES
Pre-requisites: ACCT-102 C

ACCT-202 Intermediate Acct II (3)

This course is a continuation of Accounting 201. The principal topics covered are current and non-current debt, investments, leases, stockholders' equity, earnings per share, accounting changes and error corrections, and pension costs.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: ACCT-201 C

ACCT-301 Cost Accounting (3)

This course is designed to help the student understand the specialized area of accounting that attempts to satisfy the information needs of management. This course involves the study of cost behavior, cost determination, standard cost, budgeting, relevant cost techniques used in make/buy decisions, and other managerial topics. Emphasis is on analyzing data to improve the performance of the organization.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: ACCT-102 C

ACCT-304 Advanced Financial Acct (3)

This course covers the statement of cash flows, foreign currency issues, revenue recognition, investments, and corporate business combinations.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: ACCT-202 C

ACCT-310 Career Planning (1)

This course is designed to help the student plan a career in the accounting profession. The student studies the various career paths in the public, the industrial, and the nonprofit sectors. The course includes résumé preparation, interviewing techniques, and job market research. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB

ACCT-311 Intro to Federal Taxation (3)

This course covers the basics of federal income taxation of individuals. Included topics are the federal income taxation formula for individuals, gross income and exclusions, property transactions, deductions for adjusted gross income (including Schedule C deductions), standard and itemized deductions, personal exemptions, tax computations, credits, penalties, and interest.

Typically offered:
Fall & Spring

Attributes: NLIB ZEXL ZRES
Pre-requisites: ACCT-102 C

ACCT-360 Intro to Acct Info Syst (3)

This course introduces students to the systems that produce financial information for organizations and the process of analyzing that information to improve the performance of the organization. Although discussions cover information systems as a whole, particular emphasis is placed on the components of an accounting information system (AIS). [Hands-on experience with an enterprise resource planning (ERP) system may also be provided].

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: MGMT-357 D-

ACCT-401 Auditing (3)

This course is an intensive examination of the process of accumulating and evaluating evidence necessary to form an independent professional opinion regarding the fairness of presentation of published financial statements, with due regard to professional ethics and exposure to legal liability. The course utilizes real world case studies on accounting and auditing failures, as well as in class applied auditing activities.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: ACCT-202 C AND ACCT-301 C AND ACCT-304 C

ACCT-402 Forensic Accounting (3)

This course utilizes case studies of historic audit failures and major frauds to help students identify warning signals of fraudulent financial reporting and fund misappropriations.

Attributes: NLIB
Pre-requisites: ACCT-202 C AND ACCT-301 C AND ACCT-304 C

ACCT-412 Advanced Federal Taxation (3)

This course is designed for students wishing to further pursue their study of federal taxation. Topics covered include methods of accounting, tax procedure, taxation of property transactions, corporate and partnership taxation, and estate and gift taxes. Students perform tax research using electronic databases.

Attributes: NLIB
Pre-requisites: ACCT-311 C

ACCT-415 Govt NFP & Advanced Topics (3)

This course covers advanced accounting topics not covered in Advanced Accounting I. Approximately half the semester will address the basic accounting standards and financial reporting concepts for governmental and not-for-profit entities, specifically colleges and universities, health care organizations, and voluntary health and welfare organizations. The remainder of the class will cover partnerships, FASB updates and new pronouncements, accounting research, and special topics.

Formerly titled: Government&Nonprof Acct

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: ACCT-202 C

ACCT-420 Advanced Cost Accounting (3)

This course is an extension of cost accounting topics introduced in ACCT 301 and presents the most current developments in modern cost management. Topics include cost allocation, process costing, capital budgeting, transfer pricing, and quality cost measurement. This course is recommended for students seeking a career that culminates in a controllership position.

Attributes: NLIB
Pre-requisites: ACCT-301 C

ACCT-430 Special Topics in Acct. (3)

This course is tailored to special interests of students and faculty and may be offered when demand warrants. This course will discuss important contemporary issues in accounting in the current or future business environment.

Summer 2016 Topic: Accounting Information Systems
This course will introduce students to the systems that produce financial information for organizations. Although discussions will cover information systems as a whole, particular emphasis will be placed on the revenue and expenditure cycles, financial reporting and subsidiary ledgers. These are all components of an accounting information system (AIS).
An enterprise resource planning (ERP) system will also be examined and learned.

Attributes: NLIB
Pre-requisites: ACCT-101 C AND ACCT-102 C

ACCT-432 European Bus Perspective (3)

The course will focus on the European Union, its history and financial markets including international taxation and accounting standards. At the end of the semester each student will participate in a twelve-day excursion to Europe.

Additional fees apply to this course.

Attributes: NLIB ZEXL ZRES ZTRA
Pre-requisites: ACCT-201 C

ACCT-491 Internship in Accounting (1 TO 3)

This course allows students to work in approved positions with local organizations in the areas of accounting or finance.
Graded S/U.
Permission of the internship coordinator is required to register.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: GPA >=2.50

ACCT-496 Independent Study (1 TO 3)

Independent studies allow students and faculty the opportunity to work on special topics in accounting not covered in other courses. This option is typically restricted to seniors and requires completion of the Independent Study/Tutorial Authorization form.

Typically offered:
Fall & Spring

Attributes: NLIB

ACCT-497 Tax Challenge (3)

Each spring a team of accounting students is chosen to represent the college at the Tax Challenge. Team members meet during the months of August, September, and October to prepare for the competition, which is usually held on a weekend at the end of October. This course is typically comprised of sophomores and juniors who are full-time students and who may not have previously taken ACCT 311 or ACCT 412. This course may be used by accounting majors to fulfill one of their two upper-division Accounting/Management electives. Permission of the instructor is required to register.

Attributes: NLIB ZCLX ZEXL ZRES
Pre-requisites: ACCT-101 C AND ACCT-102 C

ACCT-498 PwC Business Competition (0)

The business competition is an intercollegiate case competition sponsored by PricewaterhouseCoopers. The case competition models real-world business scenarios focusing on the strategic issues currently being faced by companies all over the world. Each participate will work with a team to develop a solution that is ultimately presented to a panel of PwC judges. Permission from the instructor is required to register.

Attributes: NLIB ZEXL

Accounting Certificate

Overview

The accounting certificate program is designed for individuals who already hold a baccalaureate degree in a major other than accounting. It is intended to prepare the person to enter the accounting profession. The entrance requirement is a baccalaureate degree from an accredited institution with at least 60 credits in the liberal arts, including MATH 111C - SQ Finite Mathematics for Social Sciences* OR MATH 112C - Calculus for Social Sciences, or equivalent.

Program Requirements

Certificate Requirements

The program requires the following:

- ACCT 101, 102, 201, 202, 301, 304, 310, 311, 401, 415 and 360 (31 credits)
- ECON 105C, 106C, and 221 (9 credits)
- FINA 315, and FINA 316 or 336 (6 credits)
- MGMT 203 and MGMT 409 (6 credits)

Total: 52 credits

Note: *A minimum of 21 hours, including five credit-bearing accounting courses, must be taken at the University, including ACCT 202, 304, 310, 311, 401, and 415 (all with a grade of "C" or higher). A grade point average of 2.00 is required overall and for all accounting courses taken at Fisher.*

Accounting Certificate Courses

Business Administration (Online Degree Completion)

Overview

Contact: Kristin Lennarz, *Assistant Dean*

The Bachelor of Science in Business Administration is a fully online adult degree completion program that offers a strong foundation in the knowledge, skills, and competencies essential for success in today's dynamic business environment. This 120-credit-hour program is designed for adult learners and working professionals who are seeking to complete their undergraduate degree and advance their careers.

To be eligible for enrollment, applicants must have earned a minimum of 15 credit hours from an accredited college or university and be at least 23 years of age or five years post–high school graduation.

The program features a flexible transfer policy, allowing students to transfer up to 90 credit hours (75% of the degree requirements) from other accredited institutions. At least 30 credit hours must be completed at St. John Fisher University, including a minimum of 24 credit hours from courses offered by the School of Business.

Designed with flexibility in mind, this program is offered entirely online to accommodate the needs of working adults. Courses are offered in an asynchronous format with optional synchronous components so that learners can balance their academic, professional, and personal responsibilities. Each course runs for seven weeks and is delivered through the Brightspace learning management system. Most students enroll in one or two courses at a time, allowing for steady, personalized progress toward degree completion.

Program Requirements

B.S. in Business Administration

All business core and elective courses are included in the determination of the grade point average in the major. Although majors need to achieve a 2.00 grade point average in these courses, it is not necessary to earn a grade of "C" or above in every course.

Requirements

Business School Core – 36 *credits*

- BUSI 100 – Technology-Driven Business (3)

- ACCT 101 – Principles of Accounting I (3)
- ACCT 102 – Principles of Accounting II (3)
- MGMT 203 – The Legal Environment of Business (3)
- MGMT 211 – Managing Team and Organizational Behavior (3)
- MGMT 312 – International Business (3)
- FINA 315 – Introduction to Corporate Finance (3)
- MGMT 340 – Leading Change (3)
- MGMT 409 – Operations Management (3)
- MGMT 432 – Strategic Management (3)
- MKTG 221 – Principles of Marketing (3)
- BUSI 443 – Business Analytics (3)

Electives – 6 *credits*

Six credit-hours of business electives are required. These electives are designed to provide students with the option to craft a program of study to meet their career goals. Students should consult with their academic advisors prior to finalizing their elective selections.

- Business Elective (3)
- Business Elective (3)

Total: 42 credits

Notes on Business Administration Completion Program Requirements

- At least half of the business courses required for the management major must be taken at the University.
- Business Administration majors may not declare a double major in any of the former concentration areas of business: finance or marketing.

Business Administration (Online Degree Completion) Courses

BUSI-101 Principles of Accounting I (3)

Introduces the student to the language of business. The course includes a study of the concepts underlying the measurement of income and the process of preparing basic financial statements. Other topics include a study of current assets, property, plant and equipment, intangible assets, and current liabilities.

Typically offered:
Fall & Spring

Attributes: NLIB

BUSI-102 Principles of Acct II (3)

This course is a continuation of Accounting 101. Topics covered include long-term liabilities, stockholders' equity, the statement of cash flows, financial statement analysis, and managerial accounting topics including cost terminology, cost accumulation, budgeting and cost allocation.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: ACCT-101 D-

BUSI-203 Legal Environ of Business (3)

A study of those aspects of law which affect business organizations. This includes development of a legal foundation leading to an understanding of the law in today's society. Basic legal principles are emphasized.

Typically offered:
Fall & Spring

Attributes: NLIB PLAW

BUSI-211 Managing Organiz Behavior (3)

This course covers the behavior of individuals, teams, and organizations as a whole and the manager's role at each level. Employee motivation, leadership, decision-making, and the design of the organization to meet internal and external requirements are covered. Special attention is given to interpersonal communication and conflict, diversity, and empowerment in teams. Cases, exercises, and simulations are used.

Typically offered:
Fall & Spring

Attributes: NLIB

BUSI-221 Marketing Principles (3)

This course introduces students to the theory and practice of marketing. Among other issues, product development, pricing strategies, promotional tools, and distribution are addressed. Analysis regarding customer and competitive environments and the role of marketing in society are included. Critical-thinking exercises are used as important learning tools in this course.
Formerly titled: Introduction to Marketing

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV

BUSI-312 International Bus Mgmt (3)

This course explores the international environment of business and the nature and form of international business arrangements. Topics covered include: cultural differences; leadership and motivation; legal and economic systems; marketing; human resource management, including the human dynamics of international enterprise; international trade, investment, and phasing in of international activities; foreign currencies; and regional integration. Modes of servicing foreign markets and issues relevant to international strategic management are also considered. The course is designed to integrate the functional aspects of management education into an international perspective.

Typically offered:
Fall & Spring

Attributes: ISFS NLIB

BUSI-315 Intro Corporate Finance (3)

An introduction to theories, concepts, and techniques as they relate to financial managers' activities and decisions. Topics include risk and return, valuation, capital budgeting, and cost of capital.

Typically offered:
Fall and Spring

Attributes: NLIB
Pre-requisites: ACCT-102 D- AND ECON-221 D- AND (MATH-111C D- OR MATH-112C D- OR MATH-119C D- OR MATH-120C D- OR MATH-122C D-)

BUSI-340 Leading Change (3)

Organizational leadership is practiced on a micro-level as an influence process between individuals and teams. On a macro-level, organizational leadership is a process of transforming institutional culture to ensure the survival and prosperity of the organization. This course addresses values, concepts, and skills related to effective leadership at both levels.

Typically offered:
Spring

Attributes: NLIB

BUSI-409 Operations Management (3)

This course involves the study of the operational and managerial issues encountered in the production of goods and services. Topics include productivity and competitiveness, total quality, product and process (technology) development, capacity planning and facility location, production planning, inventory control, and project and service scheduling. Students will be introduced to the use of quantitative and qualitative techniques as decision-making and problem-solving tools for operations managers.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: ECON-106C D- AND ECON-221 D- AND MSTI-130C D- OR MATH-130C D- OR MATH-112C D- OR MATH-120C D-

BUSI-432 Strategic Management (3)

Strategic Management is the "capstone course" for Business students and provides the students with the opportunity to integrate knowledge gained from previous studies. The strategic management process includes the determination of mission and objectives; analysis of environment; strategy formulation and selection; taking action; and evaluation and control. Issues of globalization, ethics, restructuring, and total quality are addressed in the course. In addition to lectures and discussions, students are required to analyze 'real-world" business cases and design a project to meet a specific managerial need of an organization. The cases and the team project are written and presented in the class.

Typically offered:
Fall & Spring

Attributes: NLIB ZCAP
Pre-requisites: MGMT-211 D- AND MKTG-221 D- AND FINA-315 D-

Entrepreneurship and Innovation (Minor)

Overview

Ignite your passion, turn ideas into action, and graduate ready to lead. The “Launch Ready” entrepreneurship & innovation minor is open to all students across the university—whether you're in business, pharmacy, nursing, education, or the arts & sciences.

This exciting interdisciplinary program is designed for bold thinkers and problem-solvers who want to build something meaningful—whether that’s a startup, a social enterprise, or innovative solutions within their chosen field. Through hands-on, real-world learning experiences, students will develop the entrepreneurial mindset and practical skills needed to identify opportunities, create business models, pitch ideas, and drive innovation from concept to launch.

You’ll explore key areas such as venture creation, product development, financial strategy, and creative problem-solving—all while collaborating with peers from across campus and engaging with local entrepreneurs and mentors.

Program Requirements

Minor in Entrepreneurship & Innovation - "Launch Ready"

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Required Courses - *12 credits*

- ENTR 200 - Foundations of Entrepreneurship & Small Business Management (3)
- ENTR 201 - Developing the Entrepreneurial Mindset (3)
- ENTR 302 - Innovation and Product Development (3)
- ENTR 303 - Fundamentals of Financial Decision Making (3) or FINA-315- Intro to Corporate Finance

Electives - *6 credits*

Choose six credits from the following:

- ENTR 304 - Entrepreneurial Finance & Funding (3)

- ENTR 305 - Family Business Dynamics (3)
- ENTR 306 - Innovation & Design Thinking (3)
- ENTR 307 - Lean Startup Essentials (3)

Total: 18 credits

Entrepreneurship and Innovation (Minor) Courses

ENTR-200 Intro to Entrepreneurship (3)

This foundational course provides an overview of the principles and practices of entrepreneurship and small business management. Students learn how to identify and evaluate business opportunities, create business plans, and develop the skills needed to launch and sustain a startup. Topics may include market research, financial management, legal considerations, IP, regulatory compliance, and marketing strategies for small businesses.

Attributes: NLIB

ENTR-201 Entrepreneurial Mindset (3)

This course is designed to help students cultivate and nurture the entrepreneurial mindset, which is fundamental for success in the dynamic world of startups and business innovation. It explores the attitudes, behaviors, and skills that distinguish entrepreneurs and intrapreneurs
from others. Students will learn to embrace uncertainty, think creatively, and take calculated risks. The course covers topics such as problem-solving, opportunity recognition, adaptability, resilience, and the ability to turn challenges into opportunities.

Through case studies, interactive discussions, and real-world exercises, students will develop a deeper understanding of the entrepreneurial mindset and how it can be applied to various aspects of business and life. By the end of the course, participants will have the knowledge and tools necessary to foster an entrepreneurial mindset that can be a driving force behind innovative solutions and business success.

Attributes: NLIB

ENTR-302 Innovation & Development (3)

In this course, students explore the process of innovation and product development, which is essential for staying competitive and relevant in the business world. Entrepreneurs learn how to generate innovative ideas, conduct research and development, prototype, and test products, and bring them to market. The course often incorporates design thinking, innovation management, and strategies for fostering creativity within an organization.

Attributes: NLIB

ENTR-303 Financial Fundamentals (3)

Financial decision making is crucial for the long-term success of any business. This course teaches entrepreneurs how to create and analyze financial statements, manage cash flow, secure funding, and make informed financial decisions. It also covers topics such as budgeting, forecasting, investing and how to make sound investment positions, and risk management specific to small businesses and startups.

Attributes: NLIB

ENTR-304 Startup Finance & Funding (3)

Master financial management, investment strategies, and funding options specifically tailored for startups and new ventures.

Attributes: NLIB

ENTR-305 Family Business Dynamics (3)

Explores the unique challenges and opportunities of family businesses, including succession planning and family governance.

Attributes: NLIB

ENTR-306 Innovation + Design (3)

Develops a creative, human-centered mindset, exploring ideation, prototyping, and the process of design thinking.

Attributes: NLIB

ENTR-307 Lean Startup Essentials (3)

Embrace lean principles to launch businesses with minimal resources. This course covers rapid prototyping, customer validation, and pivoting strategies. Master the art of digital marketing, with a focus on advanced social media tactics, data-driven decision-making, and growth hacking.
Learn the art of creating an irresistible pitch for potential investors. This course emphasizes pitch development, investor relations, and startup funding strategies.

Attributes: NLIB

Finance

Overview

The finance profession offers a rewarding career path for young, ambitious college students who aspire to make a significant impact in the world of business. Imagine yourself working in a dynamic environment, analyzing complex financial data to devise winning investments strategies, or helping companies to secure the funding they need to grow and prosper.

As a finance professional, you'll gain exposure to various aspects of the economy, allowing you to expand your knowledge base and skillset. You'll work alongside a diverse group of professionals, such as analysts, traders, advisors, and corporate executives as you navigate the ever-evolving global financial landscape.

The opportunities for growth abound. Your career will be marked by continuous learning, intellectual challenges, and the thrill of navigating the financial markets.

At St. John Fisher University, our student-focused faculty are dedicated to creating a stimulating and engaging learning environment. Through their guidance and mentorship, you will develop practical skills and deep insights into the world of finance, honing your abilities in areas such as financial analysis, risk management, and portfolio optimization.

Our innovative curriculum blends theory with hands-on experiences, giving you the opportunity to put your newfound knowledge to the test. Participate in exciting real-world projects, collaborate with fellow students to manage investment portfolios, and compete in prestigious case competitions that showcase your financial acumen.

As a finance major at St. John Fisher University, you'll have access to exceptional resources, including a state-of-the-art trading lab equipped with Bloomberg terminals and cutting-edge software. Additionally, our strong industry connections and dedicated career services will help you to secure internships and job placements at institutions aligned with your career goals.

The Department of Accounting and Finance offers a Bachelor of Science in Finance with two areas of emphasis. We offer a track in corporate finance for those students interested in careers in financial analysis, credit analysis, security analysis and banking, and who also might be interested in obtaining the chartered financial analyst (CFA) designation. We also offer a track in financial planning for those students interested in careers as financial advisors, investment advisors, insurance advisors, and estate planning advisors, and who also might be interested in obtaining the certified financial planner (CFP) designation.

Program Requirements

B.S. in Finance

For students majoring in finance (either track), all courses which may be applied to the track and FINA 315 (the finance business core course) are included in the determination of the grade point average in the major. A 2.00 grade point average is required for graduation.

Requirements

Business School Core - *27 credits*

- ACCT 101 - Principles of Accounting I (3)
- ACCT 102 - Principles of Accounting II (3)
- FINA 315 - Introduction to Corporate Finance (3)
- MGMT 203 - The Legal Environment of Business (3)
- MGMT 211 - Managing Team and Organizational Behavior (3)
- MGMT 357 - Information Technology Management (3)
- MGMT 409 - Operations Management (3)*
- MGMT 432 - Strategic Management (3)*
- MKTG 221 - Marketing Principles (3)

Globalization Course - *3 credits*

Choose **ONE** course from the following group.

- FINA 413 - International Banking and Finance (3)
- ECON 340C - International Economic Policy (3)
- MGMT 312 - International Business Management (3)

Finance Track Courses - *22 credits*

Choose either the corporate finance track or the financial planning track.

Corporate Finance Track

- Choose **ONE**:
  - ACCT 201 - Intermediate Accounting I (3)
  - ACCT 301 - Cost Accounting (3)
  - ACCT 311 - Introduction to Federal Taxation (3)
- FINA 310 - Career Planning (1)**
- FINA 316 - Intermediate Financial Management (3)
- FINA 320 - Financial Institutions and Markets (3)
- FINA 336 - Investments I (3)
- FINA 470 - Strategic Financial Management (3)*

- One finance elective (300 level or above)
- One finance elective (300 level or above) or accounting elective (200 level or above)

Financial Planning Track

- ACCT 311 - Introduction to Federal Taxation (3)*
- FINA 310 - Career Planning (1)**
- FINA 318 - Introduction to Financial Planning (3)
- FINA 336 - Investments I (3)
- FINA 337 - Investments II (3)
- FINA 464 - Retirement Planning (1)
  FINA 465 - Insurance and Risk Management (1)
  FINA 466 - Principles of Estate Planning (1)
- Choose **ONE**:
  - MKTG 327 - Buyer Behavior (3)
  - MKTG 344 - Personal Selling (3)
- FINA 495 - Internship in Financial Planning (3)

Note: *FINA 464, 465, and 466 comprise one course requirement.*

Liberal Arts and Sciences Courses - *60 credits*

- ECON 105C - P3 Principles of Microeconomics (3)
- ECON 106C - P3 Principles of Macroeconomics (3)
- ECON 221 - SQ Statistics I (3)
- MATH 111C or MATH 112C***
- Additional liberal arts and sciences courses to total 60 credits

Total: 112 credits

**These courses must be taken at St. John Fisher University.*

***ACCT 310 may be substituted for dual FINA/ACCT majors.*

****Students may take MATH 119C, 120C or 122C to meet the mathematics requirement.*

Notes on Finance Requirements

- FINA 413 is the recommended course for the globalization requirement.
- At least half of the business courses required for the finance major—including the business school core, globalization course and the specific courses in each of the finance tracks—must be taken at the University.
- Students should keep in mind that courses must be taken in a timely manner (e.g., the 100-level courses should optimally be taken during the student's freshman year at the University, the 200-level during the sophomore year, etc.). In addition, students must pay careful attention to course prerequisites; not doing so could delay progress through the program.
- Finance majors may not double major with management, nor declare a management minor.

Minor

Minor in Corporate Finance

A minor in corporate finance is appealing to students who seek to increase their understanding of corporate finance and create a more appealing résumé to potential employers. A grade point average of 2.00 is required for courses taken in residence that may be applied to the minor.

Requirements

- ACCT 101 - Principles of Accounting I (3)
- ACCT 102 - Principles of Accounting II (3)
- FINA 315 - Introduction to Corporate Finance (3)
- FINA 316 - Intermediate Financial Management (3)
- Choose **TWO**:
  - FINA 320 - Financial Institutions and Markets (3)
  - FINA 336 - Investments I (3)
  - FINA 413 - International Banking and Finance (3)
  - FINA 470 - Strategic Financial Management (3)*

Total: 18 credits

**This course must be taken at St. John Fisher University.*

Note: *FINA 413 may only be counted for the minor in corporate finance if it is not taken to satisfy the globalization requirement for students majoring in ACCT or MKTG.*

Note: *A management major may not minor in corporate finance. If an accounting major wishes to minor in corporate finance, not all the courses used to meet the minor requirements may be embedded in the major. At least one course taken for the minor must be distinct from any course used to meet a major requirement in accounting.*

Minor in Financial Planning

A minor in financial planning is appealing to students who seek to increase their understanding of financial planning and create a more appealing résumé to potential employers. A grade point average of 2.00 is required for courses taken in residence that may be applied to the minor. Note that a management major may not minor in financial planning.

Requirements

- ACCT 101 - Principles of Accounting I (3)
- ACCT 102 - Principles of Accounting II (3)
- FINA 315 - Introduction to Corporate Finance (3)

- FINA 318 - Introduction to Financial Planning (3)
- Choose **TWO**:
  - FINA 336 - Investments I (3)
  - FINA 337 - Investments II (3)
  - FINA 464 - Retirement Planning (1)*
    FINA 465 - Insurance and Risk Management (1)*
    FINA 466 - Principles of Estate Planning (1)*

Total: 18 credits

**These three one-credit hour modules comprise one course requirement.*

Note: *A management major may not minor in financial planning. If an accounting major wishes to minor in financial planning, not all the courses used to meet the minor requirements may be embedded in the major. At least one course taken for the minor must be distinct from any course used to meet a major requirement in accounting.*

Finance Courses

FINA-218 Personal Fin Planning (3)

The objectives of this course are to provide the conceptual framework for understanding how effective personal financial management fits into everyday life, to describe the process of personal financial management and the institutional framework within which it takes place, and to give detailed guidelines on how many aspects of personal financial management can be handled more effectively.

Typically offered:
Fall

Attributes: NLIB ZRES

FINA-310 Career Planning (1)

This course is designed to help the student explore and plan a career within Finance field. The student will explore the various career paths in corporate finance and financial services. The course includes professional goal setting, resume preparation, interviewing techniques, networking and job market research. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB

FINA-315 Intro Corporate Finance (3)

An introduction to theories, concepts, and techniques as they relate to financial managers' activities and decisions. Topics include risk and return, valuation, capital budgeting, and cost of capital.

Typically offered:
Fall and Spring

Attributes: NLIB

Pre-requisites: ACCT-102 D- AND ECON-221 D- AND (MATH-111C D- OR MATH-112C D- OR MATH-119C D- OR MATH-120C D- OR MATH-122C D-)

FINA-316 Intermed Financial Mgmt I (3)

This course extends and integrates tools and concepts learned in FINA 315. Students build upon the basic foundations of finance to apply to corporate financial decisions. Topics include cost of capital, raising capital, financial leverage, capital structure, dividend & payout policy, mergers and acquisition, short term finance & planning, and leasing.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: FINA-315 C

FINA-318 Intro to Fin Planning (3)

FINA 315 must be taken at the same time as (or prior to) FINA 318 (i.e., FINA 315 is a co-requisite for FINA 318).

This course provides students with an introduction to the expanding field of financial planning. The course covers topics such as personal financial statement analysis, cash and debt management (including cash flow, credit, and housing), risk management, investment planning, communication skills, and behavioral finance. Additionally, the course delves into education funding and retirement planning in greater detail.

Typically offered:
Fall & Spring

Attributes: NLIB ZRES
Pre-requisites: FINA-315 Y C

FINA-320 Fin Institutions & Mkts (3)

This course provides an overview of financial markets and institutions. Topics include the workings of various financial markets (including stocks, bonds and derivatives), the functions of different types of financial institutions, and the regulatory framework for the financial sector.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: FINA-315 C

FINA-336 Investments I (3)

This course explores theories and applications related to portfolio theory, asset allocation, asset pricing, stock return predictability and security analysis.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: FINA-315 C

FINA-337 Investments II (3)

This course provides an introduction to theories, concepts, and techniques as they relate to financial managers' activities and decisions. Topics include fixed income securities, derivative securities, portfolio management, and alternative assets.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: FINA-336 C

FINA-350 Principles of Real Estate (3)

This course is a survey of principles and fundamentals of real estate markets, finance and investment. Topics include: residential, commercial, industrial and special purpose investment properties; emphasis on equity investment, mortgage finance markets and techniques; legal aspects, valuation, property development and real estate market analysis.

Attributes: NLIB
Pre-requisites: ECON-105C D- AND ECON-106C D- AND FINA-315 C

FINA-401 Derivative Securities I (3)

This course provides an introduction to financial derivatives markets, including fundamental principles of derivatives, pricing, speculation, arbitrage and hedging strategies. Risk management techniques using options, futures, and swaps will be emphasized.

Attributes: NLIB
Pre-requisites: FINA-315 C

FINA-402 Debt Investments (3)

This course covers debt investments from basic bonds to interest rate swaps, with a special emphasis on municipal bonds. During the semester students will look at debt investing from the perspective of a portfolio manager, a credit analyst and an investor.

Attributes: NLIB
Pre-requisites: FINA-315 C

FINA-413 International Bank & Fin (3)

This course serves as an introductory course in International Finance. It provides a framework for the study of key concepts, issues and applications used by decision makers in the international financial context. Topics such as exchange rates, international investments, and international financial markets will be covered.

Typically offered:
Fall & Spring

Attributes: ISFS NLIB
Pre-requisites: FINA-315 C

FINA-464 Retirement Planning (1)

This course deals with both the challenges and the opportunities of planning for retirement. In addition, the course explores the types

of tax-deferred retirement plans and investing for retirement.
The three one credit financial planning modules (FINA 464,465, and 466) should be taken during the same semester.

Typically offered:
Spring

Attributes: NLIB ZRES
Pre-requisites: FINA-318 C

FINA-465 Insurance & Risk Mgmt (1)

This course deals with the study of risk management. It focuses on identifying a client's risk exposure and selecting appropriate risk management techniques to deal with those exposures.
The three one credit financial planning modules (FINA 464,465, and 466) should be taken during the same semester.

Typically offered:
Spring

Attributes: NLIB
Pre-requisites: FINA-318 C

FINA-466 Principles of Estate Plan (1)

This course deals with the study of the estate planning process. It examines the fundamentals of federal estate and gift taxation and the specific techniques that can be used to reduce the size of the gross estate.
The three one credit financial planning modules (FINA 464,465, and 466) should be taken during the same semester.

Typically offered:
Spring

Attributes: NLIB ZRES
Pre-requisites: FINA-318 C

FINA-470 Strategic Financial Mgmt (3)

The purpose of this course is to provide students with the opportunity to apply their skills on real financial problems that confront managers. Students will analyze and evaluate theories, principles, tools, and techniques behind strategic financial management. The student will study in depth select financial concepts necessary in today's global business world through case studies. While the basic skills and tools of financial analysis will be relied on, more advanced and complex topics will be covered through case studies.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: FINA-316 D- AND FINA-336 D-

FINA-486 Special Topics in Finance (3)

This course is tailored to special interests of students and faculty and may be offered when demand warrants. This course will discuss important contemporary issues in finance in the current or future business environment.

Attributes: NLIB
Pre-requisites: FINA-315 C

FINA-491 Internship in Finance (1 TO 3)

This course allows students to work in approved positions with local organizations in the area of finance. Students can receive credit for either ACCT 491 or FINA 491.

Permission of the internship coordinator is required to register.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

FINA-495 Internship in Fin Planning (3)

This course allows students to work in approved positions in financial planning. Permission of the internship coordinator is required for registration.

Typically offered:
Fall & Spring

Attributes: NLIB ZEXL
Pre-requisites: -

FINA-496 Independent Study (1 TO 3)

Independent studies allow students and faculty the opportunity to work on special topics in finance not covered in courses. Requires completion of the Independent Study/Tutorial Authorization form.

Typically offered:
Spring

Attributes: NLIB

Management

Overview

Management is the art and science of leading people, building effective teams, making strategic decisions, and managing resources to achieve organizational goals. At its core, management is about creating value—through people, processes, innovation, and ethical leadership. Whether navigating uncertainty, fostering collaboration, or driving performance, effective managers are the key to organizational success.

At St. John Fisher, our management major prepares students to lead with purpose, adapt with agility, and deliver results. Our curriculum emphasizes practical, experiential learning and is grounded in leadership, organizational behavior, operations, strategy, and data-informed decision-making. Through projects, internships, and real-world case studies, students develop the critical thinking, communication, and leadership skills employers' demand.

Graduates of our program are "**Day 1 Ready**"—equipped to contribute immediately upon entering the workforce. They pursue dynamic careers in areas such as human resource management, project management, consulting, operations, sales, entrepreneurship, and general management roles across industries including healthcare, finance, nonprofits, technology, and manufacturing.

Whether working for a Fortune 500 company, a start-up, or launching their own venture, our graduates are prepared to make a difference—starting on day one.

Program Requirements

B.S. in Management

All business core, globalization, and elective courses are included in the determination of the grade point average in the major. Although majors need to achieve a 2.00 grade point average in these courses, it is not necessary to earn a grade of "C" or above in every course.

Requirements

Business School Core – *27 credits*

- ACCT 101 – Principles of Accounting I (3)
- ACCT 102 – Principles of Accounting II (3)

- FINA 315 – Introduction to Corporate Finance (3)
- MGMT 203 – The Legal Environment of Business (3)
- MGMT 211 – Managing Team and Organizational Behavior (3)
- MGMT 357 – Information Technology Management (3)
- MGMT 409 – Operations Management (3)*
- MGMT 432 – Strategic Management (3)*
- MKTG 221 – Marketing Principles (3)

Globalization Course – *3 credits*

Choose **ONE** course from the following group.

- ECON 340C – International Economic Policy (3)
- FINA 413 – International Banking and Finance (3)
- MGMT 312 – International Business Management (3)

Required Management Courses – *4 credits*

- HRMG 275 – Human Resource Management (3)
- MGMT 310 – Career Seminar (1)

Electives – *18 credits*

Six additional business electives are required. These electives are designed to provide management students with the option to craft a program of study to meet their career goals in ways not provided for by any of the other School of Business majors. Students should consult with their academic advisors prior to finalizing their major electives to make sure that they have suitable objectives and to ensure that the sets of courses included in their plans of study are academically sound. The typical portfolio of courses in the management major has six electives which carry the FINA, HRMG, MGMT, or MKTG prefix. The selection of electives may include courses from MGMT but must also include courses from at least two of the three functional business areas of finance, human resources, and marketing. An internship in Management is strongly encouraged. A student may earn credit for two distinct internship experiences, but may only apply one Internship course to the elective requirements.

Liberal Arts and Sciences Courses – *60 credits*

- ECON 105C – P3 Principles of Microeconomics (3)
- ECON 106C – P3 Principles of Macroeconomics (3)
- ECON 221 – SQ Statistics I (3)
- MATH 112C – P4 Calculus for Soc Sci (3) OR MATH 120C – Calculus I (4)
- Additional liberal arts and sciences courses to total 60 credits

Total: 112 credits

**These courses must be taken at St. John Fisher University.*

Notes on Management Requirements

At least half of the business courses required for the management major—including the business school core, globalization course, human resources course, and the elective courses—must be taken at the University.

- Students should keep in mind that courses must be taken in a timely manner (e.g., the 100-level courses should optimally be taken during the student's freshman year at the University, the 200-level during the sophomore year, etc.). In addition, students must pay careful attention to course prerequisites; not doing so could delay progress through the program.
- Management majors may not declare minors in finance or marketing. If students wish to concentrate their electives in any of these areas, they should speak with advisors in the School of Business about majoring in those fields. Students may however, minor in professional sales since there is no major in that field. See the rules governing the professional sales minor.
- Management majors may not declare a double major in any of the former concentration areas of business: finance or marketing.

Minor

Minor in Management

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- Any **SIX** finance (FINA), human resources management (HRMG), management (MGMT), and/or marketing (MKTG) courses.

Total: 18 credits

Note: *Only one course applied to a student's major may also be used to meet a requirement in the management minor. Accounting, finance, and marketing majors may NOT declare a minor in management.*

Management Courses

MGMT-100 Business Majors & Careers (1)

This course is designed to help students interested in a career in business explore the different majors available in the School of Business and the various career paths and opportunities associated with each major. Students will also learn about the experiential learning opportunities within each major (competitions, service learning, study-abroad, etc.).
The class is co-taught by several faculty members from across all disciplines in the School of Business, and guest speakers from the business community will provide the students with career information and advice.

Attributes: NLIB

MGMT-203 Legal Environ of Business (3)

A study of those aspects of law which affect business organizations. This includes development of a legal foundation leading to an understanding of the law in today's society. Basic legal principles are emphasized.

Typically offered:
Fall & Spring

Attributes: NLIB PLAW

MGMT-211 Managing Organiz Behavior (3)

This course covers the behavior of individuals, teams, and organizations as a whole and the manager's role at each level. Employee motivation, leadership, decision-making, and the design of the organization to meet internal and external requirements are covered. Special attention is given to interpersonal communication and conflict, diversity, and empowerment in teams. Cases, exercises, and simulations are used.

Typically offered:
Fall & Spring

Attributes: NLIB

MGMT-310 Career Planning (1)

This course is designed to help the student plan a career within human resources, management and marketing career fields. The student will identify positions of interest and enhance their candidacy for these positions through the practice of professional goal setting, resume preparation, interviewing techniques, mock interviewing, networking and career transition discussions.

Typically offered:
Fall & Spring

Attributes: NLIB

MGMT-312 International Bus Mgmt (3)

This course explores the international environment of business and the nature and form of international business arrangements. Topics covered include: cultural differences; leadership and motivation; legal and economic systems; marketing; human resource management, including the human dynamics of international enterprise; international trade, investment, and phasing in of international activities; foreign currencies; and regional integration. Modes of servicing foreign markets and issues relevant to international strategic management are also considered. The course is designed to integrate the functional aspects of management education into an international perspective.

Typically offered:
Fall & Spring

Attributes: ISFS NLIB

MGMT-320 Business of Sustainability (3)

This course introduces the confluence of Business Practices and Sustainability. Much emphasis has been placed on sustainability practices. Sustainability includes environmental concerns, fair labor practices, ethical decision making, bribery and corruption, as well as long term stakeholder satisfaction. Leading a business-or any organization for that matter-is a complex and challenging task. There are multiple stakeholders (for example, customers, employees, suppliers, community members, owners, and investors), and these stakeholder groups often have competing needs, interests, and metrics for success. As such, leaders must be disciplined and principled while working to find ways to address and balance the needs and expectations of each stakeholder group. This course explores the challenge of business profitability while maintaining a sustainable outlook for the future.

Attributes: NLIB

MGMT-340 Leading Change (3)

Organizational leadership is practiced on a micro-level as an influence process between individuals and teams. On a macro-level, organizational leadership is a process of transforming institutional culture to ensure the survival and prosperity of the organization. This course addresses values, concepts, and skills related to effective leadership at both levels.

Typically offered:
Spring

Attributes: NLIB

MGMT-345 Applied Mgmt Research (3)

This course builds skills for defining researchable questions, which arise in managing organizations and human resources, and for data collection, analysis, and interpretation for answering those questions. The course emphasizes application of skills, as students are required to research a question they have formulated.

Attributes: NLIB
Pre-requisites: ECON-221 D- OR MATH-112C D- OR MATH-120C D- OR MSTI-130C D- OR MATH-130C D- OR PSYC-201 D- OR SOCI-280C D-

MGMT-346 Leadership Not for Profit (3)

The course introduces students to issues of leadership that are uniquely associated with running and managing not-for-profit organizations, such as hospitals, charitable organizations, schools and governmental bodies. The course material is supplemented with guest lecturers who are former or current leaders in Rochester-area not-for-profit organizations.

Attributes: NLIB

MGMT-357 Info Tech Management (3)

This course examines the development and application of information technology (IT) resources in organizations. The conceptual foundations of IT are surveyed and relevant advances are addressed. The course prepares students to be significant contributors to the implementation of organizational information systems both within and outside their functional areas and to participate in the design and redesign of business processes being automated. Issues related to the integration of IT in the social climate of business organizations are addressed from domestic and international perspectives. Includes in-class laboratory assignments, as well as independent/group mini-projects.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

MGMT-365 AI for Business (3)

This course offers a comprehensive exploration of how artificial intelligence (AI) is reshaping the modern business landscape. Designed for future business leaders, entrepreneurs, and professionals, AI for Business provides both a technical overview and strategic insight into AI’s transformative power across industries.

Attributes: NLIB

MGMT-409 Operations Management (3)

This course involves the study of the operational and managerial issues encountered in the production of goods and services. Topics include productivity and competitiveness, total quality, product and process (technology) development, capacity planning and facility location, production planning, inventory control, and project and service scheduling. Students will be introduced to the use of quantitative and qualitative techniques as decision-making and problem-solving tools for operations managers.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: ECON-106C D- AND ECON-221 D- AND MSTI-130C D- OR MATH-130C D- OR MATH-112C D- OR MATH-120C D-

MGMT-432 Strategic Management (3)

Strategic Management is the “capstone course” for Business students and provides the students with the opportunity to integrate knowledge gained from previous studies. The strategic management process includes the determination of mission and objectives; analysis of environment; strategy formulation and selection; taking action; and evaluation and control. Issues of globalization, ethics, restructuring, and total quality are addressed in the course. In addition to lectures and discussions, students are required to analyze ‘real-world” business cases and design a project to meet a specific managerial need of an organization. The cases and the team project are written and presented in the class.

Typically offered:
Fall & Spring

Attributes: NLIB ZCAP
Pre-requisites: MGMT-211 D- AND MKTG-221 D- AND FINA-315 D-

MGMT-475 Washington DC-Internship (6 TO 9)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and the TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall & Spring

Attributes: NLIB

MGMT-476 Washington DC-Seminar (3 TO 6)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and the TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall & Spring

Attributes: NLIB

MGMT-477 Washington DC-Forum (1 TO 3)

Washington Experience semester is offered through The Washington Center.
Permission of the advisor, department chair, and the TWC liaison (Dr. Monica Cherry) is required to register.

Typically offered:
Fall & Spring

Attributes: NLIB

MGMT-486 Topics in Mgmt (3)

This course is used as a vehicle to cover special topics in management that would not normally be offered on a regular basis.

Topic: Intro to Family Business
Most businesses around the world are family-controlled. This course prepares students for a variety of stakeholder roles with family firms including leading their own family firm, managing others' family firms or working with family firms as advisors, vendors and/or customers. Topics include family firm governance, financing/starting family firms, family dynamics in family firms, leadership development/succession planning and transition planning in family firms. The course is based on research and theory into practice and includes visits to family firms, case studies, speakers, simulations and other projects based on family business scenarios. The class is open to those owning/working for/advising or are interested in family firms.

Typically Offered:
Variable

Attributes: NLIB

MGMT-491 Internship in Management (1 TO 6)

Allows students to work in approved professional business management positions in the community. Course assignments will reflect experiential learning gained and will be completed throughout the internship experience. Any student wishing to engage in a second internship opportunity which goes beyond the initial three-credit-hour limit must petition for it by submitting a detailed proposal, describing the new position and its expected benefits, to the internship coordinator. A second internship can only be taken upon approval of the internship coordinator. Academic credit received for a second internship will be considered non-liberal arts elective credit and not applied towards the major.

Permission of Professor is required to register.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: NLIB ZEXL
Pre-requisites: MGMT-211 D- AND GPA >=2.50

MGMT-493 Career-Bound Seniors (0)

This non-credit elective course provides senior management majors with assistance in the job search process. Students meet periodically in free period with an experienced faculty mentor who gives career-guidance assistance and socioemotional support. Students are also expected to participate in Career Services programming which includes a resume workshop, mock interviews, and career fairs.
Graded S/U.

Attributes: NLIB

MGMT-496 Independent Study (1 TO 3)

Independent studies allow students and faculty to work on a special topic or project of mutual interest. This option is typically restricted to seniors. A complete plan of study, signed by both the student and the faculty member who has agreed to oversee the work, should be supplied to the chair of the Management Department for approval.
Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall, Spring & Summer

Attributes: NLIB

Marketing

Overview

Marketing is the engine that drives customer connection, business growth, and innovation. It's about understanding people—what they want, why they buy, and how they experience brands. Marketers shape strategy, analyze data, build relationships, and tell compelling stories that bring products and services to life.

At St. John Fisher University, our marketing major prepares students to thrive in fast-paced, creative, and data-driven environments. Through hands-on projects, real-world consulting, and digital marketing simulations, students learn to identify opportunities, influence behavior, and deliver value to customers and organizations.

Graduates are **Day One Ready**—equipped with the analytical, strategic, and communication skills needed to make an immediate impact. Career paths include brand management, digital marketing, sales, market research, advertising, social media strategy, and more. Our alumni are launching campaigns, managing client relationships, and shaping customer experiences in organizations ranging from startups to global firms.

Whether you're drawn to the psychology of consumer behavior or the power of digital platforms, our program empowers you to turn insights into action—and ideas into results.

Program Requirements

B.S. in Marketing

For students majoring in marketing, all business core, globalization, and marketing courses are included in the determination of the grade point average in the major. Although majors need to achieve a 2.00 grade point average in these courses, it is not necessary to earn a grade of "C" or above in every course.

Requirements

Business School Core – *27 credits*

- ACCT 101 – Principles of Accounting I (3)
- ACCT 102 – Principles of Accounting II (3)

- FINA 315 – Introduction to Corporate Finance (3)
- MGMT 203 – The Legal Environment of Business (3)
- MGMT 211 – Managing Team and Organizational Behavior (3)
- MGMT 357 – Information Technology Management (3)
- MGMT 409 – Operations Management (3)*
- MGMT 432 – Strategic Management (3)*
- MKTG 221 – Marketing Principles (3)

Human Resources Management Requirement – *3 credits*

- HRMG 275 – Human Resource Management (3)

Globalization Course – *3 credits*

Choose **ONE** course from the following group.

- ECON 340C – International Economic Policy (3)
- FINA 413 – International Banking and Finance (3)
- MGMT 312 – International Business Management (3)

Career Seminar – *1 credit*

- MGMT 310 – Career Seminar (1)

Electives – 18 *credits*

Choose **SIX** courses from the following group.

- MKTG 324 – Marketing Research (3)
- MKTG 325 – Promotion Management (3)
- MKTG 327– Buyer Behavior (3)
- MKTG 344 – Personal Selling (3)
- MKTG 403 – Social Media Marketing (3)
- MKTG 410 – Supply Chain Systems (3)
- MKTG 414 – International Marketing (3)
- MKTG 415 – Internet Marketing (3)
- MKTG 418 – Marketing Channels and Strategic Partnerships (3)
- MKTG 422 – International Sales (3)
- MKTG 426 – Marketing Strategy (3)
- MKTG 444 – Advanced Selling (3)
- MKTG 486 – Special Topics in Marketing (3)
- MKTG 491 – Internship in Marketing (3)
- OPTION: In up to two cases, you may include any of the following in place of a marketing elective: COMM 267, COMM 270, COMM 281, COMM 346, COMM 349, COMM 363

Liberal Arts and Sciences Courses – *60 credits*

- ECON 105C – P3 Principles of Microeconomics (3)
- ECON 106C – P3 Principles of Macroeconomics (3)
- ECON 221 – SQ Statistics I (3)
- MATH 112C – P4 Calculus for Social Science (3) OR MATH 120C - Calculus I

- Additional liberal arts and sciences courses to total 60 credits

Total: 112 credits

**These courses must be taken at St. John Fisher University.*

Notes on Marketing Requirements

- At least half the courses for the marketing major—including the business school core, the globalization course, and the specific marketing courses—must be taken at St. John Fisher University.
- Students should pay careful attention to course prerequisites.
- Marketing majors may not declare a minor in management.

Minor

Minor in Marketing

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

- MKTG 221 – Marketing Principles (3)
- Choose **FIVE** from the following:
  - MKTG 324 – Marketing Research (3)
  - MKTG 325 – Promotion Management (3)
  - MKTG 327 – Buyer Behavior (3)
  - MKTG 344 – Personal Selling (3)
  - MKTG 403 – Social Media Marketing (3)
  - MKTG 410 – Supply Chain Systems (3)
  - MKTG 414 – International Marketing (3)
  - MKTG 415 – Internet Marketing (3)
  - MKTG 418 – Marketing Channels and Strategic Partnerships (3)
  - MKTG 422 – International Sales (3)
  - MKTG 426 – Marketing Strategy (3)
  - MKTG 444 – Advanced Selling (3)
  - MKTG 486 – Special Topics in Marketing (3)

- MKTG 491 – Internship in Marketing (3)
- OPTION: In up to two cases, you may include any of the following in place of a marketing elective: COMM 267, COMM 270, COMM 281, COMM 346, COMM 349, COMM 363

Total: 18 credits

Note: *Management and human resources management majors may not declare a minor in marketing.*

Marketing Courses

MKTG-221 Marketing Principles (3)

This course introduces students to the theory and practice of marketing. Among other issues, product development, pricing strategies, promotional tools, and distribution are addressed. Analysis regarding customer and competitive environments and the role of marketing in society are included. Critical-thinking exercises are used as important learning tools in this course.
Formerly titled: Introduction to Marketing

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV

MKTG-324 Marketing Research (3)

The purpose of this course is to provide students with a thorough understanding of the marketing research process. Areas covered include collection and analysis of qualitative and quantitative data for exploratory and confirmatory research. The students have the opportunity to apply marketing research concepts to a large number of real-life marketing situations.
Formerly MGMT 324.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: MKTG-221 D-

MKTG-325 Promotion Management (3)

This course encompasses the study of marketing and promotional tools such as advertising, consumer sales promotions, trade sales promotions, direct marketing, packaging, point-of-purchase displays, and other related topics. Students have the opportunity to assess the appropriateness of various promotional tools in fulfilling specific promotional objectives and to gain an understanding of the special societal and ethical responsibilities of those in this business. As an integral part of the learning process, students engage in team-based critical-thinking exercises designed to give them experience in the application of these complex concepts.
Formerly MGMT 325.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: MKTG-221 D- OR MGMT-221 D-

MKTG-327 Buyer Behavior (3)

The purpose of this course is to provide students with an introduction to the concepts, theories, principles, and issues that characterize the study of human behavior as it relates to the consumption of goods and services. An understanding of customer needs and how customers make decisions about fulfilling those needs is vital to the success of any marketing effort. Topics such as consumer motivation, values, attitude formation, and decision-making strategies are addressed, as well as consumer information processing and the influence of reference groups in the consumption process. Cases and experiential exercises are used as important learning tools in this course.
Formerly MGMT 327.

Typically offered:
Fall & Spring

Attributes: NLIB ZEXL
Pre-requisites: MKTG-221 D- OR MGMT-221 D-

MKTG-344 Personal Selling (3)

This course is designed to educate students on the value of developing selling skills regardless of what career he or she decides to pursue. One component of the course will be theoretical and will focus on exploring the different types of sales positions, understanding the selling process, and developing sales techniques. The second component will be hands on and will focus on developing the student's sales skills. Two different approaches will be used: critical review of pre-recorded sales presentations and actual delivery of sales presentations. Using a role-play scenario, students will develop and deliver a sales pitch for a B2B product.
Formerly MGMT 344.

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV
Pre-requisites: MKTG-221 D- OR MGMT-221 D-

MKTG-403 Social Media Marketing (3)

Social media marketing has fundamentally changed the way consumers interact with each other and with brands. The focus of this course is on branding and consumer engagement on social media. Students will learn how to leverage and integrate the various social media channels in order to design, deliver, and track effective social media marketing campaigns that will build and strengthen a brand's online presence.

Students who earned credit for MKTG 486 with the topic of Social Media Marketing may not earn credit for MKTG 403.

Attributes: NLIB
Pre-requisites: MKTG-221 D-

MKTG-410 Supply Chain Systems (3)

Students learn about Supply Chain Management Systems, and the problems that are inherent in developing, organizing, and managing a company's supply chain in order to maximize overall profit while minimizing the possibility of disruption to business processes. Topics include supply chain strategy, decision theory, vendor analysis, location analysis, facility layout, aggregate planning, scheduling, optimization, supply chain risk management, MRP/ERP systems, and sustainability practices.

Attributes: NLIB

Pre-requisites: (MKTG-221 D- OR MGMT-221 D-) AND (MATH-112C D- OR MATH-120C D- OR MATH-130C D-)

MKTG-413 Sales Management (3)

This course is designed to give students a deeper understanding of sales and sales force management as a crucial component of an organizations overall marketing strategy. Some of the topics covered will be strategic planning and the relationship between sales and marketing, sales leadership, analyzing customers and markets, designing and developing the sales force (recruiting, selecting, training, motivating, compensating, and retaining salespeople), the use of technology to improve sales force effectiveness, and customer relationship management (CRM).

Attributes: NLIB
Pre-requisites: MKTG-344 D-

MKTG-414 International Marketing (3)

This course is designed to prepare students to think intelligently about the complex, dynamic global marketplace. The international aspects of marketing management are thoroughly examined. Students have the opportunity to apply concepts and theories learned in class to a variety of real-life situations. Case analysis is extensively used.

Attributes: ISFS NLIB ZEXL
Pre-requisites: MKTG-221 D- OR MGMT-221 D-

MKTG-415 Internet Marketing (3)

Examination of cutting edge strategies behind internet marketing and its three core attributes: architecture, content, and linking. However, no previous knowledge of coding or Web site design is required. Online marketing strategy is extended to include concepts and application of search engine optimization, search engine marketing and online advertising, email marketing, online public relations, and mobile marketing. Special attention is directed throughout to examining the latest trends in eCommerce that lead to a competitive advantage in a globally-connected, technologically-enabled marketplace. Timely and relevant experiential exercises in individual and team settings form the core of pedagogy, engagement, and assessment for this course.

Attributes: NLIB
Pre-requisites: MGMT-221 D- OR MKTG-221 D-

MKTG-418 Marketing Channels (3)

Examination of strategic issues involved in managing marketing channels. Topics include channel design, supply chain management, and the external channels environment. Marketing channels strategy is extended to the use of strategic alliances and other collaborative distribution relationships for global competitive advantage. Special attention is directed to resource and technology interdependencies, exchange governance, and relationship bench-marking. Timely and relevant experiential exercises in individual and team settings form the core of pedagogy, engagement, and assessment for this course and explore what leads to a competitive advantage in a globally-connected, technologically-enabled marketplace.

Formerly titled: Business to Business Marketing

Attributes: NLIB
Pre-requisites: MKTG-221 D- OR MGMT-221 D-

MKTG-422 International Sales (3)

This course is designed to prepare students for pursuing business development opportunities in the global marketplace and managing

an international client base. Some of the topics covered will be international market analysis and prospecting, planning international sales meetings, interacting with and presenting to international clients.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: MKTG-344 D- AND (MGMT-312 D- OR MKTG-414 D-)

MKTG-426 Marketing Strategy (3)

This course focuses on managing the marketing function in a changing, competitive environment, in coordination with other organization functions. Special attention is given to the development of marketing strategies for the achievement of competitive advantage in product, price, place, and promotion. Students enhance their analytical marketing skills using tools and techniques and through case analysis and exercise decision making in the role of management to develop marketing strategies.

Typically offered:
Fall & Spring

Attributes: NLIB

MKTG-444 Advanced Selling (3)

This course is designed to build on MKTG344 and further develop the students' sales skills and competencies specifically focusing on strengthening their understanding and application of consultative selling. Some of the topics covered will be forecasting and territory planning, social selling, lead generation and prospecting, major account penetration, customer relationship management. Throughout the course, special emphasis will be placed on strengthening the students' problem solving, presentation, and closing skills. Roughly one third of the class time will be dedicated to experiential learning.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: MKTG-344 D-

MKTG-480 Sales Practicum (1)

This course is designed to deliver skill building experiential learning activities for sales students. The individual student experience will be customized based on their career interests, number of earned practicum credits, and skill level. Some of the activities included in the practicum each semester are: expert workshops, shadowing, mentorship, sales competitions, service learning sales assignments, etc.

Attributes: NLIB
Pre-requisites: MKTG-344 D-

MKTG-485 Special Topics in Sales (3)

This course is used to cover special topics in sales that would not normally be offered on a regular basis.

Attributes: NLIB
Pre-requisites: MKTG-344 D-

MKTG-486 Topics in Mkt (1 TO 3)

This course is used as a vehicle to cover special topics in marketing that would not normally be offered on a regular basis.

Topic: Section 01 Highly Effective Teams
Teams are the basis of modern corporate operations. Every student will participate and work on multiple teams while working after graduation. This course will give students the tools and strategies that will allow them to organize and participate in high performing teams, manage those teams and fix problems that may arise as the teams move forward. The course covers practical information that will allow students to be Day One ready to lead and participate in highly effective teamwork at the organizations they will be working at

Topic: Section 02 Brand Strategy
Brand Management & Strategy prepares students to build brands that foster value creation for customers and companies. Throughout this course students will explore the history, purpose, and goals of brands and brand management; learn how brands create value; explain how brand perception is formed; develop positioning statements and unique value propositions and describe how company values impact a brand. This course offers students real-world branding experience with a Simternship where they will play the role of an Assistant Brand Manager for a fictitious company. The simulation allows students to practice branding concepts in a safe, simulated environment and gain real world experience

Typically offered:
Fall & Spring

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: MKTG-221 D-

MKTG-490 Internship in Sales (3)

Allows students to work in approved professional sales positions in the community. Course assignments will reflect experiential learning gained and will be completed throughout the internship experience

Typically offered:
Fall, Spring & Summer

Attributes: NLIB ZEXL
Pre-requisites: MKTG-344 D-

MKTG-491 Internship in Marketing (1 TO 3)

Allows students to work in approved professional marketing positions in the community. Course assignments will reflect experiential learning gained and will be completed throughout the internship experience. Any student wishing to engage in a second internship opportunity which goes beyond the initial three-credit-hour limit must petition for it by submitting a detailed proposal, describing the new position and its expected benefits, to the internship coordinator. A second internship can only be taken upon approval of the internship coordinator. Academic credit received for a second internship will be considered non-liberal arts elective credit and not applied towards the major.

Permission of Professor is required to register.

Graded S/U.

Typically offered:

Fall, Spring & Summer

Attributes: NLIB ZEXL
Pre-requisites: MKTG-221 D- AND GPA >=2.50

MKTG-496 Independent Study (1 TO 3)

An independent study in marketing (1 to 3 credit hours) is offered to students: (a) pursing a major in marketing, and (b) interested in pursuing additional study of one or more topics that are not addressed by courses regularly offered by the marketing department. Students are advised to discuss their intents with a faculty member and mutually agree on the content, measures of performance, and methods of assessment.
Completion of the Independent Study Authorization form is required.

Typically Offered:
Fall, Spring & Summer

Attributes: NLIB
Pre-requisites: MKTG-221 D- OR MGMT-221 D-

Professional Sales (Minor)

Overview

Sales is more than closing deals—it's about solving problems, building trust, and driving growth. The professional sales minor equips students with the mindset, skills, and confidence to succeed in one of the most vital functions of any organization: revenue generation.

Housed in the Department of Management and Marketing, this minor focuses on consultative selling, business development, and relationship management. Students learn to navigate complex business-to-business environments, uncover client needs, present solutions, and negotiate with integrity and impact. Through role-playing, case studies, and real-world sales challenges, students gain hands-on experience that sets them apart.

Graduates of the professional sales minor are **Day One Ready** to step into high-impact roles across industries—from healthcare and technology to financial services, manufacturing, and consumer goods. They are prepared to excel in positions such as account executive, sales consultant, client success manager, and business development representative in corporate, nonprofit, and government settings.

With strong communication skills, strategic thinking, and a focus on value creation, our students don’t just land jobs—they drive results from the start.

Program Requirements

Minor in Professional Sales

A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

Requirements

Required Courses - *12 credits*

- MKTG 221 – Marketing Principles (3)

- MKTG 344 – Personal Selling (3)
- MKTG 422 – International Sales (3)
- MKTG 444 – Advanced Selling (3)

Electives - *6 credits*

Choose six credits from the following:

- COMM/PSYC 352 – Group Dynamics (3)
- COMM 353 – Public Speaking (3)
- MKTG 327 – Buyer Behavior (3)
- MKTG 413 – Sales Management (3)
- MKTG 418 – Marketing Channels and Strategic Partnerships (3)
- MKTG 426 – Marketing Strategy (3)
- MKTG 480 – Sales Practicum (1) (must be taken 3 times to count as one elective)
- MKTG 485 – Special Topics in Sales (3)
- MKTG 490 – Internship in Sales (3)
- MKTG 491 – Internship in Marketing (3)

Total: 18 credits

Note: *Marketing and management majors are allowed to declare professional sales as a minor, as are any other business majors; however, only two courses – MKTG 221 and MKTG 344 – are allowed to double count across both major and minor. In any other major area, only two courses from the minor may also be applied to major requirements.*

Professional Sales (Minor) Courses

School of Arts and Sciences
School of Business
School of Education
Inclusive Adolescence Education
Inclusive Childhood Education
Wegmans School of Nursing
Wegmans School of Pharmacy

Ralph C. Wilson, Jr. School of Education

Overview

Joellen Maples, *Dean*
Whitney Rapp, *Associate Dean*
Kathleen Broikou, *Chair of Undergraduate Programs in Inclusive Education*

Welcome to the Ralph C. Wilson, Jr. School of Education at St. John Fisher University. Our curriculum is grounded in inclusive practice comprised of theoretical and experiential learning that prepares teacher candidates to demonstrate the knowledge, skills, and dispositions essential to teach all children. All coursework and fieldwork moves candidates toward the attainment of learning objectives based on a conceptual framework dedicated to the achievement of social justice through the central tenets of teaching: respecting and addressing the diversity of all learners, promoting achievement for each individual, developing compassionate practice, pursuing knowledge continuously, and providing comprehensive service to the communities and individuals we serve. All undergraduate programs are registered with the New York State Education Department and are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP). Our high-quality programs of study incorporate the liberal arts, with professional preparation in the science, craft, and art of teaching. All programs embed curriculum in practice situated in schools. The School of Education and its related educational programs are located in the Ralph C. Wilson, Jr. Building, a state-of-the-art facility with advanced technological capacity.

School of Education
- Overview

Criteria for Continuation Into School of Education Teacher Certification Programs

All candidates, including transfer students, are accepted into the School of Education upon admission to the University. In order to continue in their programs, candidates must do the following:

- Submit a complete and acceptable application
- Establish a cumulative GPA of 3.0
- Earn acceptable ratings on key assessments
- Demonstrate professional dispositions
- Engage in candidate support plan, if recommended
- Earn a final grade of at least “C” or higher in all courses in the inclusive education programs required for certification and additional courses required for certification

Inclusive Adolescence Education

Overview

Kathleen A. Broikou, *Chair of Undergraduate Programs in Inclusive Education*

The inclusive adolescence education degree program is a dual-certification program comprised of the inclusive adolescence education major and a content area major or concentration. The program results in certification in adolescence education (grades 7–12) in the chosen content area and students with disabilities generalist (all grades prek–12). This program is designed to prepare candidates to teach in one of the following disciplines: biology, chemistry, earth science, physics, mathematics, American studies, history, English. and Spanish. In addition, candidates earn certification to teach students with disabilities in all grades prek–12 as a generalist. A generalist is certified for employment as a supporting teacher for students with disabilities in content areas other than the candidate's major area of study. Candidates may opt to take EDUC 333 - Differentiated Curriculum, Instruction, and Assessment in the Middle School to obtain content-area certification in grades 5–6.

The requirements in the content specialty major or concentration are designed to meet university, New York state, and national standards in the content specialty areas. In certain cases, additional courses may be required. For dual certification in adolescence education and students with disabilities generalist (all grades prek–12), candidates are also required to successfully complete a set of courses and clinical experiences relating to pedagogical content in teacher education. The inclusive adolescence education major requires 40 credits (43 credits with middle school extension certification). The following degree programs qualify candidates for dual certification in a content specialty area that allows them to teach in grades 5–12:

- B.S. Inclusive Adolescence Education: Biology
- B.S. Inclusive Adolescence Education: Chemical Education
- B.S. Inclusive Adolescence Education: Earth Science
- B.S. Inclusive Adolescence Education: Physics
- B.S. Inclusive Adolescence Education: English
- B.S. Inclusive Adolescence Education: Mathematics
- B.S. Inclusive Adolescence Education: Social Studies (major may be in American Studies or History)
- B.S. Inclusive Adolescence Education: Spanish

Note: *As required by NYSED, candidates enrolling in the inclusive adolescence education major, with certification in adolescence education (7–12) with middle school extension (5–6) and students with disabilities generalist (all grades prek–12), may have a narrower range of acceptable Fisher Core courses than do students in other programs. Selected Fisher Core courses serve a double purpose in this program, but some courses that are approved as Fisher Core courses do not satisfy the requirements for this program. Candidates in this*

program need to work very closely with their academic advisors in selecting Fisher Core courses so that courses taken as part of the Fisher Core also satisfy content area requirements for this program.

4 + 1 Program

The Ralph C. Wilson, Jr. School of Education offers a 4+1 program designed to provide an accelerated pathway to New York State Teacher Certification for highly qualified students majoring in the liberal arts and sciences. This competitive program allows students to complete their baccalaureate degree in the liberal arts and sciences and their master's degree in inclusive education with dual teacher certification in five years.

To be considered for the MS Inclusive Adolescence program, students must be pursuing a Bachelor's degree and majoring in either Mathematics, Biology, Chemistry, Physics, Earth Science, History, American Studies or English.

To be considered for the MS Inclusive Childhood program, students must be pursuing a Bachelor's degree and majoring in any of the liberal arts and sciences.

A GPA of 3.25 is required to be considered for the program.

The steps to pursue the 4 + 1 program are as follows:

- During the first semester of their sophomore year candidates will submit the School of Education 4 + 1 Program Application to the Chair of Inclusive Education, request letters of recommendation from three instructors, and complete an interview;
- If accepted, candidates will meet with their advisor to accelerate their baccalaureate degree program;
- During spring semester of the junior year, complete the Undergraduate Registration Form for 4+1 Graduate Education Program, found on the Registrar's Office webpage under Documents and Forms.
- Also during spring semester of the junior year, candidates will submit an application form for the intended graduate program to Graduate Admissions for the upcoming fall semester;
- During fall semester of the senior year students will be completing their baccalaureate degree while beginning their master's degree in inclusive education. The completed graduate courses are posted as undergraduate credit on the student's academic transcript. The graduate courses are then added to the student's graduate transcript at the end of the first semester of graduate study in the Ralph C. Wilson, Jr. School of Education.

Program Requirements

B.S. in Inclusive Education - Adolescence

For students majoring in inclusive adolescence education, all credit-bearing courses in the requirements section below are used in the determination of the grade point average in the major.

Note: *Candidates must earn a grade of "C" or higher in each of the following courses required for certification in order to move forward in the program. Courses in which the candidate has earned a grade lower than a "C" must be repeated and may prolong the duration of the program*

Requirements

Foundations Sequence – 9 *credits*

- EDUC 102 – Schools, Ability, and Learning (3)
- EDUC 112 – Historical and Philosophical Foundations of Education (3)
- EDUC 242 – Growing Minds: Understanding Childhood and Adolescent Development for Teachers (3)

Methods I – 6 *credits*

- EDUC 108 – Clinical Experience I (0) (50 hours)
- EDUC 202 – Introduction to Differentiated Curriculum, Instruction, and Assessment (3)
- EDUC 204 – Educational Technology (3)

Methods II – 7*credits*

- EDUC 101 – Issues in Student Health and Safety (1)
- EDUC 208 – Clinical Experience II (0) (50 hours)
- EDUC 315 – Content Area Literacy (3)
- EDUC 471– Management in Inclusive, Collaborative Classroom Communities (3)

Methods III – 6-9 *credits*

- EDUC 301 – Clinical Experience III (0) (50 hours)
- EDUC 415 – Differentiated Literacy Instruction: Middle Childhood and Adolescence (3)
- EDUC 46X – Integrated Practice Content Area Education (3)
- EDUC 333 – Differentiated Curriculum, Instruction and Assessment in the Middle School (3)*

Student Teaching – *12 credits*

- EDUC 424 – Education for Social Justice (3)
- EDUC 486 – Student Teaching Seminar: Adolescence (1)
- EDUC 489 – Student Teaching: Adolescence (4)
- EDUC 499 – Student Teaching: Inclusive Education 7–12 (4)

Total: 40–43 credits

** Although the required course for middle school extension —EDUC 333— is included in the above program, the choice to pursue this certification (and therefore to take this course) is optional. This course may be taken in the Methods II or Methods III block.*

Content Area Major/Concentration Requirements

Students must complete a second major or a concentration in American studies, biology, chemical education (chemistry), earth science, English, history, mathematics, Spanish or physics. **All coursework in the content area major or concentration must be completed with a grade of "C" or higher.** Please refer to individual majors' catalog pages for requirements for either the major or the concentration.

Fisher Liberal Arts Core Requirements

The St. John Fisher University Core curriculum establishes the centrality of the liberal arts in the academic experience by creating a common foundation of intellectual and practical skills. Some of the requirements in the Core may be met by courses the student completes in the inclusive adolescence education and content majors/concentrations. Likewise, some of the Fisher Core courses (not all) may meet New York state content requirements for the dual certification program.

Core Requirements for Adolescence Program

The following course requirements are approved to fulfill New York state requirements for the dual certification, students with disabilities (all grades) program. **Candidates must earn a grade of "C" or higher in each of these courses required for certification.** Students must take at least 6 credits (2 courses) in mathematics, 6 credits (2 courses) in science, 6 credits (2 courses) in English, and 6 credits (2 courses) in social studies.

- **Mathematics courses (6 credits)** – courses may be chosen from the subject areas of mathematical reasoning, quantitative methods, number theory and concepts, algebra, analytical geometry, calculus, geometry, trigonometry, data analysis, probability, and discrete mathematics.
- **Science courses (6 credits)** – courses may be chosen from the subject areas of earth science, biology, chemistry, or physics.
- **English courses (6 credits)** – courses may be chosen from any ENGL subject designation; may also apply one course from a learning community as well as a research-based writing course, even though the course(s) may not carry the ENGL subject designation.
- **Social Studies courses (6 credits)** – courses may be chosen from the subject areas of American studies, history, sociology, economics, political science, or geography.

Certification Requirements

Qualification for New York State Initial Certification in Adolescence Education (7–12) with Middle School Extension (5–6) and Students With Disabilities Generalist (All Grades)

Candidates must successfully complete the following:

- Bachelor’s degree program, which includes at least 30 credits in the liberal arts major/concentration (teaching content field), the general education core, and the content requirements that provide coursework in all the New York Learning Standards.
- Optional EDUC 333 – Differentiated Curriculum, Instruction and Assessment in the Middle School (3) (required for middle school extension certification)
- Major in inclusive adolescence education — 40–43 credits
- At least 150 hours of successful clinical experiences prior to student teaching, at least 50 hours of which focus on the needs of students with disabilities
- A full semester of student teaching
- New York state teacher certification examinations: EAS, Content Specialty Tests (CST) for the subject area and for students with disabilities, and a multi-measure portfolio assessment completed during student teaching
- Fingerprint clearance
- All required NYSED workshops

Upon completing the program of study and passing the required New York state certification exams, candidates qualify for the initial teaching certificates with dual certification in adolescence education content area (7-12) with optional middle school extension (5–6), and

students with disabilities generalist all grades, prek-12). The initial certificates expire after five years, at which time candidates must have met the requirements for the professional certificate.

Additional Certification in Teaching English to Speakers of Other Languages (TESOL)

The purpose of this additional certificate is to provide an option for undergraduate inclusive childhood or adolescence education majors to receive teacher certification in TESOL through a certificate attached to their inclusive education program. The certificate will help candidates meet the needs of and provide equitable educational opportunities for all students, but especially those from groups at risk of marginalization due to limited language proficiency.

Due to the number of credit hours required for the certification, the courses to complete the program are offered online over the course of two summers.

Students who are declared inclusive childhood or adolescence education majors who wish to pursue TESOL certification must:

- Successfully complete EDUC 102, 108, 202, 204, and 112 with a grade of C or higher;
- Have an overall grade point average of at least 2.75;
- Complete a goal statement for submission to the School of Education;
- Complete twelve credits of a language other than English with a grade point average of 3.00

Requirements

- EDUC 234 – Linguistics and Second Language Acquisition (3)
- EDUC 236 – Foundations of Inclusive Bilingual Education (3)
- EDUC 237 – Culture and Context in TESOL/Bilingual Curriculum (3)
- EDUC 238 – Methods 1: Curriculum, Instruction, and Assessment TESOL 1 (3)
- EDUC 239 – TESOL Fieldwork (1)
- EDUC 240 – Methods 2: Curriculum, Instruction, and Assessment TESOL 2 (3)
- EDUC 241 – Student Teaching Placement: TESOL (2)

Total: 18 credits

As early as possible, interested inclusive childhood or adolescence education majors should consult with an education advisor to discuss completion of the TESOL certification courses.

Inclusive Adolescence Education Courses

EDUC-101 Issues in Health & Safety (1)

This course includes specific trainings and workshops required by the New York State Department of Education (NYSED) for any

individual applying for initial teacher certification. The first three listed are taken through BOCES as required by NYSED. These include: Child Abuse and Maltreatment Identification and Reporting (CAIR), School Violence Prevention and Intervention (SAVE), the Dignity for all Students Act training (DASA). Additionally, there is fire safety education, information on preventing alcohol, tobacco and drug abuse, educator resources provided by the Center for Missing and Exploited Children, information about Title IX, ed-Law 2-d, obtaining NYS fingerprinting clearance and setting up a TEACH account. Each training or workshop is offered in module format online.

Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

EDUC-102 Schools, Ability & Lrng (3)

This course focuses on the experiences of students with disability labels in school and has a strong emphasis on the examination of social construction of ability, as well as the beliefs and attitudes that shape public policy around disability. This course includes an overview of the disability rights movement, legislation affecting students with disabilities, and characteristics of the disabilities identified in the IDEA. Issues of citizenship and marginalization in the classroom, advocacy, and transition to adulthood are addressed. Inclusive educational practices are introduced.

Typically offered:
Fall & Spring

Attributes: NLIB

EDUC-104 Clinical Exp in Early Ch I (0)

Candidates seeking the Early Childhood certification extension take this clinical experience with EDUC 226 – Foundations of Language and Literacy. A minimum of 25 clock hours in a prekindergarten placement are required.

Typically offered:
Fall, Spring & Summer

Attributes: NLIB
Pre-requisites: EDUC-226 Y

EDUC-105 Clinical Exp in Erly Ch II (0)

Candidates seeking optional Early Childhood certification extension take this clinical experience. A minimum of 25 clock hours in a kindergarten or grade 1-2 placement is required.

Typically offered:
Fall, Spring & Summer

Attributes: NLIB
Pre-requisites: (EDUC-108 S OR EDUC-103 S)

EDUC-108 Clinical Experience I (0)

Clinical Experience I is taken concurrently with EDUC 202 and EDUC 204. Learning activities to be completed in the field are

aligned to the courses. A minimum of 50 clock hours and acceptable scores on clinical evaluation are required for satisfactory completion.

S/U grading.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-102 C AND EDUC-112 C AND EDUC-202 Y C

EDUC-112 Hist & Philos Found of Edu (3)

This course concentrates on how major historical, philosophical, sociological, and political trends in American history have influenced and continue to shape dominant ideology and major cultural institutions (government, religion, education) in the U.S. and how they, in turn, have impacted individuals and groups including those who have historically struggled for social justice and equal opportunity. Special emphasis is placed on how educational philosophy has influenced the historical development of schools and educational policy by focusing on how world and educational philosophies intersect and influence the development of theories of leaning. This course situates its study of major cultural institutions in the foundational context of education. The theoretical framework for contemporary educational issues, conflicts and research is explored in a national, state and local context. The tenets of the School of Education's Conceptual Framework are integrated into the course outcomes. Students begin to acquire the skills and knowledge to understand the field of teaching and are assessed on that knowledge and on their ability to demonstrate behaviors and exhibit dispositions appropriate for a professional educator. Formerly offered as EDUC 211.

Typically offered:
Fall & Spring

Attributes: NLIB

EDUC-202 Intro Dif Cur,Instr,Assess (3)

This course will examine theories of teaching and learning and thoroughly investigate the instructional cycle of planning, instruction, and assessment. Candidates will become familiar with various models of lesson planning and instructional design. Candidates will study the Response to Intervention (RtI) model, data-driven instruction, the special education classification process, multidisciplinary school-based intervention teams, legal provisions and ethical practices of assessment, and individualized education programs (IEPs). Classroom management theory and practice is introduced.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: (EDUC-102 C OR EDUC-201 C) AND (EDUC-112 C OR EDUC-211 C) AND EDUC-108 Y S AND EDUC-204 Y C

EDUC-204 Educational Technology (3)

The use of technology to improve instructional practice is an essential skill for all teachers. This course is designed to support teacher candidates in developing a knowledge and skill base in educational and assistive technology. The long term goal is to ensure future teachers can make effective use of available technologies to enhance differentiated instruction and planning, to improve personal productivity, and to support all students, including students with ELN, fully in the classroom. This course teaches students to locate, use and adapt a variety of assistive technology devices and software tools and to apply these technologies in a wide range of integrated educational settings. The use of assistive technology as it relates to education, communication, vocation, recreation, and

mobility for individuals with disabilities will be explored.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: EDUC-108 Y S AND EDUC-202 Y C AND (EDUC-102 C OR EDUC-201 C) AND (EDUC-112 C OR EDUC-211 C)

EDUC-208 Clinical Experience II (0)

Clinical Experience II is taken concurrently with EDUC 302,316, 335 for INCH majors and EDUC 315 for INAD majors. Learning activities to be completed in the field are aligned to those courses. A minimum of 50 clock hours and acceptable scores on clinical evaluation are required for satisfactory completion.

S/U grading.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-108 S AND (EDUC-316 Y C AND EDUC-335 Y C) OR EDUC-315 Y C

EDUC-226 Found of Lang & Literacy (3)

This course introduces students to the theories of language acquisition and literacy development. Aspects and contexts of language development and the different areas of literacy development (oral language, writing and reading) are the focus of this course. The study of children's literature provides an opportunity for the students to explore the application of the theories studied. Students learn about the role of language and literacy in the classroom, the relationship between language acquisition and literacy development, and the role of the classroom teacher and other support teachers in supporting language development and literacy learning through literature. Students will differentiate between knowledge of typical and atypical language development. Attention will be given to distinguishing between language differences and language disorders. The influence of cultural/social background and experiences on literacy development will be explored. Creation of literacy-rich environments that engages learners in developmentally appropriate language experiences will be included. A focus on linking the New York State Common Core Standards in pedagogy and curriculum is introduced.

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV
Pre-requisites: EDUC-108 C

EDUC-235 Linguistic& 2nd Lang Acq (3)

This foundational course explores language as a system, comprised of phonetics, phonology, morphology, semantics and pragmatics, and how understanding that system is the basis for effective second language instruction. Students learn how language plays a role in culture, identity, communication and all learning; how grammar is shaped by human cognition, culture, and speakers' communicative goals; and how diverse languages construct words, figurative language, and sentences. Covered in depth is the role of direct language instruction in the teaching and assessment of English language to speakers of other languages, with a focus on supporting all students in literacy and content learning. Students analyze language acquisition curricular components for alignment with the theoretical principles and reflect on pedagogical improvements.

Attributes: NLIB

Pre-requisites: EDUC-236 Y

EDUC-236 Found of Binlngl Educ (3)

This course explores the historical, philosophical, and ethical foundations of educating culturally and linguistically diverse students. Models of bilingual education; current research informing best practice; state and national policies, and laws and legislation are examined. Students learn the impact of history on the education of students who are English language learners and the intersection with students with disabilities. Students understand their role as teachers as well as the roles of students, families, community agencies and schools in advocating for and developing effective, inclusive bilingual and multicultural education programs. policies, and practices.

Attributes: NLIB
Pre-requisites: EDUC-235 Y

EDUC-237 Culture & Context TESOL (3)

Candidates must know, understand, and use major theories and research related to the nature and role of culture in their instruction as ESOL teachers. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement. Students also come to understand the effects of stereotyping the cultural characteristics of ESL students as well as the impact culture has on students' learning styles and classroom experiences. Students examine the potential impact their teaching strategies have in the ESL classroom with regard to understanding their own cultural characteristics and presuppositions. This course develops cultural perspectives on language teaching and learning, and examines the impact of culture and context on curriculum and assessment in a broad range of programs and pedagogies which serve English Language Learners, including those with disabilities.

Attributes: NLIB
Pre-requisites: EDUC-235 AND EDUC-236

EDUC-238 Methods I: CI & A TESOL I (3)

This is the first methods course in a sequence of two courses and is designed to provide conceptual and educationally applied understanding of: (1) effective English as a second language (ESL) philosophical, theoretical, and pedagogical principles and strategies; and (2) the implementation of methodology and curriculum planning for P-12 grade students. Course includes methods and strategies for planning, implementing, and assessing reading and writing instruction for P-12 students. The course overviews the underlying concepts and practical skills that are needed for ESL students to acquire literacy in English. Specific topics include reading comprehension, content-based instruction, vocabulary development, beginning reading skills (phonemic awareness and phonics), reading fluency, academic literacy, the writing process, and reading and writing assessment.

Attributes: NLIB
Pre-requisites: EDUC-235 AND EDUC-236 AND EDUC-237 AND EDUC-239 Y AND EDUC-240 Y

EDUC-239 TESOL Practicum (1)

This 50-clock hour fieldwork will take place in TESOL settings serving both elementary and secondary students under the direct supervision of certified teachers who have official responsibility for the students. This fieldwork is designed to help candidates working with students integrate theory and practice and demonstrate competencies related to providing instruction to TESOL students. Candidates will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized TESOL instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that TESOL specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon the experience and knowledge base of the students. The fieldwork includes a seminar that focuses on current issues and practices in

TESOL and provides opportunities for candidates to reflect, “debrief,” and dialogue about their experiences.

Attributes: NLIB
Pre-requisites: EDUC-235 AND EDUC-236 AND EDUC-237 AND EDUC-238 Y AND EDUC-240 Y

EDUC-240 Methods II: CI & A in TESOL II (3)

This is the second course in a sequence of two courses and is designed to provide conceptual and educationally applied understanding of: (1) effective English as a second language (ESL) implementation of teaching and learning strategies, curriculum and lesson plan development, and research in computer assisted language and other educational technologies for Pre-K-12 grade students; and (2) linking assessment to instruction by using classroom-based authentic assessments such as portfolios and observations. Reading and writing skills in a communicative language teaching framework are emphasized. The efficacy of these methods and strategies are assessed for different student populations, skill areas, and proficiency levels. Learning Standards provide a basis for the development of a substantial curriculum project which incorporates language and content, materials, community resources, IEPs, and attitudes and behavior related to culturally and linguistic ally diverse students. Participants observe, reflect upon, and analyze their own beliefs about language, learning, lesson planning, cultural diversity, and lesson implementation.

Attributes: NLIB
Pre-requisites: EDUC-235 AND EDUC-236 AND EDUC-237 AND EDUC-238 Y AND EDUC-239 Y

EDUC-241 TESOL Student Teaching (2)

This 20-day student reaching placement takes place in TESOL settings serving both elementary and secondary students under the direct supervision of certified teachers who have official responsibility for the students. This student teaching placement is the culmination of the TESOL certification extension and is completed in addition to the 14-week placement for Inclusive Childhood or Inclusive Adolescence Education programs.

Attributes: NLIB
Pre-requisites: EDUC-235 AND EDUC-236 AND EDUC-237 AND EDUC-238 AND EDUC-239 AND EDUC-240

EDUC-242 Grwng Minds: Und Ch Ad Dev (3)

This course covers human developmental processes and focuses on the developing child and adolescent to provide knowledge for teachers who will work with students with and without disabilities in early childhood through adolescence. The purpose of the course is to help candidates develop knowledge bases on how children and adolescents learn, including their physical, cognitive and affective development; the relationship to and impact of these variables on learning; and language and knowledge acquisition and cultural influences on learning. The course introduces first and second language acquisition. To enhance the teacher candidates’ knowledge and skills, the course will provide practical application of theories and strategies designed to engage the teacher candidates with hands-on experience with students with disabilities.

Attributes: NLIB

EDUC-301 Clinical Experience III (0)

Clinical Experience III is taken concurrently with EDUC 345, 346 and 471 for INCH majors and EDUC 415 and 471 for INAD majors. Learning activities to be completed in the field are aligned to those courses. A minimum of 50 clock hours and acceptable scores on clinical evaluation are required for satisfactory completion.

S/U grading.

Typically offered:

Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-208 S AND (EDUC-345 Y C AND EDUC-346 Y C) OR (EDUC-415 Y C AND EDUC-471 Y C)

EDUC-302 Diff C,I, and A in Soc St (3)

This course is designed to support candidates in the planning and implementing of effective social studies instruction in diverse classrooms. The focus of this course is to help candidates further develop their personal education philosophy and vision of a social studies classroom; an understanding of social studies, including the ten thematic NCSS Standards; pedagogical skills; and their capacity to create learner-centered, meaningful, challenging, and active instruction for all students. This course also features best practices in English Language Arts across the curriculum, classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning. Candidates demonstrate knowledge of the Common Core State Standards and local curricula in order to enhance pedagogy and student learning. This course includes a field experience.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-108 S

EDUC-315 Content Area Literacy (3)

This course is designed to highlight the role of literacy acquisition and application within the content areas. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas, and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help literacy and subject-area teachers address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course is designed to introduce literacy skills that can be incorporated with content-area teaching. This course includes a field experience.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: EDUC-108 S AND EDUC-208 Y S

EDUC-316 Diff C,I, and A in Lit I (3)

This course provides an in-depth exploration of theories, teaching methods and materials relevant to literacy instruction for a diverse primary level classroom. A focus on linking the New York State Common Core Standards in pedagogy and curriculum is emphasized as it relates to all students. This course includes a field experience.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-226 C AND EDUC-108 S AND EDUC-208 Y S AND EDUC-335 Y C

EDUC-331 Differentiated CIA in EC (2)

This course overviews planning, implementing and assessing developmentally appropriate, evidence-based curriculum for young

children who are culturally, linguistically, and ability diverse. The analysis of a wide range of early childhood curriculum models is emphasized. This course includes an examination of and knowledge about a variety of assessment tools and procedures appropriate for use in early childhood education birth through age eight. Special emphasis is placed on authentic assessment practices, developmental screenings and standardized tests. Candidates become familiar with measures to assess children with special needs and children from linguistically and culturally different backgrounds. Advantages and limitations of assessments and techniques are noted. Considerations used in the interpretation of findings and in making referrals are discussed.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: (EDUC-108 S OR EDUC-103 S) AND EDUC-332 Y C

EDUC-332 Pract in Early Childhood (1)

This course is designed to have the candidate working with early childhood learners in an inclusive setting. The purpose is for candidates to achieve a proficiency level of competence in the following areas: understanding learner characteristics, assessment, planning, instruction, management of classroom environments, and delivery of specialized learning experiences for students with special needs. A minimum of 12 days in a kindergarten or grade 1-2 placement is required.

Typically offered: Fall & Spring

Attributes: NLIB
Pre-requisites: EDUC-331 Y C

EDUC-333 Diff C,I, and A in Mid Sch (3)

This course focuses on curriculum, instruction, and assessment in schools that serve young adolescents, grades 5-9. Special emphasis is placed on: Middle-grade philosophy; organizational components such as interdisciplinary teams, academic clusters, advisory programs, and exploratory curriculum; middle level curriculum frameworks; the Common Core; and developmentally appropriate instruction. Practical application of theories and strategies to engage young adolescents and increase achievement, including research on motivation, self-perceptions of abilities, and gender issues, will be stressed. This course is part of the Middle School Extension. A concomitant 20-hour field placement is an integrated, fundamental component of the course.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-108 S

EDUC-335 Diff C,I, and A in STEM (3)

The developed world is dependent on the STEM disciplines (Science, Technology, Engineering and Mathematics). Those who understand the nature of science in the context of its dynamic interface with technology and society are able to participate in informed decision-making when confronted by problems of local, personal and national consequence. Teachers who are confident in their understanding of science in this context are equipped to engage their students in science through problem solving at the intersections of science, technology and society. Students will explore these intersections by focusing on adaptive technologies as a context for study. This course helps the developing teacher gain an understanding of how children learn the STEM disciplines conceptually. It also helps the developing teacher create lessons that build on that understanding of how children learn these subjects.

Typically offered:

Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-108 N S AND EDUC-316 Y C AND EDUC-208 Y C

EDUC-345 Diff C,I, and A in Math (3)

Building on the foundation for STEM education laid in EDUC 335, this course brings a focus on the differentiated teaching and learning of elementary mathematics. Teachers of elementary mathematics need a special kind of understanding of mathematical content. They not only need to understand the mathematics that they teach, but they also need to understand how various children learn that mathematics. From the time a child first encounters a new mathematical idea to the time that the child is able to make fluent and mature use of that mathematical idea, that child's growth constitutes a "trajectory" of learning. This course focuses on the special mathematical knowledge that teachers need in order to facilitate all children's learning trajectories in the various areas of mathematics. The central mathematical concepts articulated in the Common Core State Standards for Mathematics form the basis for this course.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-208 N S AND EDUC-301 Y S AND EDUC-346 Y C AND EDUC-471 Y C

EDUC-346 Diff C,I, and A in Lit II (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas, and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-345 Y C AND EDUC-471 Y C

EDUC-346 Diff Lit Instr. Content Areas (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas, and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-345 Y C AND EDUC-471 Y C

EDUC-347 Diff C, I, and A in STEM (3)

This course is a thorough and comprehensive study of national and state curriculum and assessment standards in teaching and learning elementary math and science. Additionally, the merits of various modes of instructional deliveries, including inquiry-based lessons, lectures, demonstrations, activities, projects, small-groups work and large group work, will be discussed and analyzed. Other instructional issues include effective use of time and establishing inquiry-based classroom discourse. Assessment issues include the purposes of assessment and methods of assessment in the areas of math and science. Candidates will be required to prepare and teach a lesson plan and a thematic mathematics, science, and technology unit of study. Prerequisites: EDUC 316 and 471.

Attributes: NLIB
Pre-requisites: EDUC-316 C AND EDUC-471 C AND EDUC-301 Y C

EDUC-415 Dif Lit Instr Mid & Adol (3)

This course is a continuance of EDUC 315. This course explores a variety of literary works, including multicultural and global writings, for middle-childhood and adolescent learners. Additionally, this course seeks to expose teacher candidates to ideas for effectively involving middle-childhood and adolescent readers of diverse backgrounds in the literacy experience and to the use of technology and information literacy to support instruction and learning. This course provides students with an opportunity to actively examine and evaluate instructional strategies and practices for literacy instruction at the middle-childhood and adolescent levels. This course includes a field experience.

Typically offered:
Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-301 Y S AND (EDUC-460 Y C OR EDUC-461 Y C OR EDUC-462 Y C OR EDUC-463 Y C OR EDUC-464 Y C) AND EDUC-471 Y C AND EDUC-208 S

EDUC-424 Educ for Social Justice (3)

This course is designed to broaden candidates' understanding of diversity and social justice and how these concepts relate to educating all students in light of society, tradition, and conventional wisdom. Particular emphasis will be placed on the following: developing cross-cultural skills and understandings to increase effective communication with all education stakeholders, including students and families; understanding the importance of changing and competing interpretations of world events to develop positive collaborations among all stakeholders, including families, students, teachers and other education professionals; understanding how citizenship includes the exercise of personal responsibilities; and the historical. social, political, and educational contexts of diversity in American society.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: (EDUC-485 Y S AND EDUC-488 Y S AND EDUC-498 Y S) OR (EDUC-486 Y S AND EDUC-489 Y S AND EDUC-499 Y S)

EDUC-460 Diff C,A, &I English (3)

This course is a continuance of EDUC 315. This course explores a variety of literary works, including multicultural and global writings, for middle-childhood and adolescent learners. Additionally, this course seeks to expose teacher candidates to ideas for effectively involving middle-childhood and adolescent readers of diverse backgrounds in the literacy experience and to the use of technology and information literacy to support instruction and learning. This course provides students with an opportunity to actively examine and evaluate instructional strategies and practices for literacy instruction at the middle-childhood and adolescent levels. This course includes a field experience.

Typically offered:
Spring

Attributes: ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-415 Y C AND EDUC-471 Y C

EDUC-461 Diff C,A, &I LOTE (3)

Candidates have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices to help all students learn, including students with special needs. The use of technology to enhance teaching and learning for all students is included. Candidates establish clear understandings of the elements of LOTE education, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and the New York State Learning Standards. They also identify a wide variety of materials and resources and develop plans for use in diverse classrooms. This course includes a field experience.

Attributes: ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-415 Y C AND EDUC-471 Y C

EDUC-462 Diff C,A, &I Math (3)

This course focuses on helping candidates develop constructivist concepts, theories, and applications for successful teaching of all adolescent students, including students with special needs. Additionally, candidates are required to complete a unit plan. Candidates complete training and assignments, ensuring that they are competent in using technology to facilitate and enhance student learning. The unit-planning process focuses directly on creating experiences necessary to help students learn the knowledge and skills targeted by assessments. This course includes a field experience.

Typically offered:
Spring

Attributes: ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-415 Y C AND EDUC-471 Y C

EDUC-463 Diff C,A, &I Science (3)

This course focuses on understanding how all students, including students with special needs, learn science. Attention is given to learning in diverse classroom settings, the challenges inherent to teaching and learning scientific concepts, and the ways in which we teach these concepts for understanding. Candidates develop their understandings of the nature of science and learn how to create and manage safe environments for learning. Additionally, candidates are required to complete a unit plan. This course provides specific learning experiences that are aligned with New York State and National Science Education Standards. Candidates complete training and assignments, ensuring that they are competent in using technology to facilitate and enhance student learning. This course includes a field experience.

Typically offered:

Spring

Attributes: ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-415 Y C AND EDUC-471 Y C

EDUC-464 Diff C,A, &I Soc Studies (3)

This course is designed to prepare future social studies teachers to have the knowledge, skills, and dispositions to teach all students in diverse classroom settings, including students with special needs. This course focuses on understanding how all students learn social studies, the challenges inherent to teaching and learning, and contemporary approaches related to the teaching of social studies. EDUC 364 provides applied experiences for developing the competencies for the professional role of a social studies teacher. This course is integrative and unifies the required knowledge, skills, and dispositions to prepare candidates for student teaching. Candidates complete training and assignments, ensuring that they are competent in using technology to facilitate and enhance student learning. Candidates continue developing their social studies content knowledge. This course includes a field experience.

Typically offered:
Spring

Attributes: ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-415 Y C AND EDUC-471 Y C

EDUC-471 Mgt in Incl Clsrm Communit (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the Common Core Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation.

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND (EDUC-345 Y C AND EDUC-346 Y C OR EDUC-415 Y C)

EDUC-485 Student Tch Sem-Childhood (1)

The student teaching seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as to get feedback and guidance to make the student teaching experience most successful. The seminar also brings in field experts from diverse backgrounds to engage candidates in a variety of timely topics including but not limited to: effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB

Pre-requisites: EDUC-424 Y C AND EDUC-488 Y S AND EDUC-498 Y S AND GPA >=2.75

EDUC-486 Student Teaching Sem:Adol (1)

The student teaching seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as to get feedback and guidance to make the student teaching experience most successful. The seminar also brings in field experts from diverse backgrounds to engage candidates in a variety of timely topics including but not limited to: effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: EDUC-489 Y S AND EDUC-499 Y S AND EDUC-424 Y C AND GPA >=2.75

EDUC-488 Childhood Student Teach (4)

Student teaching is a semester long experience of full-time teaching. Student teachers are expected to integrate the knowledge, skills and dispositions acquired in their program to connect theory and practice, and to progress towards becoming novice teachers. Student teachers are placed with School Based Educators who are tenured, rated effective or highly effective, and/or are a mentor in their district. Placements are purposefully secured, working with local district personnel offices and school principals to ensure candidates work with excellent teachers. College Supervisors conduct at least five formal observations during the semester. Supervisors, School Based Educators, and the student teacher collaborate on the evaluation at the mid- and end-point of the placement. Candidates are placed in the grade levels and subject areas for which they are seeking certification. Preferences are given to inclusive settings. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-424 Y C AND EDUC-485 Y S AND EDUC-498 Y S AND GPA >=2.75

EDUC-489 Adolescence Student Teach (4)

Student teaching is a semester long experience of full-time teaching. Student teachers are expected to integrate the knowledge, skills and dispositions acquired in their program to connect theory and practice, and to progress towards becoming novice teachers. Student teachers are placed with School Based Educators who are tenured, rated effective or highly effective, and/or are a mentor in their district. Placements are purposefully secured, working with local district personnel offices and school principals to ensure candidates work with excellent teachers. College Supervisors conduct at least five formal observations during the semester. Supervisors, School Based Educators, and the student teacher collaborate on the mid- and end-point of the placement. Candidates are placed in the grade levels and the subject areas for which they are seeking certification. Preferences are given to inclusive settings. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB ZEXL
Pre-requisites: EDUC-424 Y C AND EDUC-486 Y S AND EDUC-499 Y S AND GPA >=2.75

EDUC-496 Independent Study (1 TO 3)

Independent study courses are intended to provide candidates with options to further develop their knowledge and skills. To be considered for independent study, the candidate must present a proposal to the supervising faculty member for approval. The proposal must be consistent with the SoE conceptual framework and include specific learning outcomes that are aligned with program standards. If approved by the faculty member, the proposal, along with the assessments to be used, must be forwarded to the department chair and dean for final approval. For each credit, the College requires a minimum of 45 clock hours in a combination of meetings between the instructor and the student, as well as supplementary assignments conducted by the candidate independently. The instructor and department chair are responsible for ensuring that candidates meet this standard.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall & Spring

Attributes: NLIB

EDUC-498 SPED Student Teach 1-6 (4)

Student teaching is a semester long experience of full-time teaching. Students teachers are expected to integrate the knowledge, skills, and dispositions acquired in their program to connect theory and practice, and progress toward becoming novice teachers. Student teachers are placed with School Based Educators who are tenures, rated effective or highly effective, and/or are a mentor in their district. Placements are purposefully secured, working with local district personnel offices and school principals to ensure candidates work with excellent teachers. College Supervisors conduct at least five formal observations during the semester. Supervisors, School Based Educators, and the student teacher collaborate on the evaluation at the mid- and end-point of the placement. Candidates are placed in the grade levels and subject areas for which they are seeking certification. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB ZEXL
Pre-requisites: EDUC-424 Y C AND EDUC-485 Y S AND EDUC-488 Y S AND GPA >=2.75

EDUC-499 SPED Student Teach 7-12 (4)

Student teaching is a semester long experience of full-time student teaching. Student teachers are expected to integrate the knowledge, skills, and dispositions acquired in their program to connect theory and practice, and to progress towards becoming novice teachers. Student teachers are placed with School Based Educators who are tenured, rated effective or highly effective, and/or are a mentor in their district. Placements are purposefully secured, working with local district personnel offices and school principals to ensure candidates work with excellent teachers. College Supervisors conduct at least five formal observations during the semester. Supervisors, School Based Educators and the student teacher collaborate on the evaluation at the mid- and end-point of the placement. Candidates are placed in the grade levels and subject areas for which they are seeking certification. Preferences are given to inclusive settings. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-424 Y C AND EDUC-486 Y S AND EDUC-489 Y S AND GPA >=2.75

ITED-228C P3 Adolescent Development (3)

This course focuses on the physical, mental, and emotional influences impacting the development of adolescents such as habits,

values, interests, and social adjustment. Various factors in the community, school, and home environments that influence adolescent thoughts, decisions, and behaviors will be explored, presented, and discussed.

Typically offered:
Fall & Spring

Attributes: P3 YLIB ZCIV
Pre-requisites: PSYC-100C D-

Inclusive Childhood Education

Overview

Kathleen A. Broikou, *Chair of Undergraduate Programs in Inclusive Education*

The inclusive childhood education major prepares teacher candidates to be highly capable and ethically responsible teachers who have the knowledge, skills, and dispositions necessary to teach and reach all students effectively in childhood education (grades 1–6). The program standards draw directly from the School of Education/PEU's conceptual framework, New York State Teaching and Learning Standards, the Association for Childhood Education International Standards, and the Council for Exceptional Children (CEC) Standards. We embrace the fundamental belief that all students can and will learn, and that learning is significantly enhanced when teachers understand and apply: education theory and research to inform practice; multifaceted approaches to address the diverse learning needs of each student; and best educational practices to improve teaching and learning.

The inclusive childhood education program qualifies a candidate for a B.S. in inclusive childhood education with New York state initial certifications in childhood education (1–6) and students with disabilities (all grades prek-12). Teacher candidates who major in inclusive childhood education must also complete a second major or a concentration in a content area. The second major or concentration area may require candidates to complete more than the minimum 120 credits required for degree completion. The 40-credit inclusive childhood education major is structured within a sequential schedule. Courses in one level must be completed successfully before continuing to the next level. Candidates with a content area second major or concentration in English, Spanish, science (biology, chemistry, earth science, or physics), mathematics (mathematics or statistics), history, or American studies, may opt to take EDUC 333 - Differentiated Curriculum, Instruction, and Assessment in the Middle School (3) to obtain content-area certification in grades 7–9. Candidates with any second major or concentration may also opt to take EDUC 331 – Differentiated Curriculum, instruction, and Assessment in Early Childhood (2), EDUC 332 – Practicum in Early Childhood (1), (12 days) and EDUC 104 and 105 – Clinical Experiences in Early Childhood (0) (50 hours total) to obtain certification in birth to kindergarten.

4 + 1 Program

The Ralph C. Wilson, Jr. School of Education offers a 4+1 program designed to provide an accelerated pathway to New York State Teacher Certification for highly qualified students majoring in the liberal arts and sciences. This competitive program allows students to complete their baccalaureate degree in the liberal arts and sciences and their master's degree in inclusive education with dual teacher certification in five years.

To be considered for the MS Inclusive Adolescence program, students must be pursuing a Bachelor's degree and majoring in either Mathematics, Biology, Chemistry, Physics, Earth Science, History, American Studies or English.

To be considered for the MS Inclusive Childhood program, students must be pursuing a Bachelor's degree and majoring in any of the liberal arts and sciences.

A GPA of 3.25 is required to be considered for the program.

The steps to pursue the 4 + 1 program are as follows:

- During the first semester of their sophomore year candidates will submit the School of Education 4 + 1 Program Application to the Chair of Inclusive Education, request letters of recommendation from three instructors, and complete an interview;
- If accepted, candidates will meet with their advisor to accelerate their baccalaureate degree program;
- During spring semester of the junior year, complete the Undergraduate Registration Form for 4+1 Graduate Education Program, found on the Registrar's Office webpage under Documents and Forms.
- Also during spring semester of the junior year, candidates will submit an application form for the intended graduate program to Graduate Admissions for the upcoming fall semester;
- During fall semester of the senior year students will be completing their baccalaureate degree while beginning their master's degree in inclusive education. The completed graduate courses are posted as undergraduate credit on the student's academic transcript. The graduate courses are then added to the student's graduate transcript at the end of the first semester of graduate study in the Ralph C. Wilson, Jr. School of Education.

Program Requirements

B.S. in Inclusive Education - Childhood

All of the following credit-bearing courses in the inclusive education major are used in the determination of the grade point average in the major.

Note: *Candidates must earn a grade of "C" or higher in each of the following courses required for certification in order to move forward in the program. Courses in which the candidate has earned a grade lower than a "C" must be repeated and may prolong the duration of the program.*

Requirements

Foundations Sequence – *9 credits*

- EDUC 102 – Schools, Ability, and Learning (3)
- EDUC 112 – Historical and Philosophical Foundations of Education (3)
- EDUC 242 – Growing Minds: Understanding Childhood and Adolescent Development for Teachers (3)

Methods I – *6 credits*

- EDUC 108 – Clinical Experience I (0) (50 hours)
- EDUC 202 – Introduction to Differentiated Curriculum, Instruction, and Assessment (3)
- EDUC 204 – Educational Technology (3)
- EDUC 104 – Clinical Experience in Early Childhood (0)* (25 hours)

Methods II – *7 credits*

- EDUC 101 – Issues in Student Health and Safety (1)
- EDUC 208 – Clinical Experience II (0)
- EDUC 316 – Differentiated Curriculum, Instruction, and Assessment in Literacy I (3)
- EDUC 471 – Management in Inclusive, Collaborative Classroom Communities (3)
- EDUC 105 – Clinical Experience in Early Childhood (0)* (25 hours)

Methods III – *6-12 credits*

- EDUC 301 – Clinical Experience III (0)
- EDUC 346 – Differentiated Curriculum, Instruction, and Assessment in Literacy II (3)
- EDUC 347 – Differentiated Curriculum, Instruction, & Assessment in STEM (3)
- EDUC 331 – Differentiated Curriculum, Instruction and Assessment in Early Childhood (2)*
- EDUC 332 – Practicum in Early Childhood (1)*
- EDUC 333 – Differentiated Curriculum, Instruction and Assessment in the Middle School (3)*

Student Teaching – *12 credits*

- EDUC 424 – Education for Social Justice (3)
- EDUC 485 – Student Teaching Seminar: Childhood (1)
- EDUC 488 – Student Teaching: Childhood (4)
- EDUC 498 – Student Teaching: Inclusive Education 1–6 (4)

Total: 40–46 credits

**Although the required courses for early childhood extension (EDUC 104, 105, 331, and 332) and the required course for middle school extension (EDUC 333) are included in the above program, the choice to pursue these certifications (and therefore to take these courses) is optional. Students should consult with their education advisors regarding qualification for these additional certifications.*

Core Requirements for Inclusive Childhood Program (beginning Fall 2025)

The following course requirements are approved to fulfill New York state requirements for the dual certification, students with disabilities (all grades) program. **Candidates must earn a grade of "C" or higher in each of these courses required for certification.** Students must take at least 6 credits (2 courses) in mathematics, 6 credits (2 courses) in science, 6 credits (2 courses) in English, and 6 credits (2 courses) in social studies.

- **Mathematics courses (6 credits)**– courses may be chosen from the subject areas of mathematical reasoning, quantitative methods, number theory and concepts, algebra, analytical geometry, calculus, geometry, trigonometry, data analysis, probability, and discrete mathematics.
- **Science courses (6 credits)**– courses may be chosen from the subject areas of earth science, biology, chemistry, or physics.
- **English courses (6 credits)** – courses may be chosen from any ENGL subject designation; may also apply one course from a learning community as well as a research-based writing course, even though the course(s) may not carry the ENGL subject designation.

- **Social Studies courses (6 credits)** – courses may be chosen from the subject areas of American studies, history, sociology, economics, political science, or geography.

Content Area Major/Concentration Requirements

Inclusive childhood education majors are required to have a second major or a concentration in a content/liberal arts area. For those students seeking the middle school extension certification, content area majors or concentrations are in English, Spanish, science (biology, chemistry, earth science, physics), mathematics (mathematics or statistics), and social studies (American studies or history). All coursework in any content area major or concentration must be completed with a grade of "C" or above. Please refer to individual majors' catalog pages for requirements of either second majors or concentrations.

Certification Requirements

Qualification for New York State Initial Certification in Childhood (Grades 1–6), Students with Disabilities (All grades, Prek-12), Middle School Extension in the Content Area (Grades 7–9), and Early Childhood Extension (Birth – Grade 2).

Candidates in inclusive childhood education (grades 1–6) must successfully complete the following:

- Bachelor's degree program, which includes study in the liberal arts and sciences, the general education core, and the content requirements that provide coursework in all the New York Learning Standards.
- Major or concentration in a content area: American studies, history, English, science (biology, chemistry, earth science, physics), Spanish, mathematics, or statistics – if a student wishes to pursue middle school extension (consult academic advisor for options).
- Optional: EDUC 333 – Differentiated Curriculum, Instruction and Assessment in the Middle School (3) (required for middle school extension certification).
- Optional: EDUC 331 – Differentiated Curriculum, Instruction and Assessment in Early Childhood (2), and EDUC 332 – Practicum in Early Childhood (1), and EDUC 104 and 105 – Clinical Experiences in Early Childhood (0) (50 hours) (required for early childhood extension certification).
- Major in inclusive education education: 40-46 credits.
- At least 150 hours of successful clinical experiences prior to student teaching,
- A full semester of student teaching.
- New York state teacher certification examinations: EAS, the Content Specialty Test for each certification area, and a multi-measure portfolio assessment completed during student teaching.
- Fingerprint clearance.
- all required NYSED workshops.

Additional Certification in Teaching English to Speakers of Other Languages (TESOL)

The purpose of this additional certificate is to provide an option for undergraduate inclusive childhood or adolescence education majors to receive teacher certification in TESOL through a certificate attached to their inclusive education program. The certificate will help candidates meet the needs of and provide equitable educational opportunities for all students, but especially those from groups at risk of marginalization due to limited language proficiency.

Due to the number of credit hours required for the certification, the courses to complete the program are offered online over the course of two summers.

Students who are declared inclusive childhood or adolescence education majors who wish to pursue TESOL certification must:

- Successfully complete EDUC 102, 108, 112, 202 and 204, with a grade of "C" or higher;
- Have an overall grade point average of at least 2.75;
- Complete a goal statement for submission to the School of Education;
- Complete twelve credits of a language other than English with a grade point average of 3.00

Requirements

- EDUC 234 – Linguistics and Second Language Acquisition (3)
- EDUC 236 – Foundations of Inclusive Bilingual Education (3)
- EDUC 237 – Culture and Context in TESOL/Bilingual Curriculum (3)
- EDUC 238 – Methods 1: Curriculum, Instruction, and Assessment TESOL 1 (3)
- EDUC 239 – TESOL Fieldwork (1)
- EDUC 240 – Methods 2: Curriculum, Instruction, and Assessment TESOL 2 (3)
- EDUC 241 – Student Teaching Placement: TESOL (2)

Total: 18 credits

As early as possible, interested inclusive childhood or adolescence education majors should consult with an education advisor to discuss completion of the TESOL certification courses.

Inclusive Childhood Education Courses

EDUC-101 Issues in Health & Safety (1)

This course includes specific trainings and workshops required by the New York State Department of Education (NYSED) for any individual applying for initial teacher certification. The first three listed are taken through BOCES as required by NYSED. These include: Child Abuse and Maltreatment Identification and Reporting (CAIR), School Violence Prevention and Intervention (SAVE), the Dignity for all Students Act training (DASA). Additionally, there is fire safety education, information on preventing alcohol, tobacco and drug abuse, educator resources provided by the Center for Missing and Exploited Children, information about Title IX, ed-Law 2-d, obtaining NYS fingerprinting clearance and setting up a TEACH account. Each training or workshop is offered in module format online.

Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

EDUC-102 Schools, Ability & Lrng (3)

This course focuses on the experiences of students with disability labels in school and has a strong emphasis on the examination of social construction of ability, as well as the beliefs and attitudes that shape public policy around disability. This course includes an overview of the disability rights movement, legislation affecting students with disabilities, and characteristics of the disabilities identified in the IDEA. Issues of citizenship and marginalization in the classroom, advocacy, and transition to adulthood are addressed. Inclusive educational practices are introduced.

Typically offered:
Fall & Spring

Attributes: NLIB

EDUC-104 Clinical Exp in Early Ch I (0)

Candidates seeking the Early Childhood certification extension take this clinical experience with EDUC 226 – Foundations of Language and Literacy. A minimum of 25 clock hours in a prekindergarten placement are required.

Typically offered:
Fall, Spring & Summer

Attributes: NLIB
Pre-requisites: EDUC-226 Y

EDUC-105 Clinical Exp in Erly Ch II (0)

Candidates seeking optional Early Childhood certification extension take this clinical experience. A minimum of 25 clock hours in a kindergarten or grade 1-2 placement is required.

Typically offered:
Fall, Spring & Summer

Attributes: NLIB
Pre-requisites: (EDUC-108 S OR EDUC-103 S)

EDUC-108 Clinical Experience I (0)

Clinical Experience I is taken concurrently with EDUC 202 and EDUC 204. Learning activities to be completed in the field are aligned to the courses. A minimum of 50 clock hours and acceptable scores on clinical evaluation are required for satisfactory completion.

S/U grading.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-102 C AND EDUC-112 C AND EDUC-202 Y C

EDUC-112 Hist & Philos Found of Edu (3)

This course concentrates on how major historical, philosophical, sociological, and political trends in American history have influenced and continue to shape dominant ideology and major cultural institutions (government, religion, education) in the U.S. and how they, in turn, have impacted individuals and groups including those who have historically struggled for social justice and equal

opportunity. Special emphasis is placed on how educational philosophy has influenced the historical development of schools and educational policy by focusing on how world and educational philosophies intersect and influence the development of theories of leaning. This course situates its study of major cultural institutions in the foundational context of education. The theoretical framework for contemporary educational issues, conflicts and research is explored in a national, state and local context. The tenets of the School of Education's Conceptual Framework are integrated into the course outcomes. Students begin to acquire the skills and knowledge to understand the field of teaching and are assessed on that knowledge and on their ability to demonstrate behaviors and exhibit dispositions appropriate for a professional educator. Formerly offered as EDUC 211.

Typically offered:
Fall & Spring

Attributes: NLIB

EDUC-202 Intro Dif Cur,Instr,Assess (3)

This course will examine theories of teaching and learning and thoroughly investigate the instructional cycle of planning, instruction, and assessment. Candidates will become familiar with various models of lesson planning and instructional design. Candidates will study the Response to Intervention (RtI) model, data-driven instruction, the special education classification process, multidisciplinary school-based intervention teams, legal provisions and ethical practices of assessment, and individualized education programs (IEPs). Classroom management theory and practice is introduced.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: (EDUC-102 C OR EDUC-201 C) AND (EDUC-112 C OR EDUC-211 C) AND EDUC-108 Y S AND EDUC-204 Y C

EDUC-204 Educational Technology (3)

The use of technology to improve instructional practice is an essential skill for all teachers. This course is designed to support teacher candidates in developing a knowledge and skill base in educational and assistive technology. The long term goal is to ensure future teachers can make effective use of available technologies to enhance differentiated instruction and planning, to improve personal productivity, and to support all students, including students with ELN, fully in the classroom. This course teaches students to locate, use and adapt a variety of assistive technology devices and software tools and to apply these technologies in a wide range of integrated educational settings. The use of assistive technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities will be explored.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: EDUC-108 Y S AND EDUC-202 Y C AND (EDUC-102 C OR EDUC-201 C) AND (EDUC-112 C OR EDUC-211 C)

EDUC-208 Clinical Experience II (0)

Clinical Experience II is taken concurrently with EDUC 302,316, 335 for INCH majors and EDUC 315 for INAD majors. Learning activities to be completed in the field are aligned to those courses. A minimum of 50 clock hours and acceptable scores on clinical evaluation are required for satisfactory completion.

S/U grading.

Typically offered:

Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-108 S AND (EDUC-316 Y C AND EDUC-335 Y C) OR EDUC-315 Y C

EDUC-226 Found of Lang & Literacy (3)

This course introduces students to the theories of language acquisition and literacy development. Aspects and contexts of language development and the different areas of literacy development (oral language, writing and reading) are the focus of this course. The study of children's literature provides an opportunity for the students to explore the application of the theories studied. Students learn about the role of language and literacy in the classroom, the relationship between language acquisition and literacy development, and the role of the classroom teacher and other support teachers in supporting language development and literacy learning through literature. Students will differentiate between knowledge of typical and atypical language development. Attention will be given to distinguishing between language differences and language disorders. The influence of cultural/social background and experiences on literacy development will be explored. Creation of literacy-rich environments that engages learners in developmentally appropriate language experiences will be included. A focus on linking the New York State Common Core Standards in pedagogy and curriculum is introduced.

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV
Pre-requisites: EDUC-108 C

EDUC-235 Linguistic& 2nd Lang Acq (3)

This foundational course explores language as a system, comprised of phonetics, phonology, morphology, semantics and pragmatics, and how understanding that system is the basis for effective second language instruction. Students learn how language plays a role in culture, identity, communication and all learning; how grammar is shaped by human cognition, culture, and speakers' communicative goals; and how diverse languages construct words, figurative language, and sentences. Covered in depth is the role of direct language instruction in the teaching and assessment of English language to speakers of other languages, with a focus on supporting all students in literacy and content learning. Students analyze language acquisition curricular components for alignment with the theoretical principles and reflect on pedagogical improvements.

Attributes: NLIB
Pre-requisites: EDUC-236 Y

EDUC-236 Found of Binlngl Educ (3)

This course explores the historical, philosophical, and ethical foundations of educating culturally and linguistically diverse students. Models of bilingual education; current research informing best practice; state and national policies, and laws and legislation are examined. Students learn the impact of history on the education of students who are English language learners and the intersection with students with disabilities. Students understand their role as teachers as well as the roles of students, families, community agencies and schools in advocating for and developing effective, inclusive bilingual and multicultural education programs. policies, and practices.

Attributes: NLIB
Pre-requisites: EDUC-235 Y

EDUC-237 Culture & Context TESOL (3)

Candidates must know, understand, and use major theories and research related to the nature and role of culture in their instruction as ESOL teachers. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement. Students also come to understand the effects of stereotyping the cultural characteristics of ESL students as well as the impact culture has on students' learning styles and classroom experiences. Students examine the potential impact their teaching strategies have in the ESL classroom with regard to understanding their own cultural characteristics and presuppositions. This course develops cultural perspectives on language teaching and learning, and examines the impact of culture and context on curriculum and assessment in a broad range of programs and pedagogies which serve English Language Learners, including those with disabilities.

Attributes: NLIB
Pre-requisites: EDUC-235 AND EDUC-236

EDUC-238 Methods I: CI & A TESOL I (3)

This is the first methods course in a sequence of two courses and is designed to provide conceptual and educationally applied understanding of: (1) effective English as a second language (ESL) philosophical, theoretical, and pedagogical principles and strategies; and (2) the implementation of methodology and curriculum planning for P-12 grade students. Course includes methods and strategies for planning, implementing, and assessing reading and writing instruction for P-12 students. The course overviews the underlying concepts and practical skills that are needed for ESL students to acquire literacy in English. Specific topics include reading comprehension, content-based instruction, vocabulary development, beginning reading skills (phonemic awareness and phonics), reading fluency, academic literacy, the writing process, and reading and writing assessment.

Attributes: NLIB
Pre-requisites: EDUC-235 AND EDUC-236 AND EDUC-237 AND EDUC-239 Y AND EDUC-240 Y

EDUC-239 TESOL Practicum (1)

This 50-clock hour fieldwork will take place in TESOL settings serving both elementary and secondary students under the direct supervision of certified teachers who have official responsibility for the students. This fieldwork is designed to help candidates working with students integrate theory and practice and demonstrate competencies related to providing instruction to TESOL students. Candidates will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized TESOL instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that TESOL specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon the experience and knowledge base of the students. The fieldwork includes a seminar that focuses on current issues and practices in TESOL and provides opportunities for candidates to reflect, "debrief," and dialogue about their experiences.

Attributes: NLIB
Pre-requisites: EDUC-235 AND EDUC-236 AND EDUC-237 AND EDUC-238 Y AND EDUC-240 Y

EDUC-240 Methods II: CI & A in TESOL II (3)

This is the second course in a sequence of two courses and is designed to provide conceptual and educationally applied understanding of: (1) effective English as a second language (ESL) implementation of teaching and learning strategies, curriculum and lesson plan development, and research in computer assisted language and other educational technologies for Pre-K-12 grade students; and (2) linking assessment to instruction by using classroom-based authentic assessments such as portfolios and observations. Reading and writing skills in a communicative language teaching framework are emphasized. The efficacy of these methods and strategies are assessed for different student populations, skill areas, and proficiency levels. Learning Standards provide a basis for the development of a substantial curriculum project which incorporates language and content, materials, community resources, IEPs, and attitudes and behavior related to culturally and linguistic ally diverse students. Participants observe, reflect upon, and analyze their own beliefs about language, learning, lesson planning, cultural diversity, and lesson implementation.

Attributes: NLIB
Pre-requisites: EDUC-235 AND EDUC-236 AND EDUC-237 AND EDUC-238 Y AND EDUC-239 Y

EDUC-241 TESOL Student Teaching (2)

This 20-day student reaching placement takes place in TESOL settings serving both elementary and secondary students under the direct supervision of certified teachers who have official responsibility for the students. This student teaching placement is the culmination of the TESOL certification extension and is completed in addition to the 14-week placement for Inclusive Childhood or Inclusive Adolescence Education programs.

Attributes: NLIB
Pre-requisites: EDUC-235 AND EDUC-236 AND EDUC-237 AND EDUC-238 AND EDUC-239 AND EDUC-240

EDUC-242 Grwng Minds: Und Ch Ad Dev (3)

This course covers human developmental processes and focuses on the developing child and adolescent to provide knowledge for teachers who will work with students with and without disabilities in early childhood through adolescence. The purpose of the course is to help candidates develop knowledge bases on how children and adolescents learn, including their physical, cognitive and affective development; the relationship to and impact of these variables on learning; and language and knowledge acquisition and cultural influences on learning. The course introduces first and second language acquisition. To enhance the teacher candidates' knowledge and skills, the course will provide practical application of theories and strategies designed to engage the teacher candidates with hands-on experience with students with disabilities.

Attributes: NLIB

EDUC-301 Clinical Experience III (0)

Clinical Experience III is taken concurrently with EDUC 345, 346 and 471 for INCH majors and EDUC 415 and 471 for INAD majors. Learning activities to be completed in the field are aligned to those courses. A minimum of 50 clock hours and acceptable scores on clinical evaluation are required for satisfactory completion.

S/U grading.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-208 S AND (EDUC-345 Y C AND EDUC-346 Y C) OR (EDUC-415 Y C AND EDUC-471 Y C)

EDUC-302 Diff C,I, and A in Soc St (3)

This course is designed to support candidates in the planning and implementing of effective social studies instruction in diverse classrooms. The focus of this course is to help candidates further develop their personal education philosophy and vision of a social studies classroom; an understanding of social studies, including the ten thematic NCSS Standards; pedagogical skills; and their capacity to create learner-centered, meaningful, challenging, and active instruction for all students. This course also features best practices in English Language Arts across the curriculum, classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning. Candidates demonstrate knowledge of the Common Core State Standards and local curricula in order to enhance pedagogy and student learning. This course includes a field experience.

Typically offered:

Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-108 S

EDUC-315 Content Area Literacy (3)

This course is designed to highlight the role of literacy acquisition and application within the content areas. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas, and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help literacy and subject-area teachers address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course is designed to introduce literacy skills that can be incorporated with content-area teaching. This course includes a field experience.

Typically offered:
Fall

Attributes: NLIB
Pre-requisites: EDUC-108 S AND EDUC-208 Y S

EDUC-316 Diff C,I, and A in Lit I (3)

This course provides an in-depth exploration of theories, teaching methods and materials relevant to literacy instruction for a diverse primary level classroom. A focus on linking the New York State Common Core Standards in pedagogy and curriculum is emphasized as it relates to all students. This course includes a field experience.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-226 C AND EDUC-108 S AND EDUC-208 Y S AND EDUC-335 Y C

EDUC-331 Differentiated CIA in EC (2)

This course overviews planning, implementing and assessing developmentally appropriate, evidence-based curriculum for young children who are culturally, linguistically, and ability diverse. The analysis of a wide range of early childhood curriculum models is emphasized. This course includes an examination of and knowledge about a variety of assessment tools and procedures appropriate for use in early childhood education birth through age eight. Special emphasis is placed on authentic assessment practices, developmental screenings and standardized tests. Candidates become familiar with measures to assess children with special needs and children from linguistically and culturally different backgrounds. Advantages and limitations of assessments and techniques are noted. Considerations used in the interpretation of findings and in making referrals are discussed.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: (EDUC-108 S OR EDUC-103 S) AND EDUC-332 Y C

EDUC-332 Pract in Early Childhood (1)

This course is designed to have the candidate working with early childhood learners in an inclusive setting. The purpose is for

candidates to achieve a proficiency level of competence in the following areas: understanding learner characteristics, assessment, planning, instruction, management of classroom environments, and delivery of specialized learning experiences for students with special needs. A minimum of 12 days in a kindergarten or grade 1-2 placement is required.

Typically offered: Fall & Spring

Attributes: NLIB
Pre-requisites: EDUC-331 Y C

EDUC-333 Diff C,I, and A in Mid Sch (3)

This course focuses on curriculum, instruction, and assessment in schools that serve young adolescents, grades 5-9. Special emphasis is placed on: Middle-grade philosophy; organizational components such as interdisciplinary teams, academic clusters, advisory programs, and exploratory curriculum; middle level curriculum frameworks; the Common Core; and developmentally appropriate instruction. Practical application of theories and strategies to engage young adolescents and increase achievement, including research on motivation, self-perceptions of abilities, and gender issues, will be stressed. This course is part of the Middle School Extension. A concomitant 20-hour field placement is an integrated, fundamental component of the course.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-108 S

EDUC-335 Diff C,I, and A in STEM (3)

The developed world is dependent on the STEM disciplines (Science, Technology, Engineering and Mathematics). Those who understand the nature of science in the context of its dynamic interface with technology and society are able to participate in informed decision-making when confronted by problems of local, personal and national consequence. Teachers who are confident in their understanding of science in this context are equipped to engage their students in science through problem solving at the intersections of science, technology and society. Students will explore these intersections by focusing on adaptive technologies as a context for study. This course helps the developing teacher gain an understanding of how children learn the STEM disciplines conceptually. It also helps the developing teacher create lessons that build on that understanding of how children learn these subjects.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-108 N S AND EDUC-316 Y C AND EDUC-208 Y C

EDUC-345 Diff C,I, and A in Math (3)

Building on the foundation for STEM education laid in EDUC 335, this course brings a focus on the differentiated teaching and learning of elementary mathematics. Teachers of elementary mathematics need a special kind of understanding of mathematical content. They not only need to understand the mathematics that they teach, but they also need to understand how various children learn that mathematics. From the time a child first encounters a new mathematical idea to the time that the child is able to make fluent and mature use of that mathematical idea, that child's growth constitutes a "trajectory" of learning. This course focuses on the special mathematical knowledge that teachers need in order to facilitate all children's learning trajectories in the various areas of mathematics. The central mathematical concepts articulated in the Common Core State Standards for Mathematics form the basis for this course.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-208 N S AND EDUC-301 Y S AND EDUC-346 Y C AND EDUC-471 Y C

EDUC-346 Diff C,I, and A in Lit II (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas, and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-345 Y C AND EDUC-471 Y C

EDUC-346 Diff Lit Instr. Content Areas (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas, and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-345 Y C AND EDUC-471 Y C

EDUC-347 Diff C, I, and A in STEM (3)

This course is a thorough and comprehensive study of national and state curriculum and assessment standards in teaching and learning elementary math and science. Additionally, the merits of various modes of instructional deliveries, including inquiry-based lessons, lectures, demonstrations, activities, projects, small-groups work and large group work, will be discussed and analyzed. Other instructional issues include effective use of time and establishing inquiry-based classroom discourse. Assessment issues include the purposes of assessment and methods of assessment in the areas of math and science. Candidates will be required to prepare and teach a lesson plan and a thematic mathematics, science, and technology unit of study. Prerequisites: EDUC 316 and 471.

Attributes: NLIB
Pre-requisites: EDUC-316 C AND EDUC-471 C AND EDUC-301 Y C

EDUC-415 Dif Lit Instr Mid & Adol (3)

This course is a continuance of EDUC 315. This course explores a variety of literary works, including multicultural and global writings, for middle-childhood and adolescent learners. Additionally, this course seeks to expose teacher candidates to ideas for effectively involving middle-childhood and adolescent readers of diverse backgrounds in the literacy experience and to the use of technology and information literacy to support instruction and learning. This course provides students with an opportunity to actively examine and evaluate instructional strategies and practices for literacy instruction at the middle-childhood and adolescent levels. This course includes a field experience.

Typically offered:
Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-301 Y S AND (EDUC-460 Y C OR EDUC-461 Y C OR EDUC-462 Y C OR EDUC-463 Y C OR EDUC-464 Y C) AND EDUC-471 Y C AND EDUC-208 S

EDUC-424 Educ for Social Justice (3)

This course is designed to broaden candidates' understanding of diversity and social justice and how these concepts relate to educating all students in light of society, tradition, and conventional wisdom. Particular emphasis will be placed on the following: developing cross-cultural skills and understandings to increase effective communication with all education stakeholders, including students and families; understanding the importance of changing and competing interpretations of world events to develop positive collaborations among all stakeholders, including families, students, teachers and other education professionals; understanding how citizenship includes the exercise of personal responsibilities; and the historical. social, political, and educational contexts of diversity in American society.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: (EDUC-485 Y S AND EDUC-488 Y S AND EDUC-498 Y S) OR (EDUC-486 Y S AND EDUC-489 Y S AND EDUC-499 Y S)

EDUC-460 Diff C,A, &I English (3)

This course is a continuance of EDUC 315. This course explores a variety of literary works, including multicultural and global writings, for middle-childhood and adolescent learners. Additionally, this course seeks to expose teacher candidates to ideas for effectively involving middle-childhood and adolescent readers of diverse backgrounds in the literacy experience and to the use of technology and information literacy to support instruction and learning. This course provides students with an opportunity to actively examine and evaluate instructional strategies and practices for literacy instruction at the middle-childhood and adolescent levels. This course includes a field experience.

Typically offered:
Spring

Attributes: ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-415 Y C AND EDUC-471 Y C

EDUC-461 Diff C,A, &I LOTE (3)

Candidates have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices to help all students learn, including students with special needs. The use of technology to enhance teaching and learning for all students is included. Candidates establish clear understandings of the elements of LOTE education, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and the New York State Learning Standards. They also identify a wide variety of materials and resources and develop plans for use in diverse classrooms. This course includes a field experience.

Attributes: ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-415 Y C AND EDUC-471 Y C

EDUC-462 Diff C,A, &I Math (3)

This course focuses on helping candidates develop constructivist concepts, theories, and applications for successful teaching of all adolescent students, including students with special needs. Additionally, candidates are required to complete a unit plan. Candidates complete training and assignments, ensuring that they are competent in using technology to facilitate and enhance student learning. The unit-planning process focuses directly on creating experiences necessary to help students learn the knowledge and skills targeted by assessments. This course includes a field experience.

Typically offered:
Spring

Attributes: ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-415 Y C AND EDUC-471 Y C

EDUC-463 Diff C,A, &I Science (3)

This course focuses on understanding how all students, including students with special needs, learn science. Attention is given to learning in diverse classroom settings, the challenges inherent to teaching and learning scientific concepts, and the ways in which we teach these concepts for understanding. Candidates develop their understandings of the nature of science and learn how to create and manage safe environments for learning. Additionally, candidates are required to complete a unit plan. This course provides specific learning experiences that are aligned with New York State and National Science Education Standards. Candidates complete training and assignments, ensuring that they are competent in using technology to facilitate and enhance student learning. This course includes a field experience.

Typically offered:
Spring

Attributes: ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-415 Y C AND EDUC-471 Y C

EDUC-464 Diff C,A, &I Soc Studies (3)

This course is designed to prepare future social studies teachers to have the knowledge, skills, and dispositions to teach all students in diverse classroom settings, including students with special needs. This course focuses on understanding how all students learn social studies, the challenges inherent to teaching and learning, and contemporary approaches related to the teaching of social studies. EDUC 364 provides applied experiences for developing the competencies for the professional role of a social studies teacher. This course is integrative and unifies the required knowledge, skills, and dispositions to prepare candidates for student teaching. Candidates complete training and assignments, ensuring that they are competent in using technology to facilitate and enhance student learning. Candidates continue developing their social studies content knowledge. This course includes a field experience.

Typically offered:
Spring

Attributes: ZCLX
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND EDUC-415 Y C AND EDUC-471 Y C

EDUC-471 Mgt in Incl Clsrm Communit (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the Common Core Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation.

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV
Pre-requisites: EDUC-208 S AND EDUC-301 Y S AND (EDUC-345 Y C AND EDUC-346 Y C OR EDUC-415 Y C)

EDUC-485 Student Tch Sem-Childhood (1)

The student teaching seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as to get feedback and guidance to make the student teaching experience most successful. The seminar also brings in field experts from diverse backgrounds to engage candidates in a variety of timely topics including but not limited to: effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: EDUC-424 Y C AND EDUC-488 Y S AND EDUC-498 Y S AND GPA >=2.75

EDUC-486 Student Teaching Sem:Adol (1)

The student teaching seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as to get feedback and guidance to make the student teaching experience most successful. The seminar also brings in field experts from diverse backgrounds to engage candidates in a variety of timely topics including but not limited to: effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB

Pre-requisites: EDUC-489 Y S AND EDUC-499 Y S AND EDUC-424 Y C AND GPA >=2.75

EDUC-488 Childhood Student Teach (4)

Student teaching is a semester long experience of full-time teaching. Student teachers are expected to integrate the knowledge, skills and dispositions acquired in their program to connect theory and practice, and to progress towards becoming novice teachers. Student teachers are placed with School Based Educators who are tenured, rated effective or highly effective, and/or are a mentor in their district. Placements are purposefully secured, working with local district personnel offices and school principals to ensure candidates work with excellent teachers. College Supervisors conduct at least five formal observations during the semester. Supervisors, School Based Educators, and the student teacher collaborate on the evaluation at the mid- and end-point of the placement. Candidates are placed in the grade levels and subject areas for which they are seeking certification. Preferences are given to inclusive settings. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-424 Y C AND EDUC-485 Y S AND EDUC-498 Y S AND GPA >=2.75

EDUC-489 Adolescence Student Teach (4)

Student teaching is a semester long experience of full-time teaching. Student teachers are expected to integrate the knowledge, skills and dispositions acquired in their program to connect theory and practice, and to progress towards becoming novice teachers. Student teachers are placed with School Based Educators who are tenured, rated effective or highly effective, and/or are a mentor in their district. Placements are purposefully secured, working with local district personnel offices and school principals to ensure candidates work with excellent teachers. College Supervisors conduct at least five formal observations during the semester. Supervisors, School Based Educators, and the student teacher collaborate on the mid- and end-point of the placement. Candidates are placed in the grade levels and the subject areas for which they are seeking certification. Preferences are given to inclusive settings. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB ZEXL
Pre-requisites: EDUC-424 Y C AND EDUC-486 Y S AND EDUC-499 Y S AND GPA >=2.75

EDUC-496 Independent Study (1 TO 3)

Independent study courses are intended to provide candidates with options to further develop their knowledge and skills. To be considered for independent study, the candidate must present a proposal to the supervising faculty member for approval. The proposal must be consistent with the SoE conceptual framework and include specific learning outcomes that are aligned with program standards. If approved by the faculty member, the proposal, along with the assessments to be used, must be forwarded to the department chair and dean for final approval. For each credit, the College requires a minimum of 45 clock hours in a combination of meetings between the instructor and the student, as well as supplementary assignments conducted by the candidate independently. The instructor and department chair are responsible for ensuring that candidates meet this standard.

Completion of the Independent Study/Tutorial Authorization form is required.

Typically offered:
Fall & Spring

Attributes: NLIB

EDUC-498 SPED Student Teach 1-6 (4)

Student teaching is a semester long experience of full-time teaching. Students teachers are expected to integrate the knowledge, skills, and dispositions acquired in their program to connect theory and practice, and progress toward becoming novice teachers. Student teachers are placed with School Based Educators who are tenures, rated effective or highly effective, and/or are a mentor in their district. Placements are purposefully secured, working with local district personnel offices and school principals to ensure candidates work with excellent teachers. College Supervisors conduct at least five formal observations during the semester. Supervisors, School Based Educators, and the student teacher collaborate on the evaluation at the mid- and end-point of the placement. Candidates are placed in the grade levels and subject areas for which they are seeking certification. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB ZEXL
Pre-requisites: EDUC-424 Y C AND EDUC-485 Y S AND EDUC-488 Y S AND GPA >=2.75

EDUC-499 SPED Student Teach 7-12 (4)

Student teaching is a semester long experience of full-time student teaching. Student teachers are expected to integrate the knowledge, skills, and dispositions acquired in their program to connect theory and practice, and to progress towards becoming novice teachers. Student teachers are placed with School Based Educators who are tenured, rated effective or highly effective, and/or are a mentor in their district. Placements are purposefully secured, working with local district personnel offices and school principals to ensure candidates work with excellent teachers. College Supervisors conduct at least five formal observations during the semester. Supervisors, School Based Educators and the student teacher collaborate on the evaluation at the mid- and end-point of the placement. Candidates are placed in the grade levels and subject areas for which they are seeking certification. Preferences are given to inclusive settings. Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: EDUC-424 Y C AND EDUC-486 Y S AND EDUC-489 Y S AND GPA >=2.75

ITED-228C P3 Adolescent Development (3)

This course focuses on the physical, mental, and emotional influences impacting the development of adolescents such as habits, values, interests, and social adjustment. Various factors in the community, school, and home environments that influence adolescent thoughts, decisions, and behaviors will be explored, presented, and discussed.

Typically offered:
Fall & Spring

Attributes: P3 YLIB ZCIV
Pre-requisites: PSYC-100C D-

School of Arts and Sciences
School of Business
School of Education
Wegmans School of Nursing
RN to BS Online
Traditional (Pre-Licensure) Nursing B.S. Program
Wegmans School of Pharmacy

Wegmans School of Nursing

Wegmans School of Nursing
- Overview

Overview

Patricia Gatlin, *Dean*
Lori Dambaugh, *Associate Dean*
Alison Simpson, *Chair of Undergraduate Program*
Melissa Bourne, *Program Director, RN/BS Program*
Crystal Dobri, *Director of Experiential Learning*
Caroline Critchlow, *Assistant Dean for Curriculum and Program Evaluation*

Kylene Abraham, Stephanie Bartlett, Melissa Bourne, Desireé Branson, Holly Brown, Crystal Dobri, Elizabeth Dollinger, Colleen Dwyer Donegan, Jennifer Fernaays, Susan Frederick, Katherine Grams, Heather Hamilton, Joy Hogan, Pamela Herendeen, Deborah Hurley, Corey Jackson, Amy Jerum, Allison LaPietra, Katherine Ledwin, Pamela Mapstone, Cyrus Marcy, Natalie Masco-Dixon, Heather McGrane Minton, Marcie McMahon, Henry Moscicki, Alexis Munding, Allison Nickel, Karen Parker, Katherine Rowles, Erin Sabo, Tara Sacco, Lilly Schwedfeger, Lindsay Shor, Alison Simpson, Michelle Slymon, Maria Wheelock, Eileen Wilbert, Melinda Zalewski

The Wegmans School of Nursing provides a broad liberal arts and professional program of study/experience that prepares graduates to positively influence health outcomes for culturally diverse individuals, families, and communities in a rapidly changing, highly complex health care environment. Baccalaureate nurses are socialized to the roles of clinical nursing care provider, health care manager, change agent, health advocate, teacher, counselor, scholar, and leader. The commitment to “goodness, discipline, and knowledge” at St. John Fisher University

creates an environment that uniquely contributes to the values and scholarship essential to excellence in nursing education.

The undergraduate nursing curriculum is grounded in both the knowledge/theory base of the discipline of nursing and the art/science of evidence-based practice. A holistic view of the person is fundamental to the study of the science of nursing, which has the goal of promoting health throughout the wellness/illness/death continuum within the context of internal and external environments. Required courses provide the opportunity for the student to develop aptitude in: critical thinking, ethical decision making, processing complex information, establishing/maintaining therapeutic relationships, and providing/coordinating care, as well as socioeconomic analysis, interdisciplinary collaboration, cultural sensitivity, and self-appraisal.

RN to BSN Online

Overview

St. John Fisher University admits registered nurses who graduated from diploma or associate degree programs and who wish to pursue baccalaureate degrees. This program seeks to meet the community need for baccalaureate education of registered nurses. The R.N./B.S. online curriculum attracts adult learners by offering a sound and rigorous professional education that is delivered in an online learning format accessible to nurses with many demands on their time.

The R.N. student must meet all the general University requirements for admission, including a cumulative grade point average of 2.00 or above and a valid R.N. license, prior to completing any clinical R.N./B.S. online courses. The R.N. who graduated from an accredited school of nursing with an associate's degree and achieved a grade of "C" or higher in each nursing course will be awarded 30 credits in nursing for previous coursework. An R.N. who graduated from a hospital-based diploma program and has active R.N. licensure will also be awarded 30 credits in nursing for previous coursework. These 30 credits of generalist nursing practice course work at the associate degree or diploma level are considered equivalent to 30 credits of upper-division generalist nursing practice course work in the Wegmans School of Nursing 60–credit undergraduate program.

A student may transfer up to 60 credits of previously earned liberal arts and sciences courses with a grade of "C" or higher awarded by a regionally accredited associate degree-granting institution. Credit for courses in liberal arts and sciences may also be obtained by taking the College-Level Proficiency Exams (CLEP) or Excelsior College Exams (ECE) as long as the R.N./B.S. student transfers no more than 90 credit hours (which includes the 30 credit hours of Nursing) from two-year schools and/or outside credit-by-examination sources, and does not violate any residency requirements. A student may also transfer in baccalaureate credits that can be applied to liberal arts and college core courses as appropriate.

Note: *Per the New York State Education Department, the degree granted for all Bachelor of Science Nursing programs in New York State is a B.S. degree with a major in Nursing, not a BSN.*

Program Requirements

R.N. to B.S. Online

The fully-accredited RN to BS curriculum is a modular program delivered in an online learning format, designed to respond to the needs of working professionals in terms of scheduling and flexibility.

Note: *Per the New York State Education Department, the degree granted by St. John Fisher University for the Bachelor of Science Nursing program is a B.S. degree with a major in nursing.*

Requirements

The number of credits for each course is designated in parentheses after the course title.

Required Core/Liberal Arts/Electives – *60 credits*

- St. John Fisher University Core requirements
- ECON 221 – SQ Statistics I
- Ethics or bioethics (i.e., PHIL 124C, PHIL 250C, REST 130, REST 284D, or REST 387D)
- Additional liberal arts, sciences, general elective courses

Required Nursing Courses – *30 credits*

- NURS 331 – Nursing as a Profession (3)
- NURS 332 – Caring for Populations (4)
- NURS 3992 – Evidence-Based Practice (4)*
- NURS 450 – Leadership in Systems of Care (4)
- NURS 452 – Holistic Health Assessment (4)
- NURS 456 – Foundations in Informatics & Healthcare Technologies (3)
- NURS 458 – Contemporary Professional Issues (4)
- NURS 4992 – Person-Centered Care and Quality (4)*

Transferred Nursing Courses – *30 credits*

A total of 30 credits of nursing coursework may be transferred from an associate degree or hospital-based diploma nursing program.

Total: 120 credits

**These required Nursing courses also meet the Core requirements of Advanced Research and Writing and Cardinal Experience.*

Note: *Students must achieve a minimum grade of "C" in all courses required for the nursing major.*

R.N./B.S. Fast Track Option

St. John Fisher University R.N./B.S. online students may petition to complete graduate coursework during their undergraduate study. The fast track options allow specific graduate courses to fulfill designated undergraduate requirements. ***Students may take advantage of one or both options.***

Note: *Approval to take graduate courses* ***does not guarantee*** *admission to the M.S. in nursing program. Students who wish to pursue their graduate studies at Fisher must complete the application process for graduate admissions. Please contact the Office of Transfer and*

Graduate Admissions for more information.

R.N./B.S. program students with a nursing GPA of 3.30 or higher may substitute two graduate courses for two undergraduate nursing courses. Students must have completed courses in nursing research, undergraduate health assessment, and introductory statistics with grades of "B" or higher and four undergraduate R.N./B.S. courses. Students should consult with their academic advisors and complete the Petition for Graduate Courses form.

Approved students may pursue one or both of the following options:

- GNUR 704 – Informatics & Healthcare Technologies (3)
  in place of NURS 456 – Informatics in Health Care (3)
  –AND/OR–

- GNUR 707 – Population Health: Biostatistics and Epidemiology (3)
  this does not replace a course, but may taken as an add-on course.

Enrollment Status

The completed graduate courses are posted as undergraduate credit on the student's academic transcript, and there is no additional charge for these courses for students in the undergraduate R.N./B.S. online nursing program. The graduate courses are added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.

RN to BSN Online Courses

NURS-107 Nursing Seminar (FR) (0)

Nursing students who are actively engaged with liberal arts and sciences courses benefit from a linkage between these foundational courses and their professional aspirations. The nursing seminars provide this invaluable connection between the past, the present, and the future. Nursing faculty members coordinate discussions and guest speakers in order to reveal the richness and diversity of contemporary nursing practice to the beginning student. Required for all full-time fall semester first-year students; recommended for part-time fall semester first-year students.

Typically offered:
Fall

Attributes: NLIB

NURS-108 Nursing Sem (FR) (0)

Nursing students who are actively engaged with liberal arts and sciences courses benefit from a linkage between these foundational courses and their professional aspirations. The nursing seminars provide this invaluable connection between the past, the present, and the future. Nursing faculty members coordinate discussions and guest speakers in order to reveal the richness and diversity of contemporary nursing practice to the beginning student. Required for all full-time spring semester first-year students; recommended for part-time spring semester first-year students.

Typically offered:
Spring

Attributes: NLIB

NURS-205 Nursing Seminar (SO) (0)

Nursing students who are actively engaged with liberal arts and sciences courses benefit from a linkage between these foundational courses and their professional aspirations. The nursing seminars provide this invaluable connection between the past, the present, and the future. Nursing faculty members coordinate discussions and guest speakers in order to reveal the richness and diversity of contemporary nursing practice to the beginning student. Required for all full-time fall semester second-year students; recommended for part-time fall semester second-year students.

Typically offered:
Fall

Attributes: NLIB

NURS-206 Nursing Sem (SO) (0)

Nursing students who are actively engaged with liberal arts and sciences courses benefit from a linkage between these foundational courses and their professional aspirations. The nursing seminars provide this invaluable connection between the past, the present, and the future. Nursing faculty members coordinate discussions and guest speakers in order to reveal the richness and diversity of contemporary nursing practice to the beginning student. Required for all full-time spring semester second-year students; recommended for part-time spring semester second-year students.

Typically offered:
Spring

Attributes: NLIB

NURS-251 FIND SO Seminar I (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the fall semester of the sophomore year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities.

Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-202 S

NURS-252 FIND SO Seminar II (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the Spring semester of the sophomore year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities.

Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-251 S

NURS-300 Intro Discipline Nursing (0 OR 6)

The essential concepts, processes, and models of the discipline of nursing are introduced. Focus is on professional role development through the study and practice of the theory and skills basic to developing clinical judgment and effecting therapeutic outcomes with an emphasis on critical thinking, the nursing process, and psychomotor skills.

Requires one day of clinical each week, a weekly lab session, and a simulation experience.

Typically Offered:
Fall and Spring

Attributes: NLIB ZCLX

NURS-301 Population Health & Well I (2)

This Community Engaged Learning Course is a foundational undergraduate nursing course designed to provide students with an introductory understanding of population health and wellness principles. This course explores the determinants of health, health disparities, and the role of nursing in promoting the health of communities. Students will analyze stakeholders' roles and enhance communication and collaboration skills within interdisciplinary teams to address community needs. They will assess community health, apply public health knowledge, and propose strategies for improvement. Epidemiological principles will be used to identify health trends. Through volunteer work, students will apply academic concepts and develop self-awareness to foster fair and equitable care. Students will develop a strong foundation in population health, interdisciplinary collaboration, cultural competence, epidemiology, and community engagement.

Attributes: NLIB ZCIV ZEXL

NURS-304 Nsg Leadership & PCC I (3)

This hybrid course focuses on the theory and skills for effective professional communication, and the foundations of informatics and healthcare technologies used in diverse health care settings. Explored is the importance of professional communication in order to achieve interpersonal, therapeutic, and interprofessional relationships that contribute to desired health promotion, quality outcomes, and person-centered care. Students are exposed to an overview of nursing informatics practice; health care information systems; the impact of informatics on the socio-cultural, ethical, and legal environments of health care; and the infrastructure needed to support informatics in health care systems. Professional development discussions support ongoing student socialization to the discipline and the profession of nursing.

Additional fees apply.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-304 Nursing Leadership IPC (3)

This hybrid course focuses on the theory and skills for effective professional communication, and the foundations of informatics and healthcare technologies used in diverse health care settings. Explored is the importance of professional communication in order to achieve interpersonal, therapeutic, and interprofessional relationships that contribute to desired health promotion, quality outcomes,

and person-centered care. Students are exposed to an overview of nursing informatics practice; health care information systems; the impact of informatics on the socio-cultural, ethical, and legal environments of health care; and the infrastructure needed to support informatics in health care systems. Professional development discussions support ongoing student socialization to the discipline and the profession of nursing.

Additional fees apply.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-308 Genomics in Nsg Practice (2)

The science of genomics is central for all nursing practice as all nurses interact with patients and families whose diseases and conditions have a genetic or genomic component. This course focuses on the knowledge of genetic and genomic information to be incorporated in the nursing process through prevention, screening, treatment, and monitoring of health outcomes. Students explore the legal and ethical implications of genomics in society, translating this knowledge into patient-centered care.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-312 Palliative/End of Life (2)

This Community Engaged Learning (CEL) course provides students with content on compassionate and ethical person/family-centered care focused on individuals at the end of life, or those receiving palliative care. Students will obtain the knowledge and competencies that address end of life health beliefs, cultural practices, communication, physical care, psychosocial support, team collaboration, holistic care, and life closure skills to apply in future clinical settings. Using interdisciplinary resources, students will gain confidence to assist communities, families, and individuals across the lifespan to achieve comfort at the end of life. Students support community engagement by volunteering at comfort care/hospice settings and supporting those sites throughout the semester. At the completion of this course students receive the national End-of-Life Nursing Education Consortium (ELNEC) certificate for undergraduate students.

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV ZEXL

NURS-313 Health Assessment (0 TO 3)

This course focuses on the development of physical assessment skills and health pattern evaluation skills that are essential to culturally sensitive clinical judgments, therapeutic interventions, and achievement of desired health outcomes across the lifespan. This class contains a lab component.

Typically Offered:
Fall and Spring

Attributes: NLIB

NURS-313 Health Assessment (0 TO 2)

This course focuses on the development of physical assessment skills and health pattern evaluation skills that are essential to culturally sensitive clinical judgments, therapeutic interventions, and achievement of desired health outcomes across the lifespan. This class contains a lab component.

Typically Offered:
Fall and Spring

Attributes: NLIB

NURS-317 Adult/Older Adult Hlth I (0 OR 5)

This clinical course examines evidence-based practices and desired outcomes related to nursing management of adults, older adults, and intellectual developmental disability population experiencing selected common diagnoses and critical illness. Professional role development in critical thinking, clinical reasoning, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the four spheres of care are integrated didactically and within the clinical setting. Experiential learning includes the use of human patient simulation, skills lab, virtual reality, and acute care clinical placement.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-300 C AND NURS-313 C

NURS-317 Adult/Older Adult Hlth I (0 OR 6)

This clinical course examines evidence-based practices and desired outcomes related to nursing management of adults, older adults, and intellectual developmental disability population experiencing selected common diagnoses and critical illness. Professional role development in critical thinking, clinical reasoning, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the four spheres of care are integrated didactically and within the clinical setting. Experiential learning includes the use of human patient simulation, skills lab, virtual reality, and acute care clinical placement.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-300 C AND NURS-313 C

NURS-320 Path & Appl Pharm I (3)

This first of two courses uses a systems approach to explore the interrelationship among pharmacology, pathophysiology, and the therapeutic goal of physiologic integrity from a nursing perspective. Fundamental pharmacologic processes such as drug actions, the therapeutic response of drugs, and the side effects/adverse effects of drugs will be examined within the context of pathogenesis of common diseases. This introduction to pharmacology has a focus on nursing implications and patient outcomes.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: NURS-300 C AND NURS-313 C

NURS-320 Path & Appl Pharm I (2)

This first of two courses uses a systems approach to explore the interrelationship among pharmacology, pathophysiology, and the therapeutic goal of physiologic integrity from a nursing perspective. Fundamental pharmacologic processes such as drug actions, the therapeutic response of drugs, and the side effects/adverse effects of drugs will be examined within the context of pathogenesis of common diseases. This introduction to pharmacology has a focus on nursing implications and patient outcomes.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: NURS-300 C AND NURS-313 C

NURS-323 Childbearing Family (0 OR 4)

This course focuses on the management of nursing care of childbearing families. The predicted adaptations to childbearing are explored as well as those conditions that can complicate pregnancy and delivery. Students provide evidence-based nursing care for childbearing women and their families in acute and primary care. This course focuses on professional nursing role development in clinical judgment, critical thinking, communication, and interventions to facilitate therapeutic outcomes for childbearing women and families. Wellness, health promotion, and social determinants related to maternal child health are explored. Experiential learning includes human patient simulation labs, skills labs, virtual reality, and clinical placements for developing clinical competencies in the care of obstetric patients and their families.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-300 C AND NURS-313 C

NURS-331 Nursing as a Profession (3)

This online course examines contemporary nursing in the context of the history of the profession and the theory, knowledge, and reasoning that are needed for current and evolving nursing roles. In addition, students are challenged to identify and a personal philosophy of nursing.

Typically offered:
Variable

Attributes: NLIB

NURS-332 Caring for Populations (4)

This online course focuses on the social determinants of health and health disparities that may positively or negatively influence the community population health and well-being. It examines population evidence-based practice, systems, and health policies at the neighborhood, community, regional, national and global levels of care. The impact of social determinants of health; diversity, equity and inclusion; communicable diseases; vulnerable populations; global health and disaster preparedness are examined. Students complete a 32-hour clinical practice experience with on-site community clinical and volunteer experiences to include an analysis of Redlining Impact and a community windshield survey.

Typically offered:
Variable

Attributes: NLIB ZCLX

NURS-351 FIND JR Seminar I (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the Fall semester of the junior year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities. Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-252 S

NURS-352 FIND JR Seminar II (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the Spring semester of the junior year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities.

Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-351 S

NURS-370 IPE: TeamSTEPPS (0)

This training is designed for nursing students with special focus on development of basic skills in Team Strategies & Tools to Enhance Performance & Patient Safety (TeamSTEPPS) needed for provision of team-based interprofessional practice. At the completion of this training, students will acquire skills to: recognize opportunities to improve patient safety; assess organizational culture and existing Patient Safety Program components; improve team-related competencies; and integrate TeamSTEPPS into daily practice.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

NURS-398 J1 Test Block (0)

Testing block for all first semester junior nursing students

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

NURS-399 J2 Testing Block (0)

Testing for all J2 clinical courses.

Typically Offered:
Fall and Spring

Attributes: NLIB
Pre-requisites: -

NURS-403 Mental Health Nursing (0 OR 5)

This course concentrates on the theories, processes, and desired outcomes related to nursing management of individuals, their families, and groups with mental health needs. There is a focus on professional nursing role development in clinical judgment, communication, and interventions to facilitate therapeutic outcomes in inpatient, outpatient, and community mental health settings.

Requires one day of clinical each week, in addition to simulation and skills labs.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-320 C AND NURS-317 C AND NURS-323 C

NURS-403L Mental Health Nursing Lab (0)

The laboratory component of NURS 403 includes inpatient and community based mental health clinical experiences and assessments, psychiatric nursing skill labs, violence prevention training, and simulation opportunities to assist the student with developing mental health nursing clinical competencies.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-403 Mental Health Nursing (0 OR 4)

This course concentrates on the theories, processes, and desired outcomes related to nursing management of individuals, their families, and groups with mental health needs. There is a focus on professional nursing role development in clinical judgment, communication, and interventions to facilitate therapeutic outcomes in inpatient, outpatient, and community mental health settings.

Requires one day of clinical each week, in addition to simulation and skills labs.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-320 C AND NURS-317 C AND NURS-323 C

NURS-406 Nsg Leadership & PCC II (2)

This course concentrates on the development of practice focused leadership skills and in gaining the essential knowledge surrounding contemporary nursing topics. Current regulatory, political, legal, economic, and ethical issues relevant to the professional nurse and implications for interprofessional person-centered care are analyzed. In-class discussions support ongoing student socialization into

the discipline and profession of nursing and provide an opportunity for purposeful dialogue and reflection on an array of professional issues facing nursing today.

Additional fees apply.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-406 Nursing Leadership E&P (2)

This course concentrates on the development of practice focused leadership skills and in gaining the essential knowledge surrounding contemporary nursing topics. Current regulatory, political, legal, economic, and ethical issues relevant to the professional nurse and implications for interprofessional person-centered care are analyzed. In-class discussions support ongoing student socialization into the discipline and profession of nursing and provide an opportunity for purposeful dialogue and reflection on an array of professional issues facing nursing today.

Additional fees apply.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-423 Adult/Older Adult Hlth II (0 OR 5)

This clinical course examines evidence-based practices, and desired outcomes related to nursing management of adults and older adults experiencing selected common diagnoses and critical illness. Professional role development in critical thinking, clinical reasoning, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the four spheres of care, are integrated didactically and within the clinical setting. Experiential learning includes the use of simulation, skills lab, virtual reality, and acute care clinical placement.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-317 C AND NURS-320 C AND NURS-323 C

NURS-423 Adult/Older Adult Hlth II (0 OR 6)

This clinical course examines evidence-based practices, and desired outcomes related to nursing management of adults and older adults experiencing selected common diagnoses and critical illness. Professional role development in critical thinking, clinical reasoning, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the four spheres of care, are integrated didactically and within the clinical setting. Experiential learning includes the use of simulation, skills lab, virtual reality, and acute care clinical placement.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-317 C AND NURS-320 C AND NURS-323 C

NURS-428 Path & Appl Pharm II (3)

This second of two courses continues with a systems approach to explore the interrelationship between pharmacology, pathophysiology, and the therapeutic goal of physiologic integrity from a nursing perspective. Fundamental pharmacologic processes such as drug actions, the therapeutic response of drugs, and the side effects/adverse effects of drugs will be examined within the context of pathogenesis of common diseases. A holistic perspective prepares the student to provide safe, culturally sensitive, individualized care to the adult and older adult..

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: NURS-317 C AND NURS-320 C

NURS-428 Path & Appl Pharm II (2)

This second of two courses continues with a systems approach to explore the interrelationship between pharmacology, pathophysiology, and the therapeutic goal of physiologic integrity from a nursing perspective. Fundamental pharmacologic processes such as drug actions, the therapeutic response of drugs, and the side effects/adverse effects of drugs will be examined within the context of pathogenesis of common diseases. A holistic perspective prepares the student to provide safe, culturally sensitive, individualized care to the adult and older adult..

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: NURS-317 C AND NURS-320 C

NURS-429 Pop Health/Comm Nsg (0 OR 5)

This course focuses on the multiple determinants of population health and the three levels of contemporary community health nursing practice: individuals/families, communities, and systems. Clinical and simulation experiences support professional nursing role development in clinical judgment, interdisciplinary collaboration, and care management to facilitate positive outcomes for diverse clients in settings such as schools, homes, primary care practices, places of employment, public health departments, and other community-based organizations. Clinical preventive and health promotion experiences may include counseling for behavior change, screening, health education, outreach, public policy, and environmental interventions. The impact of community-based care in a global society is explored.

Typically Offered:
Fall and Spring

Attributes: NLIB
Pre-requisites: -

NURS-431 Care of Children & Families (0 OR 4)

This course concentrates on the theory, processes and desired outcomes related to nursing management of children and families. This course focuses on professional nursing role development in clinical judgment, critical thinking, communication, and interventions to facilitate therapeutic outcomes for children and families. Emphasis is placed on health promotion, injury prevention, and providing trauma informed developmentally appropriate care to children and their families. Experiential learning includes skills lab, simulation, acute and community care clinical placements.

Typically offered:
Fall and Spring

Attributes: NLIB ZCLX
Pre-requisites: -

NURS-431 Care of Children (0 OR 4)

This course concentrates on the theory, processes and desired outcomes related to nursing management of children and families. This course focuses on professional nursing role development in clinical judgment, critical thinking, communication, and interventions to facilitate therapeutic outcomes for children and families. Emphasis is placed on health promotion, injury prevention, and providing trauma informed developmentally appropriate care to children and their families. Experiential learning includes skills lab, simulation, acute and community care clinical placements.

Typically offered:
Fall and Spring

Attributes: NLIB ZCLX
Pre-requisites: -

NURS-433 PopulationHealth & Well II (4)

This clinical course focuses on public health as a means to prevent disease, prolong life, and promote health through an organized community effort. Students will learn to develop, implement, and evaluate public health strategies, in partnership with community stakeholders at varying levels of care. Students will identify gaps in service delivery across systems with the goal of addressing inequities and advocating for the needs of diverse populations. Experiential learning includes the use of simulation and working with interprofessional teams in the community to improve health outcomes of vulnerable populations.

Attributes: NLIB ZCIV ZEXL
Pre-requisites: NURS-301 C

NURS-446 Nsg Leadership & PCC III (0 OR 3)

This course focuses on the development of leadership and management knowledge and skills for the professional nurse in current healthcare organizations and systems. Content includes managerial practices for delivering nursing care, organizational design, and effectiveness, change implementation, quality improvement and measurement, fiscal resources and management, creating healthy work environments, staff performance and development. Leadership theories, roles, and application to today’s complex healthcare environment are discussed. Current regulatory standards, nursing certification and competencies for health professions are explored. Planning personal strategies for successful new graduate transitions including reality shock, wellbeing, self-care, resiliency, and stress management. Professional development discussions support ongoing student socialization to the discipline and the profession of nursing.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

NURS-446 Nursing Leadership Q & S (0 OR 2)

This course focuses on the development of leadership and management knowledge and skills for the professional nurse in current healthcare organizations and systems. Content includes managerial practices for delivering nursing care, organizational design, and effectiveness, change implementation, quality improvement and measurement, fiscal resources and management, creating healthy work environments, staff performance and development. Leadership theories, roles, and application to today's complex healthcare environment are discussed. Current regulatory standards, nursing certification and competencies for health professions are explored. Planning personal strategies for successful new graduate transitions including reality shock, wellbeing, self-care, resiliency, and stress management. Professional development discussions support ongoing student socialization to the discipline and the profession of nursing.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

NURS-450 Leadership:Systems of Care (4)

This online course focuses on advanced theory, processes, skills, behaviors, and emotional intelligence self-awareness to effectively lead and manage within an increasingly diverse and complex health care delivery system. Personal and professional leadership development is advanced by expanding students' knowledge of systems-based practice; organizational structures in evolving health systems; reimbursement and financing of health care; legal and ethical issues applied to managing and leading; communication strategies and managing conflict; problem solving and decision-making, workforce development, and healthy workplace environments. Application of these principles are incorporated into a 32 hour required clinical practice experience working with a nurse leader in a health care setting.

Typically offered:
Variable

NURS-452 Holistic Health Assessment (4)

This online course focuses on the holistic and multi-dimensional approach to health assessment and the development of physical assessment skills essential for critical thinking, culturally sensitive clinical decisions, therapeutic interventions, and achievement of desired health outcomes across the life span. Students refine competencies in critical thinking and physical assessment skills in self-directed, precepted practice sessions.

Typically offered:
Variable

Attributes: NLIB

NURS-456 Informatics in Health Care (3)

This online course examines the foundations of informatics and healthcare technologies used in diverse health care settings. Explored is the application of current and future technologies in health care systems to promote administrative decision support, research/evidence-based practice, patient care delivery, clinical care decision support, eHealth, integrated communication, and distributed education. Students are exposed to an overview of nursing informatics practice; health care information systems; the impact of informatics on the sociocultural, ethical, and legal aspects of health care; and the infrastructure needed to support informatics in health care systems.

Typically offered:
Variable

Attributes: NLIB

NURS-458 Contemporary Prof Issues (4)

This online course concentrates on professional nursing role socialization through critical analysis of the interdisciplinary effects of sociopolitical, economic, ethical, and legal frameworks on an increasingly diverse and complex health care delivery system. There is a focus on critical thinking and role development in ethical decision making, professional accountability, and advocacy. The student participates in experiential learning by engaging with local legislators and/or government officials to advocate for policies designed to improve the health care of individuals, support the healthcare workforce, or provide for equitable distribution of resources within the healthcare system.

Typically offered:
Variable

Attributes: NLIB

NURS-471 FIND SR Seminar I (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the Fall semester of the senior year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities.

Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-352 S

NURS-472 FIND SR Seminar II (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the Spring semester of the senior year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities.

Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-471 S

NURS-488 S1 Test Block (0)

Testing block for all first semester senior nursing students.

Typically offered:
Variable

Attributes: NLIB

Pre-requisites: -

NURS-489 S2 Test Block (0)

Testing block for all second semester senior nursing students.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-490 Nursing Internship (1)

Students may register for a one credit student internship to gain clinical experience after completion of all junior level nursing courses. Internships may be existing programs offered by clinical agencies or student-initiated. Students interested in an internship must meet with the Undergraduate Chair for approval before registration.
Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-300 C AND NURS-317 C AND NURS-323 C

NURS-496 Independent Study (1 TO 4)

An opportunity for a student to engage in research or study in an area or topic not regularly covered in the program.
Students must meet with the Undergraduate Chairman of Nursing and complete the Independent Study/Tutorial Authorization form.

Typically offered:
Variable

Attributes: NLIB

NURS-498H Honors Project (3)

Required for students who are accepted into the Nursing Honors Program. May also be used to satisfy an honor's course requirement for senior nursing students in the college Honors Program. The intent to develop an honors project must be declared prior to the beginning of the senior year. The student should meet with the UG Nursing Chair to discuss the project and select a faculty mentor. Provisional admission to the Nursing Honors program is made in the first semester of the senior year when the Honors Project proposal is finalized. The project proposal must be approved by the UG Nursing Chair and the Dean of the WSON. The Honors Project is completed and presented at a colloquium in the second semester of the senior year.

Students must meet with the Undergraduate Chairman of Nursing and complete the Independent Study/Tutorial Authorization form.

Typically offered:
Variable

Attributes: NLIB

NURS-3991 Advanced Research Writing (3)

This hybrid Core course focuses on the development of an inquiry-based research question and a review of the literature using discipline-specific practices that result in transferable research and writing skills. Students build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the nursing profession. Students identify, examine and evaluate appropriate sources, and use evidence from research to substantiate their own claims. Students formulate an evidenced-based recommendation for practice based on their research review and evaluation of the current literature. Additional content includes the exploration of the ethics of medical and nursing research to gain a better understanding of historical socio-cultural disparities and the influence on current practice. Students disseminate and discuss results of their literature review orally with peers and in written format. As a hybrid course, students complete the podcast lectures and class prep prior to class meetings. During the scheduled two-hour synchronous class meetings students and faculty meet together for in class writing workshops, research assistance, and hands-on activity-based learning.

Additional fees apply.

Typically offered:
Fall & Spring

Attributes: AWC NLIB

NURS-3992 Evidence Based Practice (4)

This online course focuses on the state of nursing science through the use of foundational skills in nursing research. Building on critical thinking and writing competencies previously acquired, students explore issues and topics related to nursing practice. Students first identify a clinical question, then examine, appraise, synthesize, and determine the applicability of evidence gleaned from multiple sources. Based on this review, students formulate an evidenced-based recommendation for a practice change. Finally, students disseminate and discuss the results of their literature review in written format and through a class presentation focusing on the possible implementation of the practice change. Additional content includes the exploration of the ethics of medical and nursing research to gain a better understanding of historical sociocultural disparities and their influence on current practice. The integration and dissemination of evidenced-based research into nursing practice prepares the professional nurse to assume the role of an innovator and leader within the interprofessional team.

Typically offered:
Variable

Attributes: AWC NLIB
Pre-requisites: -

NURS-4991 Cardinal Experience (0 TO 3)

This capstone core course, aligned with the Fisher Outcomes, prepares the senior nursing student for success on the registered nursing licensure examination. The four major categories of client needs, which are the basis of the NCLEX-RN test plan design, give structure to a review of concepts and processes that are fundamental to the practice of nursing. Students explore the transition from nursing student to graduate nurse through a three-week inclusive clinical preceptorship in a community or acute care clinical settings. Students apply person-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and informatics concepts to operationalize a culture of safety and quality in the delivery of health care services. Experiential learning includes the use of simulation, skills lab, and acute care clinical placements.

Additional fees apply.

Typically offered:
Fall and Spring

Attributes: CE NLIB ZCAP ZCIV ZCLX ZTRA

NURS-4991 Cardinal Experience (0 TO 5)

This capstone core course, aligned with the Fisher Outcomes, prepares the senior nursing student for success on the registered nursing licensure examination. The four major categories of client needs, which are the basis of the NCLEX-RN test plan design, give structure to a review of concepts and processes that are fundamental to the practice of nursing. Students explore the transition from nursing student to graduate nurse through a three-week inclusive clinical preceptorship in a community or acute care clinical settings. Students apply person-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and informatics concepts to operationalize a culture of safety and quality in the delivery of health care services. Experiential learning includes the use of simulation, skills lab, and acute care clinical placements.

Additional fees apply.

Typically offered:
Fall and Spring

Attributes: CE NLIB ZCAP ZCIV ZCLX ZTRA

NURS-4992 Patient-Centered Care/Qual (4)

This online core capstone course explores the transformation of the healthcare system into an individualized person-centered care environment. This environment concentrates on respect for individual needs, provision of a safe environment, and achievement of quality outcomes. Examined is the current and future role of the professional nurse in person-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics to operationalize a culture of safety and quality in the delivery of healthcare services. Investigated are external factors, internal structures, and roles in a healthcare system that drive patient safety and quality improvement structures, processes, and outcomes through a quality improvement project and 32-hour clinical practice experience.

Typically offered:
Variable

Attributes: CE NLIB

Traditional (Pre-Licensure) Nursing B.S. Program

Overview

During the first two years of the traditional undergraduate nursing curriculum, nursing majors complete core and prerequisite liberal arts and sciences courses and participate in non-credit nursing seminars that give an introduction to the discipline. After being admitted to the nursing school in the junior year, nursing students engage in the study/practice of nursing theory and evidence-based clinical coursework in the specialties of nursing care including community, adult, older adult, child, psychiatric, and women's health. Knowledge and clinical practice are specialized and progressively more complex each semester, culminating in a precepted clinical role transition course in the last semester of the senior year. Successful advancement through the baccalaureate curriculum equips the student to engage in nursing practice that is responsible, accountable, safe, ethical, holistic, technologically advanced, scholarly, therapeutic, cost-effective, culturally sensitive, collaborative, innovative, and outcome-oriented. The baccalaureate graduate is prepared to assume an entry-level generalist practice nursing role in any of the numerous and diverse local, national, and international health care opportunities available to professional nurses.

The baccalaureate degree in nursing will meet the educational needs of:

- Students entering from high school who select professional nursing as a career
- Transfer students
- Adult students seeking a second undergraduate degree or career change
- Students who have completed liberal arts and sciences pre-nursing requirements
- Qualified students who want the B.S. to M.S. Fast Track option.

A nursing minor is not available.

Program Requirements

B.S. in Nursing

All courses listed as required nursing courses (NURS) are used in the determination of the grade point average in the major.

Requirements

Required Liberal Arts/Sciences Courses – *60 credits*

Core Requirements

- Learning Community, two-course cluster (6)
- Any 1299 Research-Based Writing (3)
- Data Analysis course (3)
- Any Civic Engagement course (3)
- Any Creative Inquiry course (3)
- Any Diversity Equity and Inclusion course (3)
- Any Ethical Reasoning course (3)

Nursing Prerequisites

- BIOL 131/131Lab – Human Anatomy and Physiology I and Lab (4)
- BIOL 132/132Lab – Human Anatomy and Physiology II and Lab (4)
- BIOL 107C/107Lab – SQ Microbes and Disease and Lab (4)
- BIOL 108C – P4 Fundamentals of Nutrition (3)
- CHEM 120C/120 Lab – P4 Introduction to Chemistry and Lab* (4)
- Choose **ONE**:
  - ECON 221 – SQ Statistics I (3)
  - PSYC 201 – Basic Statistics (3)
  - SOCI 120 – SQ Basic Biostatistics (3)
- PSYC 231C – P3 Development Across Lifespan (3)
- Choose ONE of PHIL 124C, 250C, REST 130, 284D, or 387D (3)
- Electives from any of the Liberal Arts (8)

Required Nursing Courses – *60 credits*

- NURS 107 – Nursing Seminar (FR) (fall) (0)
- NURS 108 – Nursing Seminar (FR) (spring) (0)
- NURS 205 – Nursing Seminar (SO) (fall) (0)
- NURS 206 – Nursing Seminar: Sophomore (spring) (0)
- NURS 300 & 300L – Introduction to the Discipline and Practice of Professional Nursing (6)
- NURS 301 – Population Health and Wellness Nursing I (2)
- NURS 304 – Nursing Leadership Informatics and Professional Communication (3)
- NURS 312 – Palliative and End-of-Life Care (2)
- NURS 313 & 313L – Health Assessment and Lab (3)
- NURS 317 – Adult/Older Adult Health Nursing I (6)
- NURS 320 – Pathophysiology and Applied Pharmacology I (2)
- NURS 323 – Care of Children and Families (4)
- NURS 3991 – Advanced Research Writing (3)**
- NURS 403 – Mental Health Nursing (4)
- NURS 406 – Nursing Leadership: Ethics and Policy (2)
- NURS 423 – Adult/Older Adult Health II (6)
- NURS 428 – Pathophysiology and Applied Pharmacology II (2)

NURS 431 – Care of Children and Their Families (4)

- NURS 433 – Population Health and Wellness Nursing II (4)
- NURS 446 – Nursing Leadership: Quality & Safety (2)
- NURS 4991 – Cardinal Experience: Senior Nursing Preceptorship (5)**

Total: 120 credits***

**CHEM 103C and CHEM 103L may be substituted.*

***These required nursing courses also meet the Core requirements of Advanced Research Writing and Cardinal Experience.*

****Students who begin the traditional nursing program as first year students are required to take a one-credit First Year Seminar (ITDY 101) in their first semester. As this course is NOT considered a liberal arts course, these students will end up with at least 121 credits at program completion.*

Note: *If the optional NURS 498H and NURS 496 courses are taken, they will be included in the GPA calculation for the major. For purposes of determining whether the requirement to complete at least half of the major courses at St. John Fisher University has been met, all courses listed above as required nursing courses (NURS) are used.*

Fast-Track for Traditional Nursing Students

Petition for Graduate Study

Current Fisher nursing students may petition to complete graduate-level coursework during their senior year of undergraduate study. The accelerated options allow specific graduate-level courses to be taken. This shortens graduate degree requirements without compromising didactic and clinical learning experiences in the undergraduate program.

Students may take advantage of one or both accelerated course options.

Note: *Approval to take graduate courses **does not guarantee** admission to the M.S. program in nursing. Students who wish to continue their graduate studies at Fisher must complete the application process for graduate admissions. Please contact the Office of Transfer and Graduate Admissions for more information.*

Students beginning their study of nursing at St. John Fisher University follow the curriculum of the traditional nursing B.S. program. They may petition to take courses in the graduate program after all 300-level undergraduate courses have been completed with a GPA in nursing of 3.30 or higher. Students interested in an accelerated option should consult with their advisors and the graduate program director during their junior year at St. John Fisher University for more information and to obtain the appropriate registration paperwork. Approved traditional baccalaureate students may pursue one or both of the following options:

Note: *Application of these fast track courses for graduate credit may be affected by curriculum changes in the graduate programs in the future*.

Fast-Track Requirements

The number of credits for each course is designated in parentheses after the course title.

First Semester Senior Year (S1)

- GNUR 704 – Informatics & Healthcare Technologies (3) **–OR–**
- GNUR 707 – Population Health: Biostatistics and Epidemiology (3)

–AND/OR–

Second Semester Senior Year (S2)*

- GNUR 704 – Informatics & Healthcare Technologies (3) **–OR–**
- GNUR 707 – Population Health: Biostatistics and Epidemiology (3)

Enrollment Status

Either GNUR 704 or GNUR 707 is taken along with other required undergraduate nursing courses during the first and second semester of the senior year. These courses are posted as graduate credit, and there is no additional charge for these courses as long as the student is full-time in the undergraduate B.S. nursing program.

Traditional (Pre-Licensure) Nursing B.S. Program Courses

NURS-107 Nursing Seminar (FR) (0)

Nursing students who are actively engaged with liberal arts and sciences courses benefit from a linkage between these foundational courses and their professional aspirations. The nursing seminars provide this invaluable connection between the past, the present, and the future. Nursing faculty members coordinate discussions and guest speakers in order to reveal the richness and diversity of contemporary nursing practice to the beginning student. Required for all full-time fall semester first-year students; recommended for part-time fall semester first-year students.

Typically offered:
Fall

Attributes: NLIB

NURS-108 Nursing Sem (FR) (0)

Nursing students who are actively engaged with liberal arts and sciences courses benefit from a linkage between these foundational courses and their professional aspirations. The nursing seminars provide this invaluable connection between the past, the present, and the future. Nursing faculty members coordinate discussions and guest speakers in order to reveal the richness and diversity of contemporary nursing practice to the beginning student. Required for all full-time spring semester first-year students; recommended for part-time spring semester first-year students.

Typically offered:
Spring

Attributes: NLIB

NURS-205 Nursing Seminar (SO) (0)

Nursing students who are actively engaged with liberal arts and sciences courses benefit from a linkage between these foundational courses and their professional aspirations. The nursing seminars provide this invaluable connection between the past, the present, and the future. Nursing faculty members coordinate discussions and guest speakers in order to reveal the richness and diversity of contemporary nursing practice to the beginning student. Required for all full-time fall semester second-year students; recommended for part-time fall semester second-year students.

Typically offered:
Fall

Attributes: NLIB

NURS-206 Nursing Sem (SO) (0)

Nursing students who are actively engaged with liberal arts and sciences courses benefit from a linkage between these foundational courses and their professional aspirations. The nursing seminars provide this invaluable connection between the past, the present, and the future. Nursing faculty members coordinate discussions and guest speakers in order to reveal the richness and diversity of contemporary nursing practice to the beginning student. Required for all full-time spring semester second-year students; recommended for part-time spring semester second-year students.

Typically offered:
Spring

Attributes: NLIB

NURS-251 FIND SO Seminar I (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the fall semester of the sophomore year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities.

Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-202 S

NURS-252 FIND SO Seminar II (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the Spring semester of the sophomore year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities.

Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-251 S

NURS-300 Intro Discipline Nursing (0 OR 6)

The essential concepts, processes, and models of the discipline of nursing are introduced. Focus is on professional role development through the study and practice of the theory and skills basic to developing clinical judgment and effecting therapeutic outcomes with an emphasis on critical thinking, the nursing process, and psychomotor skills.

Requires one day of clinical each week, a weekly lab session, and a simulation experience.

Typically Offered:
Fall and Spring

Attributes: NLIB ZCLX

NURS-301 Population Health & Well I (2)

This Community Engaged Learning Course is a foundational undergraduate nursing course designed to provide students with an introductory understanding of population health and wellness principles. This course explores the determinants of health, health disparities, and the role of nursing in promoting the health of communities. Students will analyze stakeholders' roles and enhance communication and collaboration skills within interdisciplinary teams to address community needs. They will assess community health, apply public health knowledge, and propose strategies for improvement. Epidemiological principles will be used to identify health trends. Through volunteer work, students will apply academic concepts and develop self-awareness to foster fair and equitable care. Students will develop a strong foundation in population health, interdisciplinary collaboration, cultural competence, epidemiology, and community engagement.

Attributes: NLIB ZCIV ZEXL

NURS-304 Nsg Leadership & PCC I (3)

This hybrid course focuses on the theory and skills for effective professional communication, and the foundations of informatics and healthcare technologies used in diverse health care settings. Explored is the importance of professional communication in order to achieve interpersonal, therapeutic, and interprofessional relationships that contribute to desired health promotion, quality outcomes, and person-centered care. Students are exposed to an overview of nursing informatics practice; health care information systems; the impact of informatics on the socio-cultural, ethical, and legal environments of health care; and the infrastructure needed to support informatics in health care systems. Professional development discussions support ongoing student socialization to the discipline and the profession of nursing.

Additional fees apply.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-304 Nursing Leadership IPC (3)

This hybrid course focuses on the theory and skills for effective professional communication, and the foundations of informatics and healthcare technologies used in diverse health care settings. Explored is the importance of professional communication in order to achieve interpersonal, therapeutic, and interprofessional relationships that contribute to desired health promotion, quality outcomes, and person-centered care. Students are exposed to an overview of nursing informatics practice; health care information systems; the

impact of informatics on the socio-cultural, ethical, and legal environments of health care; and the infrastructure needed to support informatics in health care systems. Professional development discussions support ongoing student socialization to the discipline and the profession of nursing.

Additional fees apply.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-308 Genomics in Nsg Practice (2)

The science of genomics is central for all nursing practice as all nurses interact with patients and families whose diseases and conditions have a genetic or genomic component. This course focuses on the knowledge of genetic and genomic information to be incorporated in the nursing process through prevention, screening, treatment, and monitoring of health outcomes. Students explore the legal and ethical implications of genomics in society, translating this knowledge into patient-centered care.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-312 Palliative/End of Life (2)

This Community Engaged Learning (CEL) course provides students with content on compassionate and ethical person/family-centered care focused on individuals at the end of life, or those receiving palliative care. Students will obtain the knowledge and competencies that address end of life health beliefs, cultural practices, communication, physical care, psychosocial support, team collaboration, holistic care, and life closure skills to apply in future clinical settings. Using interdisciplinary resources, students will gain confidence to assist communities, families, and individuals across the lifespan to achieve comfort at the end of life. Students support community engagement by volunteering at comfort care/hospice settings and supporting those sites throughout the semester. At the completion of this course students receive the national End-of-Life Nursing Education Consortium (ELNEC) certificate for undergraduate students.

Typically offered:
Fall & Spring

Attributes: NLIB ZCIV ZEXL

NURS-313 Health Assessment (0 TO 3)

This course focuses on the development of physical assessment skills and health pattern evaluation skills that are essential to culturally sensitive clinical judgments, therapeutic interventions, and achievement of desired health outcomes across the lifespan. This class contains a lab component.

Typically Offered:
Fall and Spring

Attributes: NLIB

NURS-313 Health Assessment (0 TO 2)

This course focuses on the development of physical assessment skills and health pattern evaluation skills that are essential to culturally sensitive clinical judgments, therapeutic interventions, and achievement of desired health outcomes across the lifespan. This class contains a lab component.

Typically Offered:
Fall and Spring

Attributes: NLIB

NURS-317 Adult/Older Adult Hlth I (0 OR 5)

This clinical course examines evidence-based practices and desired outcomes related to nursing management of adults, older adults, and intellectual developmental disability population experiencing selected common diagnoses and critical illness. Professional role development in critical thinking, clinical reasoning, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the four spheres of care are integrated didactically and within the clinical setting. Experiential learning includes the use of human patient simulation, skills lab, virtual reality, and acute care clinical placement.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-300 C AND NURS-313 C

NURS-317 Adult/Older Adult Hlth I (0 OR 6)

This clinical course examines evidence-based practices and desired outcomes related to nursing management of adults, older adults, and intellectual developmental disability population experiencing selected common diagnoses and critical illness. Professional role development in critical thinking, clinical reasoning, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the four spheres of care are integrated didactically and within the clinical setting. Experiential learning includes the use of human patient simulation, skills lab, virtual reality, and acute care clinical placement.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-300 C AND NURS-313 C

NURS-320 Path & Appl Pharm I (3)

This first of two courses uses a systems approach to explore the interrelationship among pharmacology, pathophysiology, and the therapeutic goal of physiologic integrity from a nursing perspective. Fundamental pharmacologic processes such as drug actions, the therapeutic response of drugs, and the side effects/adverse effects of drugs will be examined within the context of pathogenesis of common diseases. This introduction to pharmacology has a focus on nursing implications and patient outcomes.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: NURS-300 C AND NURS-313 C

NURS-320 Path & Appl Pharm I (2)

This first of two courses uses a systems approach to explore the interrelationship among pharmacology, pathophysiology, and the therapeutic goal of physiologic integrity from a nursing perspective. Fundamental pharmacologic processes such as drug actions, the therapeutic response of drugs, and the side effects/adverse effects of drugs will be examined within the context of pathogenesis of common diseases. This introduction to pharmacology has a focus on nursing implications and patient outcomes.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: NURS-300 C AND NURS-313 C

NURS-323 Childbearing Family (0 OR 4)

This course focuses on the management of nursing care of childbearing families. The predicted adaptations to childbearing are explored as well as those conditions that can complicate pregnancy and delivery. Students provide evidence-based nursing care for childbearing women and their families in acute and primary care. This course focuses on professional nursing role development in clinical judgment, critical thinking, communication, and interventions to facilitate therapeutic outcomes for childbearing women and families. Wellness, health promotion, and social determinants related to maternal child health are explored. Experiential learning includes human patient simulation labs, skills labs, virtual reality, and clinical placements for developing clinical competencies in the care of obstetric patients and their families.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-300 C AND NURS-313 C

NURS-331 Nursing as a Profession (3)

This online course examines contemporary nursing in the context of the history of the profession and the theory, knowledge, and reasoning that are needed for current and evolving nursing roles. In addition, students are challenged to identify and a personal philosophy of nursing.

Typically offered:
Variable

Attributes: NLIB

NURS-332 Caring for Populations (4)

This online course focuses on the social determinants of health and health disparities that may positively or negatively influence the community population health and well-being. It examines population evidence-based practice, systems, and health policies at the neighborhood, community, regional, national and global levels of care. The impact of social determinants of health; diversity, equity and inclusion; communicable diseases; vulnerable populations; global health and disaster preparedness are examined. Students complete a 32-hour clinical practice experience with on-site community clinical and volunteer experiences to include an analysis of Redlining Impact and a community windshield survey.

Typically offered:
Variable

Attributes: NLIB ZCLX

NURS-351 FIND JR Seminar I (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the Fall semester of the junior year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities. Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-252 S

NURS-352 FIND JR Seminar II (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the Spring semester of the junior year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities.

Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-351 S

NURS-370 IPE: TeamSTEPPS (0)

This training is designed for nursing students with special focus on development of basic skills in Team Strategies & Tools to Enhance Performance & Patient Safety (TeamSTEPPS) needed for provision of team-based interprofessional practice. At the completion of this training, students will acquire skills to: recognize opportunities to improve patient safety; assess organizational culture and existing Patient Safety Program components; improve team-related competencies; and integrate TeamSTEPPS into daily practice.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

NURS-398 J1 Test Block (0)

Testing block for all first semester junior nursing students

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

NURS-399 J2 Testing Block (0)

Testing for all J2 clinical courses.

Typically Offered:
Fall and Spring

Attributes: NLIB
Pre-requisites: -

NURS-403 Mental Health Nursing (0 OR 5)

This course concentrates on the theories, processes, and desired outcomes related to nursing management of individuals, their families, and groups with mental health needs. There is a focus on professional nursing role development in clinical judgment, communication, and interventions to facilitate therapeutic outcomes in inpatient, outpatient, and community mental health settings.

Requires one day of clinical each week, in addition to simulation and skills labs.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-320 C AND NURS-317 C AND NURS-323 C

NURS-403L Mental Health Nursing Lab (0)

The laboratory component of NURS 403 includes inpatient and community based mental health clinical experiences and assessments, psychiatric nursing skill labs, violence prevention training, and simulation opportunities to assist the student with developing mental health nursing clinical competencies.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-403 Mental Health Nursing (0 OR 4)

This course concentrates on the theories, processes, and desired outcomes related to nursing management of individuals, their families, and groups with mental health needs. There is a focus on professional nursing role development in clinical judgment, communication, and interventions to facilitate therapeutic outcomes in inpatient, outpatient, and community mental health settings.

Requires one day of clinical each week, in addition to simulation and skills labs.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-320 C AND NURS-317 C AND NURS-323 C

NURS-406 Nsg Leadership & PCC II (2)

This course concentrates on the development of practice focused leadership skills and in gaining the essential knowledge surrounding contemporary nursing topics. Current regulatory, political, legal, economic, and ethical issues relevant to the professional nurse and implications for interprofessional person-centered care are analyzed. In-class discussions support ongoing student socialization into

the discipline and profession of nursing and provide an opportunity for purposeful dialogue and reflection on an array of professional issues facing nursing today.

Additional fees apply.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-406 Nursing Leadership E&P (2)

This course concentrates on the development of practice focused leadership skills and in gaining the essential knowledge surrounding contemporary nursing topics. Current regulatory, political, legal, economic, and ethical issues relevant to the professional nurse and implications for interprofessional person-centered care are analyzed. In-class discussions support ongoing student socialization into the discipline and profession of nursing and provide an opportunity for purposeful dialogue and reflection on an array of professional issues facing nursing today.

Additional fees apply.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-423 Adult/Older Adult Hlth II (0 OR 5)

This clinical course examines evidence-based practices, and desired outcomes related to nursing management of adults and older adults experiencing selected common diagnoses and critical illness. Professional role development in critical thinking, clinical reasoning, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the four spheres of care, are integrated didactically and within the clinical setting. Experiential learning includes the use of simulation, skills lab, virtual reality, and acute care clinical placement.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-317 C AND NURS-320 C AND NURS-323 C

NURS-423 Adult/Older Adult Hlth II (0 OR 6)

This clinical course examines evidence-based practices, and desired outcomes related to nursing management of adults and older adults experiencing selected common diagnoses and critical illness. Professional role development in critical thinking, clinical reasoning, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the four spheres of care, are integrated didactically and within the clinical setting. Experiential learning includes the use of simulation, skills lab, virtual reality, and acute care clinical placement.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-317 C AND NURS-320 C AND NURS-323 C

NURS-428 Path & Appl Pharm II (3)

This second of two courses continues with a systems approach to explore the interrelationship between pharmacology, pathophysiology, and the therapeutic goal of physiologic integrity from a nursing perspective. Fundamental pharmacologic processes such as drug actions, the therapeutic response of drugs, and the side effects/adverse effects of drugs will be examined within the context of pathogenesis of common diseases. A holistic perspective prepares the student to provide safe, culturally sensitive, individualized care to the adult and older adult..

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: NURS-317 C AND NURS-320 C

NURS-428 Path & Appl Pharm II (2)

This second of two courses continues with a systems approach to explore the interrelationship between pharmacology, pathophysiology, and the therapeutic goal of physiologic integrity from a nursing perspective. Fundamental pharmacologic processes such as drug actions, the therapeutic response of drugs, and the side effects/adverse effects of drugs will be examined within the context of pathogenesis of common diseases. A holistic perspective prepares the student to provide safe, culturally sensitive, individualized care to the adult and older adult..

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: NURS-317 C AND NURS-320 C

NURS-429 Pop Health/Comm Nsg (0 OR 5)

This course focuses on the multiple determinants of population health and the three levels of contemporary community health nursing practice: individuals/families, communities, and systems. Clinical and simulation experiences support professional nursing role development in clinical judgment, interdisciplinary collaboration, and care management to facilitate positive outcomes for diverse clients in settings such as schools, homes, primary care practices, places of employment, public health departments, and other community-based organizations. Clinical preventive and health promotion experiences may include counseling for behavior change, screening, health education, outreach, public policy, and environmental interventions. The impact of community-based care in a global society is explored.

Typically Offered:
Fall and Spring

Attributes: NLIB
Pre-requisites: -

NURS-431 Care of Children & Families (0 OR 4)

This course concentrates on the theory, processes and desired outcomes related to nursing management of children and families. This course focuses on professional nursing role development in clinical judgment, critical thinking, communication, and interventions to facilitate therapeutic outcomes for children and families. Emphasis is placed on health promotion, injury prevention, and providing trauma informed developmentally appropriate care to children and their families. Experiential learning includes skills lab, simulation, acute and community care clinical placements.

Typically offered:
Fall and Spring

Attributes: NLIB ZCLX
Pre-requisites: -

NURS-431 Care of Children (0 OR 4)

This course concentrates on the theory, processes and desired outcomes related to nursing management of children and families. This course focuses on professional nursing role development in clinical judgment, critical thinking, communication, and interventions to facilitate therapeutic outcomes for children and families. Emphasis is placed on health promotion, injury prevention, and providing trauma informed developmentally appropriate care to children and their families. Experiential learning includes skills lab, simulation, acute and community care clinical placements.

Typically offered:
Fall and Spring

Attributes: NLIB ZCLX
Pre-requisites: -

NURS-433 PopulationHealth & Well II (4)

This clinical course focuses on public health as a means to prevent disease, prolong life, and promote health through an organized community effort. Students will learn to develop, implement, and evaluate public health strategies, in partnership with community stakeholders at varying levels of care. Students will identify gaps in service delivery across systems with the goal of addressing inequities and advocating for the needs of diverse populations. Experiential learning includes the use of simulation and working with interprofessional teams in the community to improve health outcomes of vulnerable populations.

Attributes: NLIB ZCIV ZEXL
Pre-requisites: NURS-301 C

NURS-446 Nsg Leadership & PCC III (0 OR 3)

This course focuses on the development of leadership and management knowledge and skills for the professional nurse in current healthcare organizations and systems. Content includes managerial practices for delivering nursing care, organizational design, and effectiveness, change implementation, quality improvement and measurement, fiscal resources and management, creating healthy work environments, staff performance and development. Leadership theories, roles, and application to today’s complex healthcare environment are discussed. Current regulatory standards, nursing certification and competencies for health professions are explored. Planning personal strategies for successful new graduate transitions including reality shock, wellbeing, self-care, resiliency, and stress management. Professional development discussions support ongoing student socialization to the discipline and the profession of nursing.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

NURS-446 Nursing Leadership Q & S (0 OR 2)

This course focuses on the development of leadership and management knowledge and skills for the professional nurse in current healthcare organizations and systems. Content includes managerial practices for delivering nursing care, organizational design, and effectiveness, change implementation, quality improvement and measurement, fiscal resources and management, creating healthy work environments, staff performance and development. Leadership theories, roles, and application to today's complex healthcare environment are discussed. Current regulatory standards, nursing certification and competencies for health professions are explored. Planning personal strategies for successful new graduate transitions including reality shock, wellbeing, self-care, resiliency, and stress management. Professional development discussions support ongoing student socialization to the discipline and the profession of nursing.

Typically offered:
Fall & Spring

Attributes: NLIB
Pre-requisites: -

NURS-450 Leadership:Systems of Care (4)

This online course focuses on advanced theory, processes, skills, behaviors, and emotional intelligence self-awareness to effectively lead and manage within an increasingly diverse and complex health care delivery system. Personal and professional leadership development is advanced by expanding students' knowledge of systems-based practice; organizational structures in evolving health systems; reimbursement and financing of health care; legal and ethical issues applied to managing and leading; communication strategies and managing conflict; problem solving and decision-making, workforce development, and healthy workplace environments. Application of these principles are incorporated into a 32 hour required clinical practice experience working with a nurse leader in a health care setting.

Typically offered:
Variable

NURS-452 Holistic Health Assessment (4)

This online course focuses on the holistic and multi-dimensional approach to health assessment and the development of physical assessment skills essential for critical thinking, culturally sensitive clinical decisions, therapeutic interventions, and achievement of desired health outcomes across the life span. Students refine competencies in critical thinking and physical assessment skills in self-directed, precepted practice sessions.

Typically offered:
Variable

Attributes: NLIB

NURS-456 Informatics in Health Care (3)

This online course examines the foundations of informatics and healthcare technologies used in diverse health care settings. Explored is the application of current and future technologies in health care systems to promote administrative decision support, research/evidence-based practice, patient care delivery, clinical care decision support, eHealth, integrated communication, and distributed education. Students are exposed to an overview of nursing informatics practice; health care information systems; the impact of informatics on the sociocultural, ethical, and legal aspects of health care; and the infrastructure needed to support informatics in health care systems.

Typically offered:
Variable

Attributes: NLIB

NURS-458 Contemporary Prof Issues (4)

This online course concentrates on professional nursing role socialization through critical analysis of the interdisciplinary effects of sociopolitical, economic, ethical, and legal frameworks on an increasingly diverse and complex health care delivery system. There is a focus on critical thinking and role development in ethical decision making, professional accountability, and advocacy. The student participates in experiential learning by engaging with local legislators and/or government officials to advocate for policies designed to improve the health care of individuals, support the healthcare workforce, or provide for equitable distribution of resources within the healthcare system.

Typically offered:
Variable

Attributes: NLIB

NURS-471 FIND SR Seminar I (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the Fall semester of the senior year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities.

Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-352 S

NURS-472 FIND SR Seminar II (0)

The FIND (Fisher Improves Nursing through Diversity) grant requires a zero credit FIND seminar in years 1-4 of the students' education. These dedicated seminars will help to build a sense of community and belonging among the FIND students. This seminar which occurs during the Spring semester of the senior year will provide opportunities for relationship building, cohort building and empowerment, and personalized attention to meet the needs of the FIND students. During the seminar, social determinants of health will be introduced to the students, helping them understand the potential impact nurses may have on under- represented minority (URM) communities.

Graded S/U.

Attributes: NLIB
Pre-requisites: NURS-471 S

NURS-488 S1 Test Block (0)

Testing block for all first semester senior nursing students.

Typically offered:
Variable

Attributes: NLIB

Pre-requisites: -

NURS-489 S2 Test Block (0)

Testing block for all second semester senior nursing students.

Typically offered:
Fall & Spring

Attributes: NLIB

NURS-490 Nursing Internship (1)

Students may register for a one credit student internship to gain clinical experience after completion of all junior level nursing courses. Internships may be existing programs offered by clinical agencies or student-initiated. Students interested in an internship must meet with the Undergraduate Chair for approval before registration.
Graded S/U.

Typically offered:
Fall & Spring

Attributes: NLIB ZCLX
Pre-requisites: NURS-300 C AND NURS-317 C AND NURS-323 C

NURS-496 Independent Study (1 TO 4)

An opportunity for a student to engage in research or study in an area or topic not regularly covered in the program.
Students must meet with the Undergraduate Chairman of Nursing and complete the Independent Study/Tutorial Authorization form.

Typically offered:
Variable

Attributes: NLIB

NURS-498H Honors Project (3)

Required for students who are accepted into the Nursing Honors Program. May also be used to satisfy an honor's course requirement for senior nursing students in the college Honors Program. The intent to develop an honors project must be declared prior to the beginning of the senior year. The student should meet with the UG Nursing Chair to discuss the project and select a faculty mentor. Provisional admission to the Nursing Honors program is made in the first semester of the senior year when the Honors Project proposal is finalized. The project proposal must be approved by the UG Nursing Chair and the Dean of the WSON. The Honors Project is completed and presented at a colloquium in the second semester of the senior year.

Students must meet with the Undergraduate Chairman of Nursing and complete the Independent Study/Tutorial Authorization form.

Typically offered:
Variable

Attributes: NLIB

NURS-3991 Advanced Research Writing (3)

This hybrid Core course focuses on the development of an inquiry-based research question and a review of the literature using discipline-specific practices that result in transferable research and writing skills. Students build on the critical thinking and writing competencies they have previously acquired to engage topics and ideas in the nursing profession. Students identify, examine and evaluate appropriate sources, and use evidence from research to substantiate their own claims. Students formulate an evidenced-based recommendation for practice based on their research review and evaluation of the current literature. Additional content includes the exploration of the ethics of medical and nursing research to gain a better understanding of historical socio-cultural disparities and the influence on current practice. Students disseminate and discuss results of their literature review orally with peers and in written format. As a hybrid course, students complete the podcast lectures and class prep prior to class meetings. During the scheduled two-hour synchronous class meetings students and faculty meet together for in class writing workshops, research assistance, and hands-on activity-based learning.

Additional fees apply.

Typically offered:
Fall & Spring

Attributes: AWC NLIB

NURS-3992 Evidence Based Practice (4)

This online course focuses on the state of nursing science through the use of foundational skills in nursing research. Building on critical thinking and writing competencies previously acquired, students explore issues and topics related to nursing practice. Students first identify a clinical question, then examine, appraise, synthesize, and determine the applicability of evidence gleaned from multiple sources. Based on this review, students formulate an evidenced-based recommendation for a practice change. Finally, students disseminate and discuss the results of their literature review in written format and through a class presentation focusing on the possible implementation of the practice change. Additional content includes the exploration of the ethics of medical and nursing research to gain a better understanding of historical sociocultural disparities and their influence on current practice. The integration and dissemination of evidenced-based research into nursing practice prepares the professional nurse to assume the role of an innovator and leader within the interprofessional team.

Typically offered:
Variable

Attributes: AWC NLIB
Pre-requisites: -

NURS-4991 Cardinal Experience (0 TO 3)

This capstone core course, aligned with the Fisher Outcomes, prepares the senior nursing student for success on the registered nursing licensure examination. The four major categories of client needs, which are the basis of the NCLEX-RN test plan design, give structure to a review of concepts and processes that are fundamental to the practice of nursing. Students explore the transition from nursing student to graduate nurse through a three-week inclusive clinical preceptorship in a community or acute care clinical settings. Students apply person-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and informatics concepts to operationalize a culture of safety and quality in the delivery of health care services. Experiential learning includes the use of simulation, skills lab, and acute care clinical placements.

Additional fees apply.

Typically offered:
Fall and Spring

Attributes: CE NLIB ZCAP ZCIV ZCLX ZTRA

NURS-4991 Cardinal Experience (0 TO 5)

This capstone core course, aligned with the Fisher Outcomes, prepares the senior nursing student for success on the registered nursing licensure examination. The four major categories of client needs, which are the basis of the NCLEX-RN test plan design, give structure to a review of concepts and processes that are fundamental to the practice of nursing. Students explore the transition from nursing student to graduate nurse through a three-week inclusive clinical preceptorship in a community or acute care clinical settings. Students apply person-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and informatics concepts to operationalize a culture of safety and quality in the delivery of health care services. Experiential learning includes the use of simulation, skills lab, and acute care clinical placements.

Additional fees apply.

Typically offered:
Fall and Spring

Attributes: CE NLIB ZCAP ZCIV ZCLX ZTRA

NURS-4992 Patient-Centered Care/Qual (4)

This online core capstone course explores the transformation of the healthcare system into an individualized person-centered care environment. This environment concentrates on respect for individual needs, provision of a safe environment, and achievement of quality outcomes. Examined is the current and future role of the professional nurse in person-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics to operationalize a culture of safety and quality in the delivery of healthcare services. Investigated are external factors, internal structures, and roles in a healthcare system that drive patient safety and quality improvement structures, processes, and outcomes through a quality improvement project and 32-hour clinical practice experience.

Typically offered:
Variable

Attributes: CE NLIB

School of Arts and Sciences
School of Business
School of Education
Wegmans School of Nursing
Wegmans School of Pharmacy
Pharmaceutical Studies

Wegmans School of Pharmacy

Wegmans School of Pharmacy
- Overview

Overview

Administration

Dr. Christine Birnie, *Dean*

Dr. Elizabeth Bremer, *Assistant Dean of Student Affairs*

Dr. Barbara Ellis, *Assistant Dean of Online Education*

Dr. Sean Leonard, *Assistant Dean of Assessment*

Dr. Angela Nagel, *Associate Dean of Academic Affairs*

Department of Pharmacy Practice and Administration

Dr. Anne Schweighardt, *Interim Chair, Pharmacy Practice and Administration*

Dr. Nabila Ahmed-Sarwar, *Pharmacy Practice*

Dr. Lisa Avery, *Pharmacy Practice*

Dr. Gabriela Cipriano, *Pharmacy Practice*

Dr. Kelly Conn, *Pharmacy Administration*

Dr. Kathryn Ann Connor, *Pharmacy Practice*

Dr. Keith DelMonte, *Director of Experiential Education and Continuing Professional Education*

Dr. Alex DeLucenay, *Pharmacy Practice*

Dr. Akesha Edwards, *Pharmacy Administration*

Dr. Shawn Fellows, *Pharmacy Practice*

Dr. David Hutchinson, *Pharmacy Practice*

Dr. Katherine Juba, *Pharmacy Practice*

Dr. Jill Lavigne, *Pharmacy Administration*

Dr. David McCaffrey, *Pharmacy Administration*

Dr. John McDonald, *Pharmacy Administration*

Dr. Juliette Miller, *Pharmacy Practice*

Dr. Angela Nagel, *Pharmacy Practice*

Dr. Kobi Nathan, *Pharmacy Practice*
Dr. Christopher Noel, *Pharmacy Practice*
Dr. Elizabeth (Lisa) Phillips, *Pharmacy Practice*
Dr. Judianne C. Slish, *Pharmacy Practice*
Mr. Karl Williams, *Pharmacy Administration*
Dr. Matthew Zak, *Asst. Director of Experiential Education*

Department of Pharmaceutical Sciences
Dr. Vivek Dave, *Interim Chair, Pharmaceutical Sciences*
Dr. Remah Ali, *Pharmaceutical Sciences*
Dr. Priyanka Bhatt, *Pharmaceutical Sciences*
Dr. Christine R. Birnie, *Pharmaceutical Sciences*
Dr. Lipika Chablani, *Pharmaceutical Sciences*
Dr. Janet K. Lighhouse, *Pharmaceutical Sciences*
Dr. Amy L. Parkhill, *Pharmaceutical Sciences*
Dr. Ankit Rochani, *Pharmaceutical Sciences*
Dr. Ramil Sapinoro, *Pharmaceutical Sciences*

The Wegmans School of Pharmacy is dedicated to serving the pharmaceutical care needs of the public by preparing pharmacists to provide care that enhances the health and quality of life of the patients they serve. The School is committed to providing an environment that promotes academic excellence, service, and scholarship; encourages each student's intellectual and personal development; and fosters the development of lifelong learners committed to advancing the profession of pharmacy.

Pharmaceutical Studies

Overview

David McCaffrey, *Professor of Pharmacy Practice and Administration*

The Bachelor of Science in Pharmaceutical Studies is an undergraduate degree program that begins with a foundation of coursework in mathematics and the basic sciences -- chemistry, biology, and physics. This program then progresses to advanced coursework in the pharmaceutical sciences and provides an introduction to the field of pharmacy as a profession. Students in this undergraduate major program must apply for and be accepted into the Pharm.D. program at St. John Fisher University to complete this degree. The specified coursework from the Pharm.D. program (36 credits) will be applied to the B.S. in pharmaceutical studies.

Coursework includes aspects of drug design and synthesis, mechanisms of drug action, pharmacology, dosage formulation, epidemiology, pharmacy law, and introduction to pharmacy practice, and therapeutics.

Graduates of this program may pursue careers as pharmaceutical scientists, pharmaceutical sales and marketing representatives, or in other health-related fields. Graduates of this program are also well-positioned for entry into graduate programs such as the M.S. or Ph.D. in the pharmaceutical sciences, an MBA, an MPH, or other health-related disciplines.

Graduates of the Bachelor of Science in Pharmaceutical Studies program do not qualify for licensure to become a registered pharmacist (Pharm.D. required).

Program Requirements

B.S. in Pharmaceutical Studies

All courses designated as PHAR, and all undergraduate courses listed below, are included in the determination of the grade point average in the major.

Requirements

Biology Requirements – *12 credits*

- BIOL 151 – General Biology I with Lab (4)

- BIOL 152 – General Biology II with Lab (4)
- Choose **ONE** of the following:
  - BIOL 251 – General Biology III with Lab (4)
  - BIOL 333 – Microbiology (3)
    BIOL 333L – Microbiology Lab (1)

Chemistry Requirements – *18 credits*

- CHEM 103C – P4 General Chemistry I (3)
  CHEM 103L – General Chemistry I Lab (1)
- CHEM 104C – General Chemistry II (3)
  CHEM 104L – General Chemistry II Lab (1)
- CHEM 201 – SQ Organic Chemistry I (3)
  CHEM 201L – Organic Chemistry I Lab (2)
- CHEM 202 – Organic Chemistry II (3)
  CHEM 202L – Organic Chemistry II Lab (2)

Mathematics Requirement – *4 credits*

- MATH 120C – P4 Calculus I (4)

Physics Requirement – *4 credits*

- PHYS 141 – General Physics Workshop I (4)

Statistics Requirement – *3 credits*

Choose **ONE** of the following:

- ECON 221 – SQ Statistics I (3)
- PSYC 201 – Basic Statistics (3)

Economics Requirement – *3 credits*

Choose **ONE** of the following:

- ECON 105C – P3 Principles of Microeconomics (3)
- ECON 106C – P3 Principles of Macroeconomics (3)

Communications Requirement – *3 credits*

Choose **ONE** of the following:

- COMM 251 – Public Speaking and Performance (3)
- COMM 253 – Business Communication (3)
- COMM 2350 – Interpersonal Communication (3)

Pharmaceutical Sciences and Pharmacy Practice – *36 credits*

- PHAR 3117 – Introduction to the Pharmacy Profession (1)
- PHAR 3122 – Pharmacy Calculations (2)
- PHAR 3135 – Healthcare Delivery (3)
- PHAR 3142 – Pharmaceutics I (4)
- PHAR 3144 – Systems Pharmacology I (4)
- PHAR 3148 – Biosystems I (4)
- PHAR 3218 – Introduction to Diversity (1)
- PHAR 3226 – State Pharmacy Law (2)
- PHAR 3237 – Applied Pathophysiology and Therapeutics I (3)
- PHAR 3240 – Biosystems II (4)
- PHAR 3242 – Pharmaceutics II (4)
- PHAR 3244 – Systems Pharmacology II (4)

Total: 83 credits

Notes on the Pharmaceutical Studies Major

- Undergraduate residency requirements must be met. At least 30 undergraduate credits must be earned at St. John Fisher University, half of the *undergraduate* required courses must be taken in residence at St. John Fisher University, and no more than six of the last 36 undergraduate credits may be taken in transfer.
- Advanced Placement (AP) credit may not be awarded for ANY of the required science courses in the major.
- The Fisher Core, and all pharmacy prerequisite courses, must be completed as part of this program.
- Any undergraduate courses that function as prerequisites to the Pharm.D. program must be passed with a minimum grade of "C." Please see the Pre-Pharmacy page for information on prerequisite requirements.
- Up to 49 credits of pharmacy graduate level coursework is accepted by Fisher to complete the 120 credit hour requirements for your undergraduate degree with approval of the Associate Dean. Graduate courses will not appear on undergraduate transcript until final grades are submitted.
- Students accepted into the Pharmacy Early Assurance (PHEA) Program should declare their undergraduate major as B.S. in pharmaceutical studies.
- A student may not receive credit for both 5990 and 4990 - only 3 credits for the cardinal experience course can be earned.

Pharmaceutical Studies Courses