

**St. John Fisher College**  
**Undergraduate Catalog**

2015-2016

# About St. John Fisher College

## Mission Statement

### Vision Statement

By the end of the decade, we will be a widely recognized college in the Northeast Region that enriches student character and deepens intellectual inquiry to prepare men and women for success in a complex and diverse global community.

*Adopted by the Board of Trustees, June 2012*

### Concise Mission Statement

St. John Fisher College is a collaborative community dedicated to teaching, learning, and scholarship in a student-centered educational environment. The College is guided by its liberal arts tradition and its Catholic heritage, as expressed in the motto of its founders, the Basilian Fathers: "teach me goodness, discipline, and knowledge." Fisher engages individuals in lives of intellectual inquiry, professional integrity, and civic responsibility, where diversity and service to others are valued and practiced.

*Adopted by the Board of Trustees, June 2012*

## About Us

St. John Fisher College is an independent liberal arts institution in the Catholic tradition of American higher education. Guided since its inception by the educational philosophy of the Congregation of St. Basil, the College emphasizes liberal learning for students in both traditional academic disciplines and more directly career-oriented fields. In keeping with the openness that is characteristic of its Basilian heritage, Fisher welcomes qualified students, faculty, and staff regardless of religious or cultural background.

### In addition to baccalaureate degrees, St. John Fisher College offers a:

#### Master of Business Administration

#### Master of Science in Education

Educational Leadership

#### Master of Science

Advanced Practice Nursing

Literacy Education

Mathematics/Science/Technology Education

Mental Health Counseling

Special Education (Adolescence or Childhood Certification)

#### Doctor of Education

Executive Leadership

#### Doctor of Nursing Practice

#### Doctor of Pharmacy

Through these, the College serves full- and part-time undergraduate and graduate students from the Greater Rochester and surrounding areas. Our commitment to individuals from varied backgrounds and with differing educational needs reflects both our emphasis on lifelong learning and our direct involvement in the community of which we are a part.

As an institution of higher learning, we engage our students in the quest for knowledge and truth, believing that such engagement will equip them to make sound judgments as individuals, family members, and citizens.

We provide individual guidance to students as they strive for academic excellence and develop values that will guide them in meaningful and productive lives. Our dual emphasis on intellectual and personal growth derives from our belief that learning is valuable for its own sake, for the sake of those who learn, and for the sake of society as a whole.

## **Academic Goals**

Our chief academic goals are to help students develop intellectual skills, a foundation in the liberal arts, and proficiency in a major. We especially emphasize the liberal arts, not only because they are intrinsically valuable, but also because they prepare students for lifelong learning and for an ever-changing work environment.

## **Development of Intellectual Skills**

Intellectual growth begins with careful attention to basic verbal and quantitative skills. By thorough preparation in these two areas, students equip themselves for the critical thinking and effective communication necessary for success in any discipline. They learn to analyze, coordinate, and synthesize information, and they increase their capacity for understanding, especially in the liberal arts, the core of the undergraduate experience.

## **Centrality of the Liberal Arts**

Because we are a liberal arts institution, students' educational experiences at the College should, above all, be broadening. Liberal learning is by definition free from the narrowness of interest that invites misjudgment. By taking a wide range of courses in the humanities, natural and social sciences, mathematics, philosophy, and religious studies, students learn to value intellectual curiosity and knowledge for its own sake. Study in the liberal arts also allows students to hone their fundamental intellectual skills, to understand their chosen discipline more fully, and to recognize the validity of other approaches to intellectual inquiry. While the Core Requirements at the College ensure broad exposure to the liberal arts, our emphasis on liberal learning is not confined to general education. Every educational experience at the College, both undergraduate and graduate, contributes to liberal education by helping students understand not only the basic principles and issues of the subject matter, but also its history, its cultural and social significance, its relationship to other areas of knowledge, and its ethical and moral implications.

## **Proficiency in a Major**

In addition to general preparation in the liberal arts, undergraduate and graduate students choose a major field of study in order to develop a more specific competence. The College offers undergraduate majors in the traditional liberal arts; career-oriented programs in management, accounting, communication, sport management, and nursing; and a growing number of graduate programs. These programs share in the commitment to liberal education and foster the same love of learning as more traditional disciplines. Similarly, liberal arts programs seek ways to respond to the career interests of students while preparing them to lead satisfying and intellectually active lives. We encourage students to recognize that there are many career opportunities, whatever one's major, and that the best way to take advantage of those opportunities is to choose a major one finds intellectually stimulating.

## **Development of Values**

In addition to the academic priorities outlined above, we at St. John Fisher College are committed to the development of values. This emphasis on values derives historically from our religious heritage and is expressed in the motto of the Basilian Fathers: "Teach me goodness, discipline, and knowledge." The Basilian intellectual tradition stresses a fundamental openness in the search for truth, sees no ultimate conflict between religious faith and human knowing, and is receptive to other expressions of religious faith. In keeping with that tradition, the College emphasizes the role of religious studies and philosophy in the academic program. It also encourages the presence of members of the Congregation of St. Basil and provides an institutional commitment to campus ministry. We believe that moral and spiritual growth comes from intellectual inquiry and critical self-awareness. The basic values we share as a community are a commitment to the lifelong search for truth, a belief in the dignity of every individual, and an affirmation that service to others is a worthy expression of our humanity.

# Teaching and Scholarship

The major commitment of the faculty of St. John Fisher College is excellence in teaching, with an emphasis on close interaction with students. The personal attention faculty members give to students is a hallmark of the Basilian educational tradition and is a significant part of their teaching commitment. This attention manifests itself as support both for students struggling to meet the challenge of academic success and for those undertaking individual study beyond the level of their peers. To be effective in the classroom and to serve as models of academic excellence, the faculty must also remain actively engaged in scholarship. When the faculty share the results of their scholarship, whether informally, at conferences, or in print, they not only demonstrate their intellectual vitality but also benefit from interaction with a community of scholars. Scholarship that takes the form of published, original research is especially valuable. It contributes to effective teaching, brings honor to the institution, and adds to the store of human knowledge.

## Emphasis on Community

Our academic priorities and our emphasis on values naturally affect the way we deal with one another and with our students. Because we believe that intellectual and personal growth go hand in hand, we seek to create an environment in which students, faculty, and staff can reach their full human potential. We seek to overcome prejudice, including that occasioned by gender, race, age, religion, region, culture, disability, sexual orientation, or economic status. We see human diversity as positive, and we work together to set an example of tolerance and openness. By encouraging tolerance and appreciation of diversity, we help our students become useful citizens of a multicultural world. As a liberal arts institution, St. John Fisher College fosters the growth of individuals who are free from ignorance, bigotry, and fear of the unfamiliar, individuals who are therefore free for the independence that is the fruit of knowledge and love.

# History

## Historical Sketch

St. John Fisher College was founded as a Catholic college in 1948 through the combined efforts of civic leaders, the community at large, the Basilian Fathers, and the late Most Reverend James E. Kearney, then Bishop of Rochester. It was founded as a college for men under the direction of priests of the Congregation of St. Basil. In 1968, the Board of Trustees, once composed only of Basilian Fathers, was enlarged and diversified so that today the College is governed by an independent Board of Trustees that includes persons of diverse faiths and that is broadly representative of the business, professional, cultural, and academic communities of the area it serves. In 1971, the first women students were admitted. Today, St. John Fisher College is a private, independent college of the arts, sciences, and commerce for men and women of all ages.

As it progresses through the 21<sup>st</sup> century, the College remains true to its Catholic and Basilian heritage. The 154-acre campus has 25 modern, handsome buildings. The College currently enrolls 2,700 full-time undergraduate students, over half of whom live in residence. In addition, 200 part-time undergraduate students and nearly 1,000 graduate students take credit courses. Full- and part-time faculty number over 350.

From its beginning, St. John Fisher College has recognized its responsibility to those people and businesses of the Rochester area who have continued to give it their generous support. Accordingly, the College makes a special effort to serve this community by finding places within its classrooms for qualified local students, by attracting to Rochester from other areas faculty and students who can contribute to the life of the community, and by providing instruction of a quality that will enable its graduates to serve well in their vocations and avocations.

The College also admits part-time students and transfer students from two-year and four-year colleges.

## Basilian Fathers

The Basilian Fathers are an international teaching community with more than a century of experience in the work of higher education. Today, members of the Basilian community serve as regular members of the faculty and professional staff, all of whom have been chosen for their academic excellence and

experience. The Basilian tradition of working in close collaboration with public and private colleges and universities continues as an established principle of St. John Fisher College.

## The Fisher Creed

Developed with the Student Government Association, the Fisher Creed speaks to the basic values and aspirations of the students at St. John Fisher College.

As students who have chosen to join the St. John Fisher College community, we share certain basic values and aspirations. To be active participants in a shared living/learning experience, we bring to Fisher:

**Respect** for ourselves; for others, their ideas and beliefs; and for our community as a whole.

**Open-mindedness** to things that are new, different, and unfamiliar.

**Integrity** that will enable us to be honest, sincere, and true to ourselves.

By bringing these qualities to our mutual experience, we can create a community that exemplifies the following values:

**Diversity** of cultural backgrounds, personal characteristics, and life situations, all of which we value for their contribution to our community.

**Responsibility** for individual actions and for their impact on others, and for creating a sense of ownership by community members.

**Education** with a commitment to scholarship, academic honesty, and lifelong learning.

**Leadership** in an environment that fosters active engagement in our community, displayed through participation, mentorship, and service.

**Growth** as reflected in continuous personal, intellectual, and spiritual development.

As members of the St. John Fisher College community, we live and work in close proximity, sharing certain needs, interests, and aspirations. Our common goal is personal, communal, and academic development that will allow us to become responsible, committed participants in a larger society. By adhering to the personal attributes and values outlined here, we commit ourselves to lives that fulfill the Basilian motto: "Teach me goodness, discipline, and knowledge."

## Accreditations and Affiliations

St. John Fisher College is incorporated under the authority of the Board of Regents of the University of the State of New York and is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

### Program Accreditations:

The Ralph C. Wilson, Jr. School of Education's teacher education program is accredited by the **National Council for Accreditation of Teacher Education (NCATE)**, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The School of Business is accredited by **The Association to Advance Collegiate Schools of Business (AACSB-International)**, a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

The Wegmans School of Nursing is accredited by **The Commission on Collegiate Nursing Education (CCNE)**, a specialized accrediting agency recognized by the U.S. Secretary of Education. The Mental

Health Counseling program is accredited by the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The Wegmans School of Pharmacy is accredited by the **Accreditation Council for Pharmacy Education (ACPE)**, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

St. John Fisher College is included on the list of colleges and universities approved by the **American Chemical Society**.

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## Administration

*This listing is current with information on file as of August 1, 2015.*

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*Ph.D., University at Buffalo, The State University of New York*

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President Emeritus

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**Ian D.C. Newbould**

Interim Provost and Dean of the College

*B.A., Huron University of Wisconsin*

*M.A., University of Guelph*

*Ph.D., University of Manchester*

### **Joan R. Benulis**

Senior Executive Assistant to the President  
Secretary to the Board of Trustees  
*B.S., Roberts Wesleyan College*

### **Richard DeJesús-Rueff**

Vice President for Student Affairs and Diversity Initiatives  
Chief Title IX Coordinator

*B.A., Haverford College*  
*M.Ed., Temple University*  
*Ed.D., Boston University*

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Vice President for Finance and Business and CFO  
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### **Jose Perales**

Interim Vice President for Enrollment Management  
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## **II. Office of the Provost**

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## **School of Business**

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*B.A., University of Rochester*  
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*B.S., St. John Fisher College*

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Senior Major Gifts Officer  
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**Note:** *Junior part-time faculty who have not taught three successive years at St. John Fisher College are not listed in the catalog.*

## **Disclaimer Statement**

The St. John Fisher College *Undergraduate Catalog* does not constitute a contract or offer to contract between the College and its students on either a collective or an individual basis.

The information contained in this catalog is effective as of September 2014 and is subject to change. It is the student's responsibility to know and follow current requirements and procedures at the department, program, and College levels.

Most courses listed in this bulletin are scheduled to be offered annually.

The College reserves the right to make such changes as it deems necessary in its academic regulations, course offerings, staff, and financial policies without notice. Changes to academic rules and policies may occur at any time and could be applied to matriculated students.

St. John Fisher College admits students without regard to race, creed, gender, nationality, ethnic origin, sexual orientation, age, or disability.

The College reserves the right to deny admission, re-admission, registration, or re-registration and to dismiss or suspend either from classes or from a College residence any student who is unable to meet the academic or health standards, whose behavior is not in accord with the rules and regulations of the College, whose attendance imposes demands on the resources of the College deemed inconsistent with

the fulfillment of its broad responsibility to the College community, or whose attendance the College judges to be against the best interests of the student or the College.

# Degrees and Undergraduate Certificate Programs

## Undergraduate Degrees

St. John Fisher College 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). The College offers the following degrees and programs:

B.A.	HEGIS Code
American Studies	0313
Anthropology	2202
Biology	0401
Chemistry	1905
Criminology	2209
Digital Cultures & Technologies	0699
Economics	2204
English	1501
French	1102
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
Religious Studies	1510
Sociology	2208



Spanish	1105
Statistics	1702

B.S.	HEGIS Code
Accounting	0502
Biology	0401
Chemistry	1905
Computer Science	0701
Finance	0504
Human Resources Management	0509
Inclusive Education - Adolescence	0808
Inclusive Education - Childhood	0808
Interdisciplinary Studies	4901
Management	0506
Marketing	0509
Mathematics	1701
Media Management	0601
Nursing	1203
Physics	1902
Psychology	2001
Sport Management	0599

## Undergraduate Certificate Programs

- *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 position in a museum, archive, or historic site.

## Graduate and Doctoral Degrees and Certificates

### Fall 2015 - Full Term

**Note:** The academic year typically begins the Tuesday after Labor Day and ends with Commencement the Saturday of Mother's Day weekend in May. The number of weeks in each semester is determined by the Academic Calendar Committee and approved by the Faculty Assembly. The Committee assures that there are enough weeks in each semester so that each course on a typical schedule meets the New York State standard for 750 instructional/class minutes per credit hour or 2250 minutes for three credits.

## **Fall 2015 Academic Calendar - Full Term**

**September 8 - December 19, 2015**

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### **September**

**5 Sat.**

Residence Halls open for new students at their assigned time.

**7 Mon.**

Labor Day. Residence Halls open at 8:00 a.m. for returning students.

**8 Tues.**

Classes begin at 8:00 a.m. In-person registration begins for Interinstitutional (RAC) students.

**12 Sat.**

Full-term Saturday classes begin.

**14 Mon.**

Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

**15 Tues.**

All late registration activity requires approval of the instructor. Completion of the Late Course Add form is required.

**21 Mon.**

Last Day to add a 3-credit Internship or Independent Study.

**22 Tues.**

All late registration activity requires approval of the instructor and School Dean. Completion of the Late Course Add form is required.

**25 Fri.**

Last day to remove Summer Incomplete grades.

**28 Mon.**

S/U sign-up begins and continues through Friday, October 2nd.

**29 Tues.**

All late registration activity requires approval of the instructor, School Dean and the Undergraduate Committee on Academic Standing. Completion of the Late Course Add form is required.

**29 Tues.**

Last day to notify instructors if classes are to be missed because of required religious observances.

### **October**

**2 Fri.**

Last day to sign up to take a course S/U or change between audit and credit.

**5 Mon.**

Last day to withdraw without academic record.

**6 Tues.**

“W” grades begin.

**12 Mon.**

Last day to add a 2-credit Internship or Independent Study.

**16 Fri.**

Recess Day. No classes. Residence Halls open with food service. Students with off-campus responsibilities, such as student teaching, clinicals, internships, practicums, etc., are still required to meet these obligations.

**17 Sat.**

Saturday classes meet as scheduled.

**23 Fri.**

Freshman mid-semester grades due.

**26 Mon.**

Last day to add a 1-credit Internship or Independent Study.

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## **November**

**9 Mon.**

Last day to withdraw with a “W.” Fish ‘R’ Net withdrawal activity ends at midnight. Withdrawal after this date results in an “F.”

**16-20 Mon.-Fri.**

Course registration for Spring by assigned times.

**24 Tues.**

Classes end at 5:55 p.m. Thanksgiving break begins. Residence Halls close at 6:00 p.m.

**29 Sun.**

Residence Halls re-open at 8:00 a.m.

**30 Mon.**

Thanksgiving Break ends. Classes resume at 8:00 a.m.

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## **December**

**12 Sat.**

Full-term Saturday classes meet with final exams held on December 19th.

**14 Mon.**

Final examinations begin.

**19 Sat.**

Final examinations end after last exam. Residence Halls close at 6:00 p.m.

**21 Mon.**

Final grades due at noon.

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**January 2016**

**29 Fri.**

Last day to remove Fall Incomplete grades.

[Refund Policy and Billing Information](#)

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## Fall 2015 - Weekend College

**Note:** The academic year typically begins the Tuesday after Labor Day and ends with Commencement the Saturday of Mother's Day weekend in May. The number of weeks in each semester is determined by the Academic Calendar Committee and approved by the Faculty Assembly. The Committee assures that there are enough weeks in each semester so that each course on a typical schedule meets the New York State standard for 750 instructional/class minutes per credit hour or 2250 minutes for three credits.

### Fall 2015 Academic Calendar - Weekend College

#### First Weekend Session (September 11 - October 24, 2015)

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#### September

**11 Fri.**

Last day to register or add a course. Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

**11-12 Fri.-Sat.**

First Weekend class meeting.

**12 Sat.**

All late registration activity requires approval of the instructor and School Dean.

**14 Mon.**

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

**15 Tues.**

"W" grades begin.

**25 Fri.**

Last day to remove Summer Incomplete grades.

**25-26 Fri.-Sat**

Weekend classes meet.

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## October

**2 Fri.**

Last day to withdraw with a "W." Withdrawal activity on Fish 'R' Net ends. Withdrawal after this date results in an "F."

**9-10 Fri.-Sat.**

Weekend classes meet.

**23-24 Fri.-Sat.**

Last Weekend class meeting.

**28 Wed.**

Final Grades Due at Noon.

## January 2016

**29 Fri.**

Last day to remove Fall Incomplete grades.

## Second Weekend Session (November 6 - December 12, 2015)

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## November

**6 Fri.**

Last day to register or add a course. Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

**6-7 Fri.-Sat.**

First Weekend class meeting.

**7 Sat.**

All late registration activity requires the approval of the instructor and school dean.

**9 Mon.**

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

**10 Tues.**

"W" grades begin.

**20-21 Fri.-Sat.**

Weekend classes meet.

**26 Thurs.**

Thanksgiving.

**27 Fri.**

Last day to withdraw with a "W." Withdrawal activity on Fish 'R' Net ends. Withdrawal after this date results in an "F."

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## December

4-5 Fri.-Sat

Weekend classes meet. (*Back to back weekends.*)

11-12 Fri.-Sat.

Last Weekend class meeting. (*Back to back weekends.*)

21 Mon.

Final Grades Due at Noon.

## January 2016

29 Fri.

Last day to remove Fall Incomplete grades.

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# Spring 2016 - Full Term

**Note:** The academic year typically begins the Tuesday after Labor Day and ends with Commencement the Saturday of Mother's Day weekend in May. The number of weeks in each semester is determined by the Academic Calendar Committee and approved by the Faculty Assembly. The Committee assures that there are enough weeks in each semester so that each course on a typical schedule meets the New York State standard for 750 instructional/class minutes per credit hour or 2250 minutes for three credits.

## Spring 2016 Academic Calendar - Full Term

**January 14 - April 30, 2016**

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### January

13 Wed.

Residence Halls open at 8:00 a.m.

14 Thurs.

Classes begin at 8:00 a.m. In-person registration begins for Inter-institutional (RAC) students.

16 Sat.

Full Term Saturday classes begin.

18 Mon.

Martin Luther King, Jr. Day. All classes meet but faculty are encouraged to take their classes to the MLK Day celebration and/or excuse students who want to attend.

20 Wed.

Fish 'R' Net registration/add activity ends at Midnight; withdrawal activity remains open.

21 Thurs.

All late registration activity requires approval of the instructor. Completion of the Late Course Add form is required.

**29 Fri.**

Last day to remove Fall Incomplete grades.

**25-29 Mon. - Fri.**

S/U sign-up begins and continues through Fri., Jan. 29.

**27 Wed.**

Last day to add a 3-credit Internship or Independent Study. Last day to notify instructors if classes are to be missed because of required religious observances.

**28 Thurs.**

All late registration activity requires approval of the instructor and School Dean. Completion of the Late Course Add form is required.

**29 Fri.**

Last day to sign up to take a course S/U or change between audit and credit.

---

## **February**

**3 Wed.**

All late registration activity requires approval of the instructor, School Dean and the Committee on Academic Standing. Completion of the Late Course Add form is required.

**10 Wed.**

Last day to withdraw without academic record.

**11 Thurs.**

“W” grades begin.

**17 Wed.**

Last day to add a 2-credit Internship or Independent Study.

**26 Fri.**

Freshmen mid-semester grades due.

**27 Sat.**

Saturday and Weekend First Session classes meet. Spring Break begins after last class.

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## **March**

**Feb. 28- Mar. 6 Sun. - Sun.**

Spring Break. No Classes.

**6 Sun.**

Residence Halls open at 8:00 a.m.

**7 Mon.**

Classes resume at 8:00 a.m.

**9 Wed.**

Last day to add a 1-credit Internship or Independent Study.

**23 Wed.**

Last day to withdraw with a "W." Fish 'R' Net withdrawal activity ends at midnight. Withdrawal after this date results in a grade of "F."

**23 Wed.**

Classes end at 5:55pm.

**24-27 Thu. - Sun.**

Easter Break. No Classes from 5:55pm Wednesday until 11:15am on Monday.

**27 Sun.**

Residence Halls open at 8:00a.m.

**28 Mon.**

Classes resume at 11:15 a.m. Students with off campus responsibilities, such as student teaching, clinicals, internships, practicums, etc., are still required to meet those obligations.

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## **April**

**TBA**

Summer registration.

**TBA**

Course registration for Summer and Fall by assigned times.

**23 Sat.**

Saturday classes meet with final examinations held on Sat., Apr. 30th.

**25 Mon.**

Final examinations begin.

**30 Sat.**

Final examinations end after last exam. Residence Halls close at 6:00 p.m.

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## **May**

**2 Mon.**

Final grades due at 12 noon.

**7 Sat.**

Commencement. Residence Halls close at 6:00 p.m. for graduating students.

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## **June**

**10 Fri.**

Last day to remove Spring Incomplete grades.

[Refund Policy and Billing Information](#)

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# Spring 2016 - Weekend College

**Note:** The academic year typically begins the Tuesday after Labor Day and ends with Commencement the Saturday of Mother's Day weekend in May. The number of weeks in each semester is determined by the Academic Calendar Committee and approved by the Faculty Assembly. The Committee assures that there are enough weeks in each semester so that each course on a typical schedule meets the New York State standard for 750 instructional/class minutes per credit hour or 2250 minutes for three credits.

## Spring 2016 Academic Calendar - Weekend College

### First Weekend Session (January 15 - February 27, 2016)

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#### January

**15 Fri.**

Last day to register or add a course. Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

**15-16 Fri.-Sat.**

First Weekend class meeting.

**16 Sat.**

All late registration activity requires approval of the instructor and School Dean.

**18 Mon.**

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

**19 Tues.**

"W" grades begin.

**29 Fri.**

Last day to remove Fall Incomplete grades.

**29-30 Fri.-Sat.**

Weekend Classes meet.

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#### February

**5 Fri.**

Last day to withdraw with a "W." Withdrawal activity on Fish 'R' Net ends. Withdrawal after this date results in an "F."

**12-13 Fri.-Sat.**

Weekend Classes meet.

**26-27 Fri.-Sat.**

Last Weekend class meeting.

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## **March**

**2 Wed.**

Final grades due at 12 noon.

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## **April**

**TBA**

Summer registration.

**TBA**

Course registration for Summer and Fall by assigned times.

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## **May 7 Sat.**

Commencement

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## **June**

**10 Fri.**

Last day to remove Spring Incomplete grades.

## **Second Weekend Session (March 4 - April 16, 2016)**

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## **March**

**4 Fri.**

Last day to register or add a course. Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

**4-5 Fri.-Sat.**

First Weekend class meeting.

**5 Sat.**

All late registration activity requires approval of the instructor and School Dean.

**7 Mon.**

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

**8 Tues.**

"W" grades begin.

**18-19 Fri.-Sat.**

Weekend Classes meet.

**25 Fri.**

Last day to withdraw with a "W." Withdrawal activity on Fish 'R' Net ends. Withdrawal after this date results in an "F."

## **April**

**1-2 Fri.-Sat.**

Weekend Classes meet.

**TBA**

Summer registration.

**TBA**

Course registration for Summer and Fall by assigned times.

**15-16 Fri.-Sat.**

Last Weekend class meeting.

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**May**

**2 Mon.**

Final grades due at 12 noon.

**7 Sat.**

Commencement

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**June**

**10 Fri.**

Last day to remove Spring Incomplete grades.

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## Academic Integrity Policy, Procedures, and Appeal Process

- [Academic Integrity Policy](#)
- [Procedures for Addressing a Violation of the Academic Integrity Policy \(Instructors\)](#)
- [Academic Integrity Appeal Process — First Violation \(Student\)](#)
  - [Academic Integrity Appeal Committee and Attendance](#)
  - [Appealing an Instructor's Decision: Appeal Hearing Procedures](#)
  - [Appealing an Academic Integrity Dismissal: Appeal Hearing Procedures](#)
- [Academic Integrity Hearing Process — Two or More Violations \(Student\) | Student's Advocate](#)
  - [Appealing an Academic Integrity Dismissal: Appeal Hearing Procedures](#)

### Academic Integrity Policy

All students, regardless of level or school, are responsible for following the St. John Fisher College Academic Integrity Policy in addition to any other individual school's or program's academic expectations and/or professional standards. Every student is expected to demonstrate academic integrity in all academic pursuits at all times. If a student suspects that another student has violated the Academic Integrity Policy, he or she should contact the instructor for that course and provide support for that suspicion. Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

**Please Note:** If a student is found responsible for two violations of the Academic Integrity Policy, the student will have a hearing with the Academic Integrity Committee to address the pattern of behavior. The committee may assign additional sanction(s) up to and including an Academic Integrity Dismissal from the

College.

Violations of the Academic Integrity Policy include, but are not limited to:

1. Cheating

1. Possession of unauthorized material (e.g. books, notes) that could be used during an exam, quiz, test, etc.
2. Hiding or positioning of notes or other tools for the purposes of cheating on an exam, quiz, test, etc.
3. Unauthorized possession of, or knowledge of, an exam, quiz, test, etc., prior to its administration
4. Looking at another person's exam, quiz, test, etc. without permission of the instructor
5. Marking an answer sheet in a way designed to deceive the person correcting it
6. Altering a graded work after it has been returned
7. Unauthorized access to Internet resources or an electronic device(s) during an exam, quiz, test, assignment, etc.

2. Plagiarism

1. Representing another person's work as one's own, or attempting "to blur the line between one's own ideas or words and those borrowed from another source." (Council of Writing Program Administrators, January 2003, <http://wpacouncil.org/node/9>)
2. The use of an idea, phrase, or other materials from a written or spoken source without acknowledgment
3. Submitting work that was procured through sale or trade

3. Duplicate Submission of Work

1. Submitting the same, or substantially the same, piece of work to more than one instructor without the express permission of all instructors involved

4. Facilitation of Academic Dishonesty

1. Giving improper aid to another student or receiving such aid from another student or source prior to or during an in class or take home exam, quiz, test, assignment, etc., without the express permission of the instructor
2. Retaining, reproducing, possessing, using or circulating previously given materials when indicated that they are to be returned to the instructor at the conclusion of the an exam, quiz, test, etc.
3. Taking a test for someone else or allowing someone else to take a test for you
4. Allowing another person to do one's work and submitting that work under one's own name
5. Providing work to another student to submit as their own
6. Allowing a person to put their name on a group work submission when they did not work on the assignment

5. Falsifying Data or Research

1. Fabricating information, data or citation as part of a laboratory, fieldwork or other scholarly investigation
2. Knowingly distorting, altering or falsifying the data
3. Using data acquired by another student without the consent of the instructor
4. Failing to include an accurate account of the method by which the data were gathered or collected
5. Representing the research conclusions of another as one's own
6. Undermining or sabotaging the research investigations of another person
7. Obtaining and/or reporting research data in an unethical and intentionally misleading manner

6. Obstructing Library Use and/or Access to Materials

1. Any action that deprives others of equal access to library materials such as hiding, selling, destroying, mutilating, removing or deliberately damaging library materials

## 7. General Academic Misconduct

1. Actions that violate standards of ethical or professional behavior established by a course or a program
2. Theft, mutilation or destruction of another student's academic work, including books, notes, computer programs, papers, reports, laboratory experiments, data, etc.
3. Using means other than academic achievement or merit to influence one's academic evaluation
4. Attempts to bribe an instructor for academic advantage
5. Actions or behaviors that violate standards for ethical or professional behavior established by a course or program in an off-campus setting that could damage the College's relationship with community partners and affiliated institutions

## Procedures for Addressing a Violation of the Academic Integrity Policy (Instructors)

The following outlines the process for addressing an alleged violation of the Academic Integrity Policy. Students may not withdraw from/drop a course while an academic integrity matter is pending.

**Please Note:** If a student is found responsible for two violations of the Academic Integrity Policy, the student will have a hearing with the Academic Integrity Committee to address the pattern of behavior. The committee may assign additional sanction(s) up to and including an Academic Integrity Dismissal from the College.

If there is a suspicion of a violation of the Academic Integrity Policy:

1. **The instructor will meet with the student to address the suspicion.** During the meeting, the course instructor will share with the student the information that forms the basis for the suspicion and provide the student an opportunity to respond to the information. This meeting is closed to anyone other than those involved. At no time may legal counsel be present. No audio or other recording of an Academic Integrity meeting is permitted.

*After the discussion, the instructor will:*

1. Determine that no violation of the Academic Integrity Policy has occurred and no further action will be taken and the matter is closed;
  2. Determine the action does not reach the level of an Academic Integrity Policy violation but an educational intervention, as determined by the instructor, must be completed by student. Once the intervention is completed to the instructor's satisfaction, the matter is closed; or
  3. Determine the student is responsible for a violation of the Academic Integrity Policy.
2. **The instructor will assign a sanction.** After a determination of responsibility for a violation for the Academic Integrity Policy is made, the instructor may consult with his or her department chair, School Dean, or the Dean's designee for sanctioning advice.

*If sanctions are required, the following may be assigned by the instructor:*

1. Academic Written Warning;
  2. Re-examination, re-writing the paper, re-producing the assignment by the student;
  3. Reduction in grade/score for the examination, paper or assignment; or
  4. Assigning a failing grade for the course.
3. **The instructor will notify the student of the determination of responsibility and sanction.** The instructor will notify the student of their determination of responsibility and sanction(s) by email within three (3) business days of the meeting.
  4. **The student must respond to the instructor within three (3) business days of the receipt of the decision indicating that he or she either:**
    1. Accepts the decision and sanction; or
    2. Does not accept the decision and/or sanction and wishes to request an appeal

*Failure to respond within the specified time period will constitute automatic acceptance of the*

*instructor's decision and sanctions by the student.*

5. **The instructor will file the determination of responsibility and sanction(s), the student's response and any associated documentation electronically** within one (1) business day of either receiving the student's decision or the passage of the student's deadline. If a student requests an appeal, the student will receive the academic appeal request form by email and must submit the completed form within three (3) business days of its receipt. Failure to respond within the specified time period will constitute automatic acceptance of the instructor's decision and/or sanction(s).

Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

## **Academic Integrity Appeal Process — First Violation (Student)**

A student who has been found responsible for violating the Academic Integrity Policy or has been Academically Dismissed by the Academic Integrity Hearing Committee may request an appeal of the decision of responsibility and/or sanction(s). The student must submit the **appeal request** electronically within three (3) business days of receipt of the decision. Students may not withdraw from/drop a course while an academic integrity matter is pending. Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

### **Criteria for Requesting an Appeal**

The request for an appeal must demonstrate with sufficient detail how the grounds below apply to the situation. Documentation of all information and correspondence regarding the matter must be included. Appeal requests must be based on, and will only be considered on, one or more of the following grounds:

1. Process: The established process was not followed
2. Sanction: The sanction imposed was not consistent with the severity of the violation
3. New Information: Information is available now that was not available at the time of my meeting with the instructor/committee which may substantially change the outcome.

Academic integrity appeal requests are reviewed by the Chair of the Academic Standing Committee. An academic integrity appeal hearing will be considered only on the ground(s) alleged by the student. The Chair of the Academic Standing Committee will consider the information contained in the appeal request and relevant information provided by the student in determining whether or not to proceed with the appeal process. The student will be notified of the status of his/her appeal request within three (3) business days of the submission of the Appeal Hearing Request Form.

### **Academic Integrity Appeal Committee and Attendance**

If an appeal hearing is granted, the matter will be brought before the Academic Integrity Appeal Committee.

#### **Committee Membership**

1. Three faculty members who are trained in the Academic Integrity Hearing Procedures. The faculty members may not be from the same discipline as the appealing student or the same discipline of the instructor who assigned the original decision and/or sanction.
2. A student representative appointed by the Coordinator of Student Conduct from those students who have been trained to participate in student conduct hearings. The student representative may not be from the same discipline as the appealing student nor the same discipline of the instructor who assigned the original decision and/or sanction.
3. The College Registrar or designee is the Administrative Chair of the committee and votes only in the case of a tie.

**Please Note:** If the student is appealing an Academic Integrity Dismissal decision, the original Administrative Chair, faculty members and student representative may not serve on the Academic Integrity Appeal Committee.

#### **Student's Advocate**

The student may ask for a faculty or staff member who is not a member of the committee to serve as his/her Advocate in the Academic Integrity Appeal Process. The Advocate is not allowed to speak directly to the committee and only serves to support and advise the student throughout the process.

The time, date, and location of the appeal hearing will be provided in an appearance letter and the student is expected to attend as directed. If the student has a conflict with the date and/or time of the meeting it is his/her responsibility to reschedule. The appeal hearing will take place in the appealing student's absence if he/she fails to appear.

### **Appealing an Instructor's Decision: Appeal Hearing Procedures**

When appealing an instructor's decision, if the student and/or the instructor wishes to have a witness who has direct and first-hand knowledge of the violation in attendance at the hearing, the student and/or instructor must provide the Administrative Chair with the name and contact information of the witness(es) no later than one (1) business day prior to the scheduled hearing. It is the responsibility of the student and/or instructor to insure the witness(es) attend the hearing.

Other than the appealing student, the instructor who made the original decision and assigned the sanction, any witnesses, the Advocate, and the committee members, the appeal hearing is closed to all others. At no time may legal counsel be present. No audio or other recording of an Academic Integrity Appeal hearing is permitted.

1. The Administrative Chair of the Academic Integrity Appeal Committee will facilitate the hearing and be responsible for documenting the participants in attendance and decision of the committee.
2. The instructor and appealing student will present relevant information to the committee.
3. The appealing student and instructor may present witnesses who have direct and first-hand knowledge of the violation and produce materials for consideration. Witnesses may be asked questions by the appealing student, instructor, and committee members.
4. After reviewing all the documentation and information provided, everyone but the appeal committee will be excused and the committee will deliberate. By majority vote, the committee will make the decision to:
  1. Uphold the finding of responsibility and/or sanction
  2. Dismiss the finding of responsibility and/or sanction
  3. Uphold the finding of responsibility and impose a new sanction

*If sanctions are required, the following may be assigned by the committee:*

  1. Academic Written Warning
  2. Reduction in grade/score for the coursework in question
  3. Assigning a failing grade for the course
  4. Administrative withdrawal of the student from the course with a recorded grade of "W" appearing on the student's transcript
5. After a decision is made, the student, Advocate, and instructor will be asked to return to the room, the decision will be read, and the hearing concluded. Appeal decisions made by the committee are final and not subject to further appeal.
6. The Administrative Chair will file the decision electronically within one (1) business day and the student will receive confirmation of the decision electronically within three (3) business days of the close of the appeal hearing.

Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

### **Academic Integrity Hearing Process — Two or More Violations (Student)**

If a student is found responsible for two violations of the Academic Integrity Policy, the student will have a hearing with the Academic Integrity Committee to address the pattern of behavior. The committee may assign additional sanction(s) up to and including an Academic Integrity Dismissal from the College. Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

## Academic Integrity Committee and Attendance

### Committee Membership

1. Three faculty members who are trained in the Academic Integrity Hearing Procedures. The faculty members may not be from the same discipline as the student.
2. A student representative appointed by the Coordinator of Student Conduct from those students who have been trained to participate in student conduct hearings. The student representative may not be from the same discipline as the student.
3. The College Registrar or designee is the Administrative Chair of the committee and votes only in the case of a tie.

### Student's Advocate

The student may ask for a faculty or staff member who is not a member of the Academic Integrity Committee to serve as his/her Advocate in the Academic Integrity Hearing Process. The Advocate is not allowed to speak directly to the committee and only serves to support and advise the student throughout the process.

Other than the student, the Advocate, and the committee members, the hearing is closed to all others. At no time may legal counsel be present. No audio or other recording of an Academic Integrity Hearing is permitted.

The time, date, and location of the Academic Integrity Hearing will be provided in an appearance letter and the student is expected to attend as directed. If the student has a conflict with the date and/or time of the meeting it is his/her responsibility to respond and request to reschedule. The hearing will take place in the student's absence if he/she fails to appear.

### Academic Integrity Hearing Procedures

1. The Administrative Chair of the Academic Integrity Committee will facilitate the hearing and be responsible for documenting the participants in attendance and decision of the committee.
2. The Administrative Chair and the student will present relevant information to the committee.
3. After reviewing all the documentation and information provided, everyone but the committee will be excused and the committee will deliberate. By majority vote, the committee will make the decision to:
  1. Take no further action; or
  2. Impose a sanction

*If sanctions are required, the following may be assigned by the committee:*

  1. Academic Written Warning
  2. Academic Written Warning and educational sanction
  3. Academic Integrity Dismissal from the College
4. After a decision is made, the student, and Advocate will be asked to return to the room, the decision will be read, and the hearing concluded. Decisions of an Academic Warning or Academic Warning and Educational Sanction are final and may not be appealed. Students may appeal a sanction of Academic Integrity Dismissal through the Academic Integrity Appeal Process.
5. The Administrative Chair will record the committee's decision within one (1) business day and the student will receive confirmation of the decision by email within three (3) business days of the close of the hearing.

Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

### Appealing an Academic Integrity Dismissal: Appeal Hearing Procedures

Other than the appealing student, the Advocate, the Administrative Chair from the meeting at which the Academic Integrity Dismissal was assigned and the committee members, the appeal hearing is closed to all others. At no time may legal counsel be present. No audio or other recording of an Academic Integrity Appeal hearing is permitted.



1. The Administrative Chair of the Academic Integrity Appeal Committee will facilitate the hearing and be responsible for documenting the participants in attendance and decision of the committee. The Administrative Chair from the original meeting at which the Academic Integrity Dismissal was assigned (the “original Administrative Chair”) will serve as the complainant.
2. The original Administrative Chair and the appealing student will present relevant information to the committee.
3. After reviewing all the documentation and information provided, everyone but the appeal committee will be excused and the committee will deliberate. By majority vote, the committee will make the decision to:
  1. Uphold the sanction of Academic Integrity Dismissal; or
  2. Dismiss the sanction of Academic Integrity Dismissal and assign a new sanction  
*If sanctions are required, the following may be assigned by the committee:*
    1. Academic Written Warning
    2. Academic Written Warning and educational sanction
    3. No further action
4. After a decision is made, the student, Advocate, and original Administrative Chair will be asked to return to the room, the decision will be read, and the hearing concluded. Appeal decisions made by the appeal committee are final and not subject to further appeal.
5. The Administrative Chair will record the committee’s decision electronically within one (1) business day and the student will receive confirmation of the decision by email within three (3) business days of the close of the appeal hearing.

Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

# Degrees and Undergraduate Certificate Programs

## Undergraduate Degrees

St. John Fisher College 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). The College offers the following degrees and programs:

B.A.	HEGIS Code
American Studies	0313
Anthropology	2202
Biology	0401
Chemistry	1905
Criminology	2209
Digital Cultures & Technologies	0699
Economics	2204
English	1501
French	1102
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
Religious Studies	1510
Sociology	2208
Spanish	1105
Statistics	1702

B.S.	HEGIS Code
Accounting	0502
Biology	0401
Chemistry	1905
Computer Science	0701
Finance	0504
Human Resources Management	0509
Inclusive Education - Adolescence	0808
Inclusive Education - Childhood	0808
Interdisciplinary Studies	4901
Management	0506
Marketing	0509
Mathematics	1701
Media Management	0601
Nursing	1203

Physics	1902
Psychology	2001
Sport Management	0599

## Undergraduate Certificate Programs

- *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 position in a museum, archive, or historic site.

## Graduate and Doctoral Degrees and Certificates

# Degree Requirements and Graduation

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 freshmen must fulfill all the requirements for graduation contained in the St. John Fisher College catalog in effect in the year in which they enter the College. Transfer students must fulfill the requirements for graduation in effect when their transfer credit is evaluated. If graduation requirements change, students may choose any single subsequent catalog to satisfy their graduation requirements. College-wide policy changes 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 freshman seminar, departmental and program advisors, as well as the Office of Academic Affairs. *Ultimately, the final responsibility for knowing and meeting all graduation requirements rests solely with the student.*

To earn a bachelor's degree from St. John Fisher College, 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. See [Grading](#) for an explanation of the grade point average.
- Satisfy the residency requirement by earning at least 30 credits at St. John Fisher College. 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 College, credits earned in approved study abroad programs will be considered in residence. Approved programs exist with Central College Abroad, the American Institute for Foreign Study, the Council on International Education Exchange, or the American University in Rome, Italy. Credits earned through St. John Fisher College'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 College [Core Requirements](#).
- 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 College confers degrees three times per year, in May, August, and December.

Failure to meet these deadlines may result in a delay in graduation.

August and December potential graduates who will need no more than six credits to complete their degrees may request permission to attend the May ceremony. Students in Inclusive Adolescence Education or Inclusive Childhood Education may participate in the May ceremony provided they have only student teaching to complete. Students allowed to participate in the May commencement ceremony who have not completed all graduation requirements will be noted on the commencement program with an asterisk (\*) and are not eligible for Latin Honors until their requirements are completed. For those students who complete their graduation requirements after the commencement ceremony, the official date of graduation noted on the diploma and all official College records will be the graduation date at the end of the semester in which the student completes requirements.

A student who is away from the College 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 College. Upon return to the College, 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.

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

## Catalog

Students will be approved for graduation based on the degree requirements outlined in the College catalog they are following. Freshmen follow the catalog that is published in the fall semester they enter the College. 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 College 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 in writing in the Office of Academic Affairs.

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

## Major

The major is that subject in which the student has chosen to take a concentration of work. Students should explore a number of majors by taking courses in a variety of disciplines and seeking advice from faculty and advising staff before making a final decision. Requirements for majors are found in each department within the catalog.

## Multiple Majors

Students may earn majors in more than one discipline. Official recognition of additional majors will be made on the transcript provided the student has met the requirements set by departments.

- The student will receive only one degree with the two majors noted on the transcript.
- The majors will appear in the order in which they were declared. If the majors conflict in relation to the degrees conferred, i.e., B.A. and B.S., the degree of the first major will be the degree of record.
- Students seeking multiple majors are not required to complete a minor. They are reminded that all requirements for each major must be met before they can be certified for graduation.
- Interdisciplinary Studies cannot be part of a multiple major.

## Minor

A minor signifies knowledge in a field of study outside of the major. The minor helps students become academically well-rounded and learn to approach problems from a multidisciplinary perspective by directing them to broader interests and perspectives in a structured and intentional way.

Students enrolled in B.A. degree programs are required to declare and complete a minor which will be recorded on their transcripts.

A cumulative GPA of 2.00 for all courses included in the minor is required. Most minors require a minimum of 18 credits. A minor in a modern language consists of a minimum of five courses in that language for a total of 16-18 credits.

Consult the department and program listings for specific requirements.

Minors in Education, Legal Studies, and Nursing are not available.

In addition to established minors, students may request an Interdisciplinary minor, which should include courses from more than one field of study. For an Interdisciplinary minor, students must obtain the signature of their academic advisor and the provost or his designee and submit a list of courses to be used for the minor. No more than one course required for the major may be used for the Interdisciplinary minor.

A decision on choice of minor must be approved by the student's major advisor and should be made before the student has completed 70 credits. The Declaration of Minor form is available in the Office of Academic Affairs.

## Electives

An elective is a course chosen because of personal interest or some relation to the major. Along with the core, major, and applicable minor requirements, students complete electives to earn the minimum of 120 credits required for graduation.

Students considering graduate or professional schools should include sufficient study of a classical or modern language within their electives to be competent in at least one foreign language. They should also include work in philosophy, history, and literature.

## Liberal Arts and Sciences

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 College, the following courses are not considered to be in the Liberal Arts and Sciences: Accounting, Accounting Law, Management, Nursing, Education, and Mathematics/Science/Technology Integration courses involving teaching methods and strategy, as well as certain Interdisciplinary 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.

## 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.

## Attending St. John Fisher College After Degree Completion

### Earning a Second Degree

Individuals who have already earned a bachelor's degree from St. John Fisher College 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 College.
- Satisfy the residency requirement for the second degree.\*\*
- Satisfy the liberal arts and science requirements (60 credits for the B.A., 90 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 College. 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 College.*

*\*\*\*Students pursuing a second degree are exempted from the **College 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 and payment of a second graduation fee is required.

### Earning an Additional Major after Graduation

Individuals who have completed a bachelor's degree at St. John Fisher College 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 College and as outlined in the catalog in force at the time they return to the College. 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.

## Core Requirements

The faculty of St. John Fisher College believes that the liberally educated person is one who is free from a narrowness of interest, which results from excessive specialization. A central aim of the College is to introduce its students to and cultivate their respect for the principal areas of learning.

Subjects differ in their role in the academic experience. Some contribute to a broadening of the student's perspective, some cultivate the independent, thinking adult, and others bring the student face to face with contemporary problems. Therefore, some subjects are deemed especially worthy of being studied by the majority of students at the College. The faculty recommends to students, whatever their degrees or major fields of interest may be, the Core of subjects listed below as a first step in a college-level liberal arts experience. The Core curriculum establishes the centrality of the liberal arts in the academic experience by creating a common foundation of intellectual and practical skills introduced in the first years of study. The Core experience complements all other academic experiences of students by helping them to develop skills and perspectives that are enhanced and applied through study within the major.

Core courses address specific goals for student learning. Many departments offer courses within each Core area, but all courses within each area meet the same goals for student learning.

The Core curriculum consists of 15 courses, which students must successfully complete to graduate from St. John Fisher College. The Core is comprised of two tiers of study: Foundations courses and Perspectives courses.

**The Foundations Tier courses are designed to provide students with the knowledge and skills necessary for success in college. There are five courses in the Foundations Tier.**

- **Learning Community\* (LC):** 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.)
- **Research-Based Writing (RW):** 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.)
- **Scientific and Quantitative Literacy (SQ):** Courses in this core area explore the nature of science and mathematics and their role in helping us understand the world. The goal is to investigate the question: In what ways can quantitative and scientific thinking help me make more informed decisions? This approach to learning about the world encompasses the following: testable and falsifiable questions/ideas, objective conclusions based on observations, and predictive theories. (One course.)
- **Cultural Contrasts (CC):** Students study and reflect on cultural differences and develop the tools necessary for becoming engaged citizens in a multicultural world. Communication, cooperation, and collaboration between individuals of diverse backgrounds and respect and understanding of others are prerequisites for successful advancement in our ever-changing world. (One course.)

***\*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 College and ultimately, to graduate from St. John Fisher College.

**The Perspectives courses are designed to provide a wide range of experiences with fundamental academic perspectives on human nature and the world. Tier Two contains ten courses, two from each of five different perspectives.**

- **Perspectives in the Arts (P1):** Students will learn to appreciate the depth and scope of creative expression found in the literary and visual arts. Students will describe and interpret art in terms of its formal composition and cultural and historical significance. Courses will require students to demonstrate their knowledge through written arguments and/or creation of original works of art.
- **Philosophical and Religious Perspectives (P2):** Students engage in the critical exploration and appreciation of ethical and religious perspectives within a variety of historical and cultural contexts. Students will reflect on the social, political, and cultural implications of the course material studied and within the framework of personal and civic responsibility.
- **Sociocultural Perspectives (P3):** These courses provide students with the opportunity to learn ways of understanding, explaining, and interpreting patterns of human behavior based on the methodologies of the social sciences.
- **Explorations of the Natural And Technical World (P4):** These courses are intended to explore specific scientific, mathematical, and technical topics and relate them to historical and contemporary developments. These courses will illustrate how mathematics and the sciences are constantly changing as a result of their interactions with each other and their applications, which are usually interdisciplinary in nature.
- **Intercultural Perspectives and Languages (P5):** Students prepare to function in a multicultural society as globally educated citizens through engagement with other persons or texts from other cultures.

Courses that fulfill the College Core Requirements carry a two-character designation in the course title.

LC	Learning Community
RW	Research-Based Writing (199 courses)
SQ	Scientific and Quantitative Literacy
CC	Cultural Contrasts
P1	Perspectives in the Arts
P2	Philosophical and Religious Perspectives
P3	Sociocultural Perspectives
P4	Explorations of the Natural and Technical World
P5	Intercultural Perspectives and Languages

These courses will also be identified with an attribute that will allow for a web-based search at the time of registration.

**Foreign Language Requirement:** All B.A. candidates, including transfer students, must demonstrate completion of an appropriate two-course sequence in a single foreign language for graduation. Students may continue in a language studied in high school, or they may begin anew with another foreign language. B.A. students may fulfill this requirement by completing a two-course sequence in a single language at Fisher (which may also satisfy the P5 Core Requirement), by participating in a Fisher summer language



program abroad (in France, Italy, or Mexico), or by established transfer credit policy. AP (Advanced Placement) scores of 4 and above are accepted as two college-level language courses and IB (International Baccalaureate) scores of 5 and above on the higher-level exams are accepted as two college-level language courses, thus fulfilling the requirement.

Alternate mechanisms to satisfy the foreign language requirement:

- Students who have successfully completed a semester in an approved foreign language-based study abroad program fulfill the requirement. This option validates the immersion experience in another culture as addressing the spirit of this requirement.
- International students who have graduated from college-preparatory high schools in non-English speaking countries are exempt from the foreign language requirement.

## College Core Course Requirements

	Foundations		Perspectives (may be taken at any time)	
Usually taken	How many credits?	Which course?	How many credits?	Which course?
Fall semester, Freshman year	Two courses; minimum 6 credits	Learning Community (LC)	Two courses; minimum 6 credits	Perspectives in the Arts (P1)
Spring semester, Freshman year	One course; minimum 3 credits	Research-Based Writing (RW) (DEPT 199C)	Two courses; minimum 6 credits	Philosophical and Religious Perspectives (P2)
Sophomore year	One course; minimum 3 credits	Scientific and Quantitative Literacy (SQ)	Two courses; minimum 6 credits	Sociocultural Perspectives (P3)
Sophomore year	One course; minimum 3 credits	Cultural Contrasts (CC)	Two courses; minimum 6 credits	Explorations of the Natural and Technical World (P4)
			Two courses; minimum 6 credits	Intercultural Perspectives and Languages (P5)*

\*B.A. students must take two foreign language courses in sequence in the same language.

## Core Tracking Worksheet

Learning Community (LC)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Research-Based Writing (RW)

1. \_\_\_\_\_

Scientific and Quantitative Literacy (SQ)

1. \_\_\_\_\_

Cultural Contrasts (CC)

1. \_\_\_\_\_

### Perspectives in the Arts (P1)

1. \_\_\_\_\_ 2. \_\_\_\_\_

### Philosophical and Religious Perspectives (P2)

1. \_\_\_\_\_ 2. \_\_\_\_\_

### Sociocultural Perspectives (P3)

1. \_\_\_\_\_ 2. \_\_\_\_\_

### Explorations of the Natural and Technical World (P4)

1. \_\_\_\_\_ 2. \_\_\_\_\_

### Intercultural Perspectives and Languages (P5)\*

1. \_\_\_\_\_ 2. \_\_\_\_\_

*\*B.A. students must take two foreign language courses in sequence in the same language.*

## The Core and Transfer Students

In order to facilitate ease of transfer, the College Core Requirements apply according to the following guidelines:

- Students who enter St. John Fisher College with only AP or IB credits are considered first-semester students and begin the Core with the Tier One Learning Community requirement and must complete all Core Requirements.\*
- Students who attended college as matriculated students for at least one semester and transfer fewer than 30 credits begin the Core with the Tier One Research-Based Writing (199C) course and must complete all remaining Core Requirements\* except the Learning Community.
- Students who attended college as matriculated students for at least one semester and transfer between 30 and 44 credits begin the Core with the Scientific and Quantitative Literacy (SQ) course and must complete all remaining Core Requirements\* except the Learning Community and the Research-Based Writing (199C) course.
- Students who attended college as matriculated students for at least one semester and transfer between 45 and 59 credits begin the Core with the Cultural Contrasts (CC) course and must complete all remaining Core Requirements\* except the Learning Community, the Research-Based Writing (199C) and SQ courses.
- Students who initially transfer in at least 60 credits of which 24 must be liberal arts will be totally exempt from the Tier One Foundations courses of the College Core. They must complete all Tier Two Perspectives courses.\*
- Students who enter St. John Fisher College with a previous bachelor's and/or higher degree from a regionally accredited institution and have completed 60 credits of liberal arts will be exempted from the Core Requirements.

*\*Courses accepted in transfer as the equivalents of Fisher Core courses fulfill the same Core Requirements as the Fisher courses.*

## College Core Course Requirements

Usually taken	Foundations		Perspectives (may be taken at any time)	
	How many credits?	Which course?	How many credits?	Which course?
Fall semester, Freshman year	Two courses: minimum 6 credits	Learning Community (LC)	Two courses: minimum 6 credits	Perspectives in the Arts (P1)
	One course:	Research Based	Two courses:	Philosophical and

Spring semester, Freshman year	One course; minimum 3 credits	Research-Based Writing (RW) (DEPT 199C)	Two courses; minimum 6 credits	Philosophical and Religious Perspectives (P2)
Sophomore year	One course; minimum 3 credits	Scientific and Quantitative Literacy (SQ)	Two courses; minimum 6 credits	Sociocultural Perspectives (P3)
Sophomore year	One course; minimum 3 credits	Cultural Contrasts (CC)	Two courses; minimum 6 credits	Explorations of the Natural and Technical World (P4)
			Two courses; minimum 6 credits	Intercultural Perspectives and Languages (P5)*

*\*B.A. students must take two foreign language courses in sequence in the same language.*

## Core Tracking Worksheet

Learning Community (LC)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Research-Based Writing (RW)

1. \_\_\_\_\_

Scientific and Quantitative Literacy (SQ)

1. \_\_\_\_\_

Cultural Contrasts (CC)

1. \_\_\_\_\_

Perspectives in the Arts (P1)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Philosophical and Religious Perspectives (P2)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Sociocultural Perspectives (P3)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Explorations of the Natural and Technical World (P4)

1. \_\_\_\_\_ 2. \_\_\_\_\_

Intercultural Perspectives and Languages (P5)\*

1. \_\_\_\_\_ 2. \_\_\_\_\_

*\*B.A. students must take two foreign language courses in sequence in the same language.*

## General Course Information

### Course Numbering and Sequencing

- Courses numbered 100–199 are considered introductory.
- Courses numbered 200–299 are considered intermediate.
- Courses numbered 300–499 are upper-division and are designed for juniors and seniors.

Certain sequential courses require the satisfactory completion of the first semester of the course for

admission to the second semester.

The credit value for each course is based upon the amount of scheduled meeting times. A change in the credits assigned to a scheduled course will NOT be permitted.

## Course Load

Full-time matriculated students have a normal course load of 15 credits each semester over an eight-semester period. The minimum course load for a full-time student is 12 credits, and the maximum course load is 19 credits per semester. A student wishing to carry more than 19 credits in any semester must have the permission of the provost or his designee. Such permission will be granted only in rare cases to students with a GPA less than 3.00.

A matriculated student who wishes to change between full- and part-time status need only course-register for the appropriate number of credit hours for the semester in which the change is effective.

## Student Classification

The College utilizes the following guidelines for student classification:

- 0–29 credits earned = freshman
- 30–59 credits earned = sophomore
- 60–89 credits earned = junior
- 90–120 credits earned = senior

## Study Hours

In general, students are expected to spend two hours per week in outside reading, assignments, research, library work, etc., for every one hour they spend in class. For example, a student who is enrolled in 15 credits during a semester will spend 15 hours per week in class and another 30 hours each week engaged in academic pursuits outside the classroom, for a total expected time commitment of 45 hours per week (also subject to change).

## Independent Study

The faculty of St. John Fisher College recognizes the value of the academic experience of working independently on a topic of interest with a supervising faculty member and uses independent study courses to allow students to explore areas of study not regularly available. To avail themselves of these experiences, students may register for independent study courses in most academic departments and programs. These courses carry the subject code of the sponsoring department and are usually numbered 496.

Since these courses are offered in response to a particular student need and involve significant amounts of close faculty-student interaction, faculty are under no obligation to supervise an independent study.

Independent study courses are of variable credit to accommodate a variety of experiences. The quality and quantity of work expected in an independent study project must be equivalent to expectations in regular classroom and laboratory courses. For each credit of independent study, a minimum of 45 clock hours in a combination of meetings and supplementary assignments are required. The College limits to six, the number of credits of independent study that may be applied to a degree program.

Independent study projects are open only to students who have completed at least 12 credits and earned at least a 2.50 GPA in the field in which the independent study is to be undertaken. At least six of these credits must have been completed at St. John Fisher College. Individual departments may develop more specific or rigorous regulations.

Part-time students may enroll for independent study projects providing the total number of credit hours for which they are enrolled, including the independent study, does not exceed 11.

Independent study projects cannot duplicate an offered course at the College. Similarly, independent study

courses may not be used to repeat a course in which a student has previously enrolled and earned a grade of less than "C" (unless it is the same independent study). The provost or his designee and appropriate department chair must approve exceptions.

To enroll in an independent study course:

- The student meets with an appropriate faculty member to discuss the possibility of independent work.
- If the faculty member agrees to the independent study, the student submits a written proposal to the appropriate faculty member. The student and faculty member agree on a timeline and means of assessment.
- The student completes an Independent Study/Tutorial Authorization form and secures the signature of the supervising faculty member.
- The authorization form and proposal are delivered to the department chair for approval.
- If the proposal is approved by the department chair, the paperwork will be sent to the school dean for approval. If approved, the forms will be sent to the Registrar's Office for processing.
- If adding the independent study course does not increase the student's tuition liability, the student will be registered in the independent study.
- The faculty member will not begin working with the student until the registration has been processed and the instructor can view the class list in **Fish 'R' Net**.
- Notification will be sent by Fisher email when the paperwork has been processed and the registration completed.

The faculty member supervising the project will maintain a detailed record of the work carried out, including a list of assignments and the frequency and duration of meetings, as well as identification of methods of evaluation used. A copy of the proposal will be maintained in the student's academic folder and kept in accordance with the College's records-retention policy. Students are advised to keep a copy of the proposal for their records.

**Note:** *Projects of three credits must be registered for within the first two weeks of the beginning of the semester in which the project is undertaken. Projects of two credits must be registered for within the first five weeks, and projects of one credit must be registered for within the first seven weeks of the semester.*

## Tutorial Courses

Courses taught as tutorials are individualized instruction in the content of a course listed in the College catalog. These courses, though taught independently, carry the subject, number, title, and credits of the actual course.

Tutorial courses are open only to students who have completed at least 12 credits at the College and earned at least a 2.50 GPA in the field in which the tutorial course resides.

To enroll in a tutorial course:

- The student meets with the instructor who offers the requested course to discuss the possibility of a tutorial and the justification.
- After securing the approval of the instructor, the student completes the Tutorial portion of the Independent Study/Tutorial Authorization form. The student then meets with the chair of the department which offers the requested course to discuss the requested tutorial and the justification.
- After securing approval of the chair, the student meets with the school dean to discuss the request and justification.
- If the request is approved by the dean, will be sent to the Registrar's Office. This notification must contain the course information, instructor, name of the student, and the justification.
- The Registrar's Office will notify the student by email when the paperwork has been processed and the registration is completed.

Requests for tutorials will be processed in keeping with the relevant registration deadlines.

# Topics Courses

Topics courses are offered in a variety of disciplines. These courses identify areas within the discipline that are not part of the regularly offered courses.

## Credit by St. John Fisher College Examination

In specific courses or academic disciplines in which standardized examinations are not available, students may obtain credit for a St. John Fisher College course by satisfactorily completing a testing procedure developed by the appropriate department of the College. 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 College. Therefore:

- Only matriculated students who have earned 30 credits in residence may apply for credit by a St. John Fisher College 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 College Examination is required at least two weeks before the exam may be taken. 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 College. Exceptions may be made at the discretion of the chair of the department in which the exam is to be taken.

Credit for a maximum of two courses may be earned by St. John Fisher College 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 101/102 level. Exceptions may be made at the discretion of the Department of Modern Languages and Cultures.*

## Experiential Learning: Internship/Practicum/Fieldwork/Student Teaching

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. Eighty percent of a actual work time should be concurrent with the semester in which the experience 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.
- A student may receive credit for only two internship courses, each of a semester in length; a student may register for only one internship course in a semester. These internships may be taken in two different departments provided the student qualifies according to individual department guidelines. Credit granted for two internship courses must be for significantly discrete and separate internship experiences.

## Course-Related Off-Campus Experiences and Liability

These procedures 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 syllabi.

## Professionalism

Students are expected to exhibit appropriate professional dispositions in their college 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 behaviors, both on and off campus. Students who exhibit inappropriate behavior in course-related off-campus experiences may be directed to counseling with the program director or 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 and coordinator verify that the student meets the minimal course requirements.

The student will locate a site for the experience and obtain the coordinator's approval of the site.

The student and coordinator 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.

Arrange the experience so that student will not begin the experience until registration is complete and the actual term has begun. Note: the student must be registered for the experience in the term in which the work is begun.

If the course is an internship, verify the number of completed internships to be sure that this request is appropriate. Max of 2 internships (must be discrete experiences) and only 1 per semester

The coordinator will provide the registration approval code if online registration is open or sign the appropriate late course add form if online registration is closed.

Both the student and coordinator should be aware of the extended registration deadlines for experiences of fewer than 3 credits. *Note: if the experience is begun 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 department or program coordinator before registering for any course-related off-campus experience. This approval pertains to both the number of credit hours for the experience and actual site. To be placed in a course-related off-campus experience, a student must be in good academic standing.

### Registration

Students must be registered to begin their off-campus experience and must maintain financial registration throughout their experience. Students who are not financially registered will be withdrawn from the course and cannot continue in their experience until they are reinstated.

### Liability Insurance

Students registered in course-based off-campus experiences are covered by the College's general liability insurance. In addition, students in professional programs will be covered by the College's professional liability policies. Students in programs such as Education, Mental Health Counseling, Nursing, and Pharmacy are encouraged to carry their own professional liability insurance, which may be available at a reduced cost.

### Time Frame for Completion

Students are expected to complete their required hours, as outlined in the syllabi, 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 College'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 College's liability insurance, will not receive supervision from the faculty, and cannot use the additional hours to meet the requirements of subsequent courses.*

## Undergraduate Students Petitioning to Take Graduate Courses

Students matriculated in undergraduate programs at St. John Fisher College may be eligible to take graduate classes at the College.

Students interested in pursuing this option should meet with the graduate program director 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 and obtain the required approvals. 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 College. 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 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.

## **Transferring Course Credit**

Students desiring to take courses at other colleges must complete a Transfer Credit Request form in the Registrar's Office 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's 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 College. 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 College, 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.

Transfer students should consult with the Registrar's Office if they have questions concerning their Transfer Credit Evaluations or have additional transfer credit to submit for evaluation.

## **Attendance Policy**

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 Office of Academic Affairs (OAA). Once notified, OAA will share the report with faculty and appropriate College 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. If the student withdraws from all enrolled courses in a semester, a Petition to Withdraw from College form must be filed with the Registrar.

### **Repeated Absence**

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

## Late Arrivals

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

## Non-Matriculated Students

Individuals interested in taking courses for their own enrichment or to transfer back to other degree programs and not seeking a degree from Fisher are considered to be in non-matriculated status. Fisher alumni who wish to earn a second major after graduation are also enrolled in non-matriculated status.

Non-matriculated students may register on a space-available basis, for either audit or credit enrollment, after the designated registration period for matriculated students. Non-matriculated students may take no more than 11 credits in any given semester and must apply for admission to the College should they wish to take additional credits. The maximum number of credits a student may take in non-matriculated status is 12 credits or four courses. Students who neither want nor expect to receive a degree from St. John Fisher College and are attending classes at the College purely for their personal interest may be able to receive a waiver from the provost or his designee.

**Note:** *Students who have been denied admission to the College or who have been academically dismissed from St. John Fisher College or any other college may not audit or enroll in non-matriculated status.*

Non-matriculated students who wish to audit a course must:

- Provide proof of high school graduation, a completed G.E.D., or a college transcript.
- Meet with the instructor prior to registration for permission and agreement about the nature of the student's participation in the course and the assignments.

**Note:** *Certain courses may have prerequisites or may be restricted to upper-level degree candidates. Courses which require ongoing, active participation in the work of the course, such as Independent Study and Foreign Language, are not open for audit.*

Non-matriculated students who wish to take a course for credit must:

- Provide proof of high school graduation, a completed G.E.D., or a college transcript.
- Provide a transcript of background coursework if selected course has prerequisites.

Exceptions to this policy must be approved by the Director of the Office of Academic Affairs.

## Pre-Professional & Cooperative Programs

### Pre-Professional Courses of Study

The Liberal Arts programs of St. John Fisher College contain the prerequisites for students interested in medicine, dentistry, law, engineering, pharmacy, veterinary medicine, and optometry. Requirements for professional schools vary considerably. Students are advised to consult their faculty advisors in each instance.

St. John Fisher College offers all courses required for admission to most medical and dental schools in the United States. The pre-health professions programs are flexible enough to allow students to major in any of the academic departments, though most choose biology or chemistry. Medical and dental schools indicate that they are interested in liberally educated individuals with diverse backgrounds and talents.

Students interested in health professions are urged to contact the Pre-Health Professions advisor at the College early in the freshman year or as soon as possible after transferring to Fisher for further information and guidance. See [Pre-Health Professions Programs](#) for more information.

## Cooperative Programs

*Rochester Area Colleges (RAC):* St. John Fisher College is a member of the Rochester Area Colleges consortium, chartered in 1971 by the Board of Regents of the State of New York. Other members include: University of Rochester, Colgate Rochester Crozer Divinity School, St. Bernard's School of Theology and Ministry, Rochester Institute of Technology, Roberts Wesleyan College, Nazareth College of Rochester, Keuka College, Alfred University, Empire State College, Wells College, Houghton College, Hobart and William Smith Colleges, Corning Community College, Genesee Community College, Finger Lakes Community College, Monroe Community College, and the State University of New York at Brockport and at Geneseo. The consortium was established to advance interinstitutional cooperation and thus increase the academic resources of the community. Undergraduate matriculated students may enroll in undergraduate courses on a space-available basis at any RAC college, provided that: the requested course is not taught at the home school and the student is a full-time student at his or her home school throughout the duration of the requested course and pays full-time tuition to the home school. A full-time student is defined as a matriculated student carrying no fewer than 12 credit hours. Enrollment is not applicable to summer semester or graduate courses. The academic and administrative policies, dates, and procedures of the host school govern students. For more detailed information or a registration form, please contact the Registrar's Office.

Credit earned by St. John Fisher College students at other RAC member institutions is not included in the Fisher grade point average and is not accepted in transfer unless a grade of "C" or higher is earned. Fisher language majors who take courses in their major at Nazareth College will earn the grade as well as the credits, regardless of the grade(s) received.

*Far Eastern Languages (University of Rochester)* Students may enroll in courses in Far Eastern languages, history, and culture offered through the South Asian Studies Center and also may enroll in creative arts by special arrangement.

*Pre-Engineering: (Columbia University, Clarkson University, University of Detroit, and Manhattan College):* Degrees in the full range of engineering fields can be earned in cooperation with the schools of engineering at these institutions. For further details, see the [Pre-Engineering Program](#) description in the Physics Department or consult with the Pre-Engineering advisor.

*U.S. Army ROTC:* Through the Rochester Area Colleges (RAC) consortium, St. John Fisher College students in all academic disciplines are eligible to participate in Army scholarship programs. Four-, three-, and two-year scholarships are available. Scholarships are competitively based, and early application is important. Students awarded Army ROTC scholarships are entitled to additional benefits including, non-taxable monthly stipends, money for books, and paid training. All successful graduates are guaranteed at least four years of active duty leadership experience as Army officers in the active Army, the Army Reserve, or Army National Guard after completing Army ROTC. For more information, e-mail [armyrotc@rit.edu](mailto:armyrotc@rit.edu), visit [www.armyrotc.com](http://www.armyrotc.com), or call (585) 475-2881.

*U.S. Air Force ROTC:* Through the Rochester Area Colleges (RAC) consortium, St. John Fisher College students in all academic disciplines are eligible to participate in Air Force scholarship programs. Four-, three-, and two-year scholarships are available. Scholarships are competitively based, and early application is important. Students awarded AFROTC scholarships are entitled to additional benefits including, non-taxable monthly stipends, money for books, and paid training. All successful graduates are guaranteed at least four years of active duty leadership experience as Air Force officers. For details on classes and scholarships, visit [www.rit.edu/cast/afrotc/](http://www.rit.edu/cast/afrotc/) or call (585) 475-5196 or (877) 423-7682.

*Foreign Study Programs:* These programs are operated in association with Central College in Pella, Iowa; with the American Institute for Foreign Study in Greenwich, Connecticut; with the American University of Rome; with the American University of Cairo, Egypt; with the Prospero Institute, Japan; and with the Council on International Educational Exchange.

## Grading and Transcripts

St. John Fisher College 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

## Calculating the Grade Point Average (GPA)

Grade	Points Per Credit
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
D-	0.70
F	0.00

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.

## 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 must meet the criteria outlined in the [Non-Matriculated Students](#) section.*

## 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 will receive periodic email reminders until the Incomplete grade is resolved.

A written appeal for an extension of the published Incomplete grade deadline must be filed in writing with the Academic Standing Committee at least two weeks before the I grade is scheduled to convert to an F or U. The written appeal should be sent to the Undergraduate Academic Standing committee in care of the Registrar's Office. The appeal must contain a full explanation of why an extension of being requested and have the written support of the instructor. The decision of the Committee will be communicated to the student and instructor by email.

**Note:** *A student may not graduate from St. John Fisher College 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.*

For information on Incomplete grades earned while participating in study abroad program see [Foreign Study Program](#).

## 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. If approved, these changes will be subject to the Course Change Late fee.

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 Contract.*

## 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 College 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. Freshmen 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 60 credits beyond those earned S/U. 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 *the most recent grade is calculated in the GPA even if the second grade is lower than the first grade earned*. 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.

Content courses which carry both the LC (Learning Community) attribute and another core attribute may not be taken as repeats of one another. For example, PSYC 100C – P3 Intro to Psychology may not be taken as a repeat of PSYC 100C - LC Intro to Psychology. Credit may not be earned twice for the same content; and the student risks losing the Learning Community (LC) requirement.

***Any student considering a repeat of a Learning Community (LC) 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 College website. Mid-semester grades are available on the College website for freshmen only.

## Parental Access to Grades

The College 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 the Financial Aid Office 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.

## Standards of Academic Progress

In order to graduate from St. John Fisher College, a student must earn a 2.00 cumulative grade point average for all courses at the College. 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](#).) End-of-term academic standing is calculated after the fall and spring terms. This standing is based on the cumulative end-of-term 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 Contract	Academic Dismissal/ Post-Dismissal Contract 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

\*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 College bachelor's degree. However, only Fisher credits are used in calculating the grade point average.

**Note:** If a full-time student receives three failing grades (e.g., "F," "FA," "U," and/or "UA") in a semester or a part-time student receives all failing grades in a semester, the student will be dismissed from the College.

### Good Standing

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

Students with a cumulative GPA that falls within the 2.19 to 2.00 range will be sent a letter focusing attention on their borderline academic performance.

## **Warning**

Students with a cumulative GPA within the appropriate Warning range, though making satisfactory academic progress, are placed on Warning. These students receive a personal 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 appropriate Early Intervention Contract range will receive a letter from the Committee on Academic Standing stating that the student is being placed on Academic Contract and must have a meeting with a counselor in the Office of Academic Affairs for a serious discussion of their academic performance at the College.

The end-of-term standing for these students will be Early Intervention Contract. Each student on an Early Intervention Contract will design an individual Academic Contract with a counselor. The terms of this Contract must be met at the end of the specified semester.

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

- At the end of the semester on Contract, if the student's cumulative GPA rises, the student will be placed into the appropriate category of either Good Standing or Warning.
- At the end of the semester on Contract, if the student's cumulative GPA falls into the Dismissal category, the student will be dismissed from the College.
- At the end of the semester on Contract, if the student's cumulative GPA remains in the Early Intervention Contract range, the student remains on Contract.

The Committee on Academic Standing will review students on an Early Intervention Contract at the end of each semester, evaluating their performance and compliance with the terms of the Contract.

## **Academic Dismissal/Post-Dismissal Contract**

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

A student who is academically dismissed may appeal this decision to the Committee on Academic Standing. Information concerning such appeals will be sent with the dismissal letter is also available from the Office of Academic Affairs, the Registrar's Office and the Office of Academic Affairs website, along with the appropriate Appeal forms.

If the appeal is granted, the student will receive a letter from the Committee on Academic Standing stating that the student is allowed to return and will be placed on a Post-Dismissal Contract once the student has met with a counselor in the Office of Academic Affairs for a serious discussion of his or her academic performance at the College.

The end-of-term standing for these students will be Post-Dismissal Contract and each student will design an individual Academic Contract with a counselor. The student must meet the terms of this contract at the end of the specified semester.

Students enter the Post-Dismissal Contract category as a result of having their appeal for reinstatement granted by the Committee on Academic Standing after dismissal from the College:

- At the end of the semester on Contract, if the student's cumulative GPA rises to or above 2.00, the student will be placed into the Good Standing category.
- At the end of the semester on Contract, if the student has met the terms of the Contract (semester GPA of 2.00 or higher), but the cumulative GPA remains below 2.00, the student remains on Contract.
- At the end of the semester on Contract, if the student has not met the terms of the Contract



(semester GPA of 2.00 or higher), the student will be dismissed.

If the appeal is denied, the end-of-term standing remains dismissal. Students who have been dismissed for academic reasons and who later reapply for admission to the College will be reviewed by the Committee on Academic Standing in order to determine their readiness to return to St. John Fisher.

Students placed on either type of Academic Contract will receive a letter from the Committee on Academic Standing directing them to arrange a meeting with a counselor in the Office of Academic Affairs for a serious discussion of their academic performance at the College and to finalize the Academic Contract. This meeting is mandatory; failure to schedule this Contract 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 will review all students on Contract at the end of each semester, evaluating their performance and compliance with the terms of the Contract.

## Academic Standing and Athletic Participation

Students whose end-of-term standing is Good Standing or Warning are considered to be making satisfactory academic progress and are eligible to continue competing on the College's NCAA athletic teams. However, students who are placed on either Early Intervention Academic Contract or Post-Dismissal Academic Contract are not considered to be in Good Academic Standing and are therefore ineligible to engage in NCAA athletic competition as defined by NCAA Bylaw 14.02.5. They may, however, continue to practice with their athletic teams at the discretion of the institution's athletic director and individual coaches.

## Registration and Withdrawal

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 College 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 and penalties 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.

## 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 College Refund Policy.

**Note:** *Withdrawal or course change after the published calendar deadline is not guaranteed and will be considered by the registrar or Committee on Academic Standing. If the request is approved, the Late Course Change fee of \$50 must be paid before the change is processed. Tuition and other appropriate charges will be fully assessed in keeping with the published College Refund Policy.*

## Withdrawal of Course Offerings

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

## Withdrawal from the College

Withdrawal from all courses in a semester should be considered only for serious reasons. A student withdrawing from the College 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, Financial Aid Office, Athletics Department, Bursar's Office) in a satisfactory condition. The appropriate withdrawal form must be submitted to the Registrar's Office before the withdrawal-from-college process is complete. 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 College 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 College and must be done in the Registrar's Office.*

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

A student who withdraws and is away from the College 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 College.

## Academic Honors

### 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 60 credits (in addition to credits earned S/U) in residence. Courses which are only graded S/U may be counted as part of the 60 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 60 credits at St. John Fisher College, 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 60 credits at St. John Fisher College, 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 60 credits at St. John Fisher College, as noted above, will be awarded the bachelor's degree, summa cum laude.

### 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.

### 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 Foreign Study 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 Program

To be eligible for consideration for this program, students must rank in the top 10 percent of their high school graduating class, have graduated with a high school average of at least 90 percent, and have a combined SAT score of 1100. Each year, 30 outstanding high school students are selected as Honors students.

Transfer students are also eligible for consideration if their cumulative grade point average is at least 3.40. If they have earned 12 credit hours or fewer at another college, they must have a high school average of 90 percent and a combined SAT score of 1150.

To graduate from the St. John Fisher College Honors Program, a student must take a minimum of six honors courses (the minimum for transfer students varies by the number of semesters at the College), maintain a minimum 3.30 cumulative grade point average each semester, and be a full-time student. Honors students receive a yearly \$3,000 scholarship.

## Honor Societies

The national social science honor society, Pi Gamma Mu, has recognized and admitted to membership St. John Fisher College. The society, established to encourage studies in the entire field of social sciences and to promote relations between colleges and universities, initiated members of the faculty and students of the College in 1959.

In March 1965, the Gamma Tau Chapter of Delta Epsilon Sigma, a national honor society, was established at St. John Fisher College. Membership in the society is open to both faculty and students. Its objectives are to recognize academic accomplishments, to foster scholarly activities, and to provide an intellectual meeting ground for its members.

A chapter of Phi Alpha Theta, an international honor society in history, was established at St. John Fisher College in the spring of 1971. It encourages excellence in historical research by both faculty and students.

Outstanding seniors showing ability to do independent scientific research are eligible for election to associate membership in the Rochester Chapter of Sigma Xi, a national honor society devoted to the encouragement of original research in science.

Membership in Alpha Mu Gamma, the national collegiate foreign language honor society, is offered to students who demonstrate outstanding achievement in foreign language study at the College. Alpha Mu Gamma encourages the study of foreign languages in several ways: e.g., student publication; scholarship awards; the reception of foreign students, and national; local and regional meetings.

Pi Delta Phi, the national French honor society, has the Eta Nu Chapter at the College.

Omicron Delta Epsilon, the international honor society in economics, established the Alpha-Omicron Chapter at St. John Fisher College in 1976. The objectives of Omicron Delta Epsilon are recognition of

outstanding academic achievements in economics and the establishment of closer ties between students and faculty in economics.

Alpha Sigma Lambda, the national continuing education honor society, has the Delta Mu Chapter at the College.

A chapter of Epsilon Chi Omicron, the national honor society in international business management, was established at St. John Fisher College in 1988. The purpose of the society is to recognize and encourage scholastic achievement and excellence in the field of international business management.

The International Honor Society of Nursing, Sigma Theta Tau, Delta Sigma Chapter, recognizes the achievement of academic scholarship of superior quality. Because achievement of superior scholarship demonstrates leadership, creativity, and overall ability in nursing, membership at this level is based upon the student's grade point average.

## Academic Awards

The **Trustees Ranking Scholar Award** is given upon the decision of the Trustees to the graduating senior with the highest cumulative grade point average.

The **Trustees Distinguished Scholar Award** is given to the graduating senior with the highest cumulative grade point average based on at least 100 graded credits earned at St. John Fisher College.

The **Anthropology Department** gives an award to the senior anthropology student with the highest cumulative grade point average as the Outstanding Student in Anthropology.

The **Barbara F. Wheeler Schneider Memorial Award for Excellence in Communication/Journalism** is given annually to a member of the senior class who has demonstrated proficiency in the field and who has made outstanding contributions to the program and his or her fellow students.

The **Barber Conable Award in International Studies** has been established in the name of Mr. Barber Conable, former congressman and president of World Bank, for an undergraduate student who will receive a bachelor's degree in International Studies at the May graduation ceremonies. The student will have demonstrated an excellent level of commitment and involvement in the field of International Studies and have maintained an outstanding level of scholarly achievement during his or her study in the International Studies program. The recipient will be nominated and approved by the faculty of the Department of International Studies.

The **Charles P. Wolfe Award in Accounting**, established in honor of Professor Wolfe by his professional colleagues, is awarded to a senior student who has demonstrated outstanding achievement primarily in the area of accounting and has given evidence of the highest degree of character and integrity in his or her dealings with his or her colleagues.

The **Clara H. Wagner Nursing Award** is presented to the graduating senior nursing student who is selected by the nursing faculty as having demonstrated excellence in clinical practice. This is evidenced by a sound knowledge base; initiative in seeking learning experiences; use of critical-thinking skills to approach challenges in practice; and collegiality and caring to all clients regardless of age, gender, race, or health problem.

The **Clarence Amann Award in English**, established in memory of Professor Amann by his professional colleagues, is awarded to a senior English major who has demonstrated superior academic achievement in the discipline.

The **Department of Nursing Registered Nurse Honor Award** is presented to the R.N. graduating from the baccalaureate program with the highest grade point average.

The **Department of Nursing Undergraduate Honor Award** is presented to the graduating senior student in the baccalaureate program who has the highest grade point average.

The **Department of Nursing Undergraduate Leadership Award** is presented to the graduating senior nursing student who has been selected by students in his or her class as someone who has made a

unique contribution to the class through leadership, enthusiasm, and support of fellow students.

The **Diedre McKiernan Hetzler Award** is awarded by the Women and Gender Studies program for undergraduate scholarly work in the field of gender studies.

The **John A. Murray Award** is awarded to a junior or senior whose academic proficiency and other qualities show outstanding promise of leadership.

The **John A. Murray History Award**, in memory of the late Dr. John A. Murray, is awarded to the member of the senior class who ranks highest in the field of history during his or her academic course.

The **Mary Ann Davis Prize in English**, established in memory of Professor Davis by her professional colleagues, is awarded to an outstanding senior, not necessarily an English major, who has demonstrated both academic excellence and proficiency in critical writing.

The **New York State Society of Certified Public Accountants Award** is awarded each year to the member of the senior class in accounting who has maintained the highest average in accounting throughout his or her program of study and has demonstrated his or her desirability as a candidate for the profession of certified public accounting.

The **Rev. John F. Murphy Award in Religious Studies**, established in memory of the first president of St. John Fisher College, is awarded to a senior who has shown outstanding academic proficiency in the field of religious studies.

The **Rochester Teachers Association Award for Excellence in Teacher Education** is awarded annually to the outstanding graduate who has prepared for a teaching career at St. John Fisher College.

The **St. John Fisher College Award in Economics** is awarded to a senior economics major who has demonstrated an exceptional grasp of the discipline.

The **St. John Fisher College Award for Excellence in Foreign Languages** is given to that member of the senior class who has demonstrated superiority in this field throughout the college career.

The **St. John Fisher College Award for Excellence in Natural Sciences and Mathematics** is awarded to that member of the senior class who has demonstrated superiority in those areas throughout his or her college study. This award is based on an assessment of the student's likelihood of future distinction as a scientist and on evidence of scientific creativity in curricular and extracurricular work.

The **St. John Fisher College Psychology Award** is given to the senior who has demonstrated outstanding academic success primarily in the area of psychology.

The **Stefan Maczynski Memorial Award** is given to a political science student whose record exemplifies commitment to academic excellence and humane values.

The **Student Congress** makes awards annually to those members of the senior class who have made outstanding contributions to student life and activities at St. John Fisher College.

The **Wall Street Journal Award** is given to two seniors: one for excellence in business management and one for excellence in economics.

The **William H. Riley Award**, the gift of the Alumni Association of the College in memory of William H. Riley, is awarded to a member of the senior class for proficiency in business administration.

The **Zelda Lyons Award**, the gift of the Board of Trustees and friends as a memorial to Miss Zelda Lyons, the first registrar of St. John Fisher College, is awarded to a member of the senior class who is most proficient in the humanities.

## Education Records and FERPA

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

St. John Fisher College 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 College receives a request for access.**

Students should submit to the appropriate official written requests that identify the record(s) they wish to inspect. The College 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 College 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 College**

Type	Location	Custodian
Admission Records	Office of Admissions	Director of Admissions
Academic Records	Registrar’s Office	Director of Academic Information and Registrar
Health Records	Health & Wellness Center	Director of Health & Wellness Center
Financial Aid Records	Financial Aid Office	Director of Financial Aid
Financial Records	Student Accounts	Director of Student Accounts
Graduate Placement Records	Career Center	Director of Career Center
Disability Records	Office of Academic Affairs	Coordinator of Disability Services
Student Conduct Records	Office of the Vice-President for Student Affairs & Diversity Initiatives	Vice-President for Student Affairs & Diversity Initiatives

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

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College 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 College decides not to amend the record as requested by the student, the College 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 College 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 College (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 College 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 College 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 College has designated the following information as directory information:

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

**Note:** *Notification to students of their rights under FERPA is sent via College 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 College to release select information on currently enrolled students to military recruiters for the sole purpose of military recruiting. Before releasing the requested information, the College 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., freshman, 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.”

## **Academic Appeals, Complaints, and Concerns**

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 department 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 one week 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, the school dean, and the director of the Office of Academic Affairs.

- 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 within one week of receipt of the department chair's communication.
- When the student meets with the school dean, the role of the dean is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable academic policies. The dean has the option of scheduling a subsequent meeting to include the instructor. The dean is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the student, the instructor, the department chair, and the Director of the Office of Academic Affairs.
- If not satisfied, the student must then request in writing a meeting with the director of the Office of Academic Affairs. This request must be made within ten days of the date the dean's letter was mailed. The student is to present a concise statement of the academic decision in question, his or her perception of the appropriate decision, and the rationale and supporting evidence for this contention. Upon receipt of such notice, the director shall notify the dean, the department chair, and the instructor of the student's intent and shall be provided with documentation pertaining to the matter by the dean and the department chair. The director shall meet with the student, the instructor, the department chair and the school dean. The director shall notify the student, the instructor, dean, and the department chair in writing of the decision to maintain or modify the original academic decision. The director's decision is final.

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

Appeals relating to academic policy, withdrawal and incomplete grade deadlines, 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 written appeals from students only, with submission of further documentation, if necessary. For information, the student should contact the Office of Academic Affairs or the Registrar's Office.

**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.

## Disclosure of Institutional Graduation/Completion Rates

St. John Fisher College 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. A graduation rate is based on the percentage of students who enrolled during a fall semester and for whom 150 percent of the normal time to graduation has elapsed. At St. John Fisher College, the normal time to graduation is four years; 150 percent of this is six years. Thus, the graduation rate will reflect the percentage of students who were graduated within six years.

While graduation/completion information, please bear in mind:

- The graduation/completion rate is based on six years of attendance that equates to 150 percent of our longest program.
- We have elected not to report our transfer-out rate because our university's mission does not include providing substantial preparation for students to enroll in other institutions.
- The calculation of the graduation/completion rate does not include students who left the school to serve in the armed forces, on official church missions, or in the foreign service of the federal government. Students who died or were totally and permanently disabled are also excluded from the calculation.

The graduation/completion information can be found

at: <http://www.sjfc.edu/about/institutionalresearch/trends.dot>

Questions related to this report should be directed to the Director of Institutional Research.

## **Policies and Procedures for Protection of Human Subjects of Research**

All research involving human subjects, which is not explicitly determined to be exempt, conducted at St. John Fisher College, or under its sponsorship at another location, must be reviewed and approved by the Institutional Review Board for the Protection of Human Subjects. Review is also required for research carried out under the sponsorship of an institution other than St. John Fisher College but which is to be performed on the premises of the College, even if the Institutional Research Board at the sponsoring institution or elsewhere has already approved the research. Contact the Office of Academic Affairs for an application.

## **Transcripts**

Official transcripts of the St. John Fisher College record will be furnished at no charge to the student. Unofficial transcripts may be printed directly from Fish 'R' Net. No transcript will be issued for students whose accounts with the College are unsatisfactory.

Students may obtain transcripts of their academic records either in person, online or by mail. Information on ordering transcripts can be found at: <http://www.sjfc.edu/campus-services/registrar/transcripts.dot>.

Official transcripts are not issued directly to students but are forwarded to third parties only through requests directly from the student. Requests should be made well in advance of required deadlines since processing takes three to five working days.

For some students, the St. John Fisher College transcript may contain courses taken at the undergraduate and graduate levels. It is the policy of the College to mail this record as a complete document; therefore, requests for only a portion of the record will not be honored.

Though transcripts from other institutions may be included in the student's permanent academic folder, the College does not produce copies of official transcripts of academic work taken at other institutions for external distribution.

## **Student Life**

The Student Life division of St. John Fisher College supports and challenges students to continue to mature through residential, social, and wellness services and programs. These programs and services help students learn who they are as individuals and community members, how to live within a community, how to respect the diversity they will experience in their lives, and how to maintain an appropriate quality of life. Through collaboration with our campus colleagues, our work complements the educational mission of the College and supports the Fisher Creed.

## **Academic Support Services**

St. John Fisher College offers a variety of services to support students' academic work. All of these services exist to serve you and help ensure that you are successful in your college career. Fisher's academic support services provide you with many resources to help you develop and improve the skills necessary to grow academically, personally, and professionally.

## **Office of Academic Affairs**

The Office of Academic Affairs is a team of professional advisors/counselors who help students set individual learning goals and who provide accurate information and guidance about academic programs, services, and college expectations as a means of achieving those goals.

We provide initial advising for all new students through analysis of their academic record, recommendations for first-semester classes, and assistance with long-range planning based on their choice of major. We are equally committed to advising returning students, under-prepared students, undeclared majors, and students in academic difficulty.

## Disability Services

St. John Fisher College is committed to assisting students with documented disabilities who are otherwise qualified for admission to the College, in compliance with Section 504 of the 1973 Federal Rehabilitation Act and Title III of the 1990 Americans with Disabilities Act (ADA, as amended). Students with documented disabilities (physical, learning and/or psychological) who may need academic accommodations are advised to refer to the disability services information at [www.sjfc.edu/campus-services/academic-affairs/disability](http://www.sjfc.edu/campus-services/academic-affairs/disability). For additional information, students may call or make an appointment with the Coordinator of Disability Services, Kearney 300, at **(585) 385-5252**.

### Accommodations for Students with Disabilities

Requests for accommodations must be made in a timely manner, be supported by appropriate documentation/diagnosis, and be determined reasonable by St. John Fisher College. Students with disabilities must meet the standard academic requirements to be considered for admission and must also attain the same competencies in all courses as all other students. The objective is to accommodate the functional limitations of the student's disability while maintaining the integrity of the College's courses and programs. Disability information provided to the College is shared only with College personnel who work together in a cooperative effort to provide reasonable accommodations to students with documented disabilities. Final determination for providing reasonable accommodations rests with St. John Fisher College, based on the relevant documentation/diagnosis information submitted by the student.

In the event that a student wishes to appeal a College decision in response to a request for a reasonable accommodation, the student must submit a written appeal to the Office of Academic Affairs indicating the basis for the appeal within 20 calendar days of notification of the initial decision. The appeal will be forwarded to the appropriate College officer (the appropriate school dean for academic-related requests; the vice president for student affairs for non-academic-related requests). The Office of Academic Affairs will forward to the College officer receiving the appeal all documentation and related information submitted to the College in support of the request. The officer hearing the appeal may request additional information from the student, as well as seek expert opinion from sources outside the College. The student must cooperate if the opinion of an additional expert is sought. The officer hearing the appeal will meet with the student to discuss the request and may interview other individuals who have information relevant to the request. After reviewing the documentation and meeting with the student, the officer hearing the appeal may modify or sustain the original decision regarding the request for accommodation. The decision regarding the appeal will be made within 30 calendar days of receipt of the appeal.

Additional information about the College's policy and procedures for compliance with Section 504 of the 1973 Federal Rehabilitation Act and Title III of the 1990 Americans with Disabilities Act (ADA, as amended) can be obtained from the Disability Services Office in Kearney Hall.

## International Student Advising

International students are advised to contact the Office of Academic Affairs for matters relating to their immigration status, academic, social, and personal adjustments to a new culture, and practical matters related to their stay at Fisher. All international students are required to report to the Office of Academic Affairs when arriving at Fisher and must bring along their I-20, passport, visa, and I-94 card. For additional information, please contact the Office of Academic Affairs at **(585) 385-8034**.

## Study Skills and Tutoring

Students needing assistance with study skills such as note-taking, exam preparation, and time

management may meet with any of the counselors. Peer tutoring in most introductory (100- and 200-level) courses is available at no charge.

## Career Center

The Career Center provides a comprehensive menu of services that assist students in all phases of the career development process. Regardless of your starting point, the Career Center can provide assistance with self assessment, career exploration, goal identification, decision making, planning, and job search.

Through the Career Center, students can obtain advice and guidance regarding career and major choices, gain work-related experience, make meaningful connections with alumni and employers, and learn the latest job search strategies. Junior and senior level students are encouraged to enroll in ITDY 109, a credit-bearing course on career development and effective job search strategies.

Students and alumni can remain informed by visiting the [Career Center website](#) for programs and resource information.

## Career Counseling and Search Resources

### Choice of Major or Career

Individual counseling is available to assist students in identifying, refining, or affirming a chosen major or career direction through the use of assessment activities and inventories, including the Strong Interest Inventory® (SII) and the Myers-Briggs Type Indicator® (MBTI).

### Online Resources

CareerZone – the Career Center's online job database for students and alumni contains a number of features and resources including an employer directory, job listings, workshops/events, on-campus interview schedules, career guides, and more.

CareerShift – an advanced job search tool that returns search results from numerous career sites, company pages, and job boards. Fisher students and alumni have free access to this tool through the Career Center.

Fisher Connects – an alumni database available through CareerZone, of dedicated professionals available to assist students with career exploration, internships, job search advice, industry insight, and networking.

Alumni LinkedIn Group – an active group where students can connect to alumni in various fields for networking and career advice. The LinkedIn Alumni Group has over 3,200 members representing numerous industries.

Career Guides - on topics such as job searching, networking, interviewing, cover letters, references, and sample resumes are available online and in print.

Research Links – to specific careers, industries, salary information, job outlook, and professional associations.

## Workshops and Events

Each semester the Career Center hosts a number of workshops for students on a range of career related topics such as: Effective Resume Writing, Internships, Job Search Strategies, Interviewing, Networking, LinkedIn, and Utilizing Social Media in Your Job Search.

### Graduate School Fair and Law School Night

Enables students to explore graduate school options, learn about the admissions process and academic expectations, and meet recruiters for diverse graduate programs.

### Career Fairs

The Career Center hosts annual recruiting events that include an Accounting Fair, Nursing Fair, and the Spring Career and Internship Fair. Additionally, in collaboration with a local college consortium, Fisher sponsors a STEM Career Fair, Fall Mini-Conference for Educators, and Teacher Recruitment Day (TRD).

## **Experiential Learning Support**

Internships and experiential learning programs offer students in all class years an opportunity to gain practical work experience in a professional capacity over the summer months or during the academic year. The Career Center works closely with many academic departments to source internships that relate to student majors and/or career aspirations.

## **On-Campus Recruiting**

On-campus recruiting provides students with the opportunity to interview with recruiters and hiring managers throughout the academic year. Additionally, employer information sessions are open to all students, offering visibility and exposure to recruiters and potential career paths.

## **Job Postings**

Job postings are updated daily from local and national employers that include full-time, part-time, internships, work-study positions, and seasonal employment opportunities. All postings are available on the Career Center's online database, CareerZone, which can be accessed by all students and alumni.

The Career Center is located on the ground floor of the Lavery Library in room 104.

# **Laboratories**

## **Biology**

The Biology Department maintains teaching and undergraduate research laboratories that provide students hands-on experience with equipment and techniques that are of fundamental importance to the field of biology. We have state-of-the-art molecular biology capabilities, cell and bacterial culture equipment, and field work opportunities. To support our teaching and research efforts we have an indoor greenhouse, a Zebrafish housing unit, and other relevant equipment (compound fluorescent microscope, a transmission electron microscope, and dissecting & compound microscopes) that allow us to provide our students hands-on practical experience to achieve competence and confidence in a laboratory setting. Additionally, we have designated faculty and student research space and many of our students pursue independent research projects in areas of faculty expertise.

## **Chemistry**

The Department of Chemistry occupies the first floor of the Joseph S. Skalny Science Center and consists of six class-size laboratories for courses or research, two instrumentation laboratories, and a computer laboratory. The department's modern, research-grade instrumentation includes: infrared and ultraviolet-visible spectrophotometers, a multinuclear magnetic resonance spectrometer, a gas chromatograph-mass spectrometer, an atomic absorption spectrometer, differential scanning calorimeters, and vapor-phase and high-performance liquid chromatographs.

## **Physics**

The Physics Department has four well-designed laboratories and a room with well-equipped benches, computers, and storage space for individual research. Among the modern instruments in these laboratories are: e/m apparatus, Franck Hertz apparatus, x-ray diffraction apparatus, precision optical bench, and portable six-inch reflecting telescopes.

# **Library**

The Charles J. 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: [www.sjfc.edu/library](http://www.sjfc.edu/library).

Information resources include 300,000 volumes and access to approximately 30,000 print and electronic periodical titles.

The library provides a variety of study venues. Individual and group study areas, a computer lab, and a floor designated for quiet study make the library a popular spot on campus for research, meetings, and instruction. It is also a great place to relax with comfortable furniture; popular books, magazines, and DVDs; and well-stocked vending machines.

## **Research Assistance**

Professional librarians welcome students to the library Help Desk during day and evening hours. There is also a 24/7 online chat reference service. Our librarians are information specialists committed to the academic success of all students. Individual research guidance is available by appointment.

## **Learning Commons**

The Learning Commons supports student learning, research, and use of technology. This state-of-the-art facility enables students to conduct research and produce projects in one location, steps away from a Help Desk staffed by technology students and Librarians. In the Learning Commons, students have access to 36 PC workstations, 5 Macintosh multimedia workstations, and 3 group workstations. Throughout the library there are 38 additional PC workstations as well as Wi-Fi. Students may also borrow laptops at the Information and Checkout Desk for short-term use in the library.

## **Curriculum Center**

Geared toward educators and pre-service educators at all levels, the Curriculum Center occupies 1,250 square feet on the Lower Level of Lavery Library. The Center simulates the typical K-12 school library, and offers a range of fiction, non-fiction, school textbooks, and lesson-planning resources all aligned with NYS Standards. Ample work space, combined with ready access to materials and the professional assistance of the Education Librarian, provides an ideal environment for project and lesson development.

## **Instruction**

Librarians welcome opportunities for instructing groups or individuals and offer current instruction in the use of all types of information sources. Classes in information literacy are taught in all subject areas using hands-on techniques and active learning.

## **Interlibrary Services**

Lavery Library Interlibrary Loan is a free service provided to the Fisher community. The library is a member of the Rochester Regional Library Council, which represents a collection of more than 3,400,000 titles, as well as the IDS Project, which represents the collections of over 65 academic libraries in New York State. Lavery Library works within these two associations to swiftly provide quality resources not owned by this library. Lavery Library's Interlibrary Loan service also extends beyond the region to obtain resources from national and international libraries.

## **Math Center**

The Math Center at St. John Fisher College assists students with the development of their mathematical understanding. It is a supportive learning environment that is committed to helping students become confident and independent learners of mathematics.

The Math Center offers tutors for mathematics and related courses as well as other resources. Resources include textbooks for all math courses, tutorial handbooks for many areas of mathematics, basic skills practice books, and handouts on math study skills. College networked computers provide access to the

Internet, as well as to many software applications used in various current mathematics, science, and computer science courses.

Hours vary by semester. Math Center services are free of charge to all Fisher students. Students do not have to be taking a math course to use our facility. The Math Center is located on the third level of the Golisano Gateway. More information about the Math Center is available at [www.sjfc.edu/campus-services/mathcenter](http://www.sjfc.edu/campus-services/mathcenter).

## Media Center

The Media Center has a full-color television studio, sound recording facilities, and film production and editing facilities, as well as a complete range of the standard equipment used for audiovisual support and production.

## Nursing Learning Resource Center

The Nursing Learning Resource Center has three specialized learning centers to provide students with hands-on experiences to learn technical, assessment, and critical thinking skills that prepare them for the competencies required for patient care in clinical practice sites:

- A 13-bed fundamentals lab simulates an acute in-patient hospital setting with low and medium fidelity mannequins and equipment to provide students with a safe high-tech setting to master a wide variety of skills
- A health assessment lab with six exam tables replicate provider or out-patient settings where students learn to complete comprehensive health histories and perform complete head-to-toe physical exams
- A state-of-the-art high fidelity simulation center with three adult simulators, a child simulator and an obstetric simulator with newborn provides students with opportunities to master advanced level clinical skills using state of the art technology to demonstrate critical thinking, decision-making, and communication skills critical to patient safety and high quality patient care outcomes.

The full-time Learning Resources Coordinator, Learning Resources Director, and full-time Simulation Lab Director coordinate learning activities and provide a safe, caring environment for students to learn skills and practice evidence-based patient care.

## Office of Information Technology

The Office of Information Technology (OIT) provides technical support for the College. This includes managing and maintaining the computer labs, Instructional Technology Enhanced Classrooms (ITEC), multimedia equipment, faculty and staff computers, printers, and software on campus. OIT also supports the College's telephone and network infrastructure, servers, and administrative applications.

### Service Desk

The OIT Service Desk is available to assist you with your technology questions and is the primary contact for all support issues. Contact via:

Email: [oit servicedesk@sjfc.edu](mailto:oit servicedesk@sjfc.edu)

Web: [www.sjfc.edu/oit](http://www.sjfc.edu/oit)

Phone: (585) 385-8016

The Service Desk is located in the basement of Kearney Hall in K-053 with a Satellite Desk located in the Learning Commons on the first floor of Lavery Library. Available for walk-up assistance during office hours, current hours are posted on the OIT website. In-addition to walk-up assistance, the Service Desk provides 24/7 phone support for issues such as password resets and account access. The OIT website

([www.sjfc.edu/oit](http://www.sjfc.edu/oit)) is designed as a resource for the Fisher community with information about accessing technology resources at St. John Fisher College.

## Computer Labs

Each lab offers access to a variety of software, including productivity and academic applications, and a variety of hardware, including PCs, printers, and scanners. To check up-to-date lab computer availability, please visit the OIT Website (<http://www.sjfc.edu/oit>) and select "Lab Computer Availability."

The Kearney Academic Computing Lab is available 24-hours-a-day, 7-days-a-week via card-swipe access when the College is open. Help Desk assistants are on duty throughout the week. The hours are: Monday through Friday 8 a.m. to 10 p.m., Saturday 8 a.m. to 5 p.m., and Sundays 12 p.m. to 6 p.m.

## Media Services

OIT Media Services supports the St. John Fisher College Community, which includes current faculty, staff, and students.

OIT Media Services provides support for ITEC (Instructional Technology Enhanced Classroom) equipment, audio/visual support for on-campus events, media duplication and media transfer, assistance with using media equipment on campus, and media equipment loans.

To reserve equipment or learn more about the services that Media Services provides, please visit the OIT website at: [www.sjfc.edu/campus-services/oit/media](http://www.sjfc.edu/campus-services/oit/media).

## Web-Based Services

The College provides several high-quality computerized and web-based services designed to enhance student learning and improve the college experience. The most common and heavily used services are described below. Other services provided include admission applications, library catalog, and other databases.

### mySJFC

[my.sjfc.edu](http://my.sjfc.edu) is the online community for students, faculty, and staff at the college and provides a single site for the most commonly accessed online resources at the College including Student Gmail, Blackboard, Fish 'R' Net, ResLife Online, Atomic Learning, Qualtrics, and links to many other useful sites. For most services you only need to log in once.

### Blackboard

**Blackboard** is a comprehensive and flexible web-based course management system that is used by many faculty members. It can be used to provide course materials in a variety of formats, allowing students to use the materials at their own pace and in their own time. For more information about Blackboard, visit [www.sjfc.edu/campus-services/oit/training/blackboard.dot](http://www.sjfc.edu/campus-services/oit/training/blackboard.dot).

### Student Gmail

Student Gmail is the College's student email system. All students are assigned St. John Fisher College email accounts and are expected to monitor those accounts for important communications from College offices. Notifications sent by email include, but are not limited to, course cancellations, deadlines, registration and billing information, and changes in College policies.

### Fish 'R' Net

**Fish 'R' Net** is the College's web-based student information system where students register for and withdraw from classes, and view their class schedule, final grades, transcript, transfer credits, and other academic information. The site also allows students to view and pay their tuition and fee charges and access Atomic Learning, our technology training tool. Information on using Fish 'R' Net can be found at [www.sjfc.edu/campus-services/registrar](http://www.sjfc.edu/campus-services/registrar).



## Passwords

Students can pre-register their network credentials (Email, Blackboard, My Computer) so they can reset their own passwords online without visiting the OIT Help Desk in person. To pre-register, visit [www.sjfc.edu/campus-services/oit](http://www.sjfc.edu/campus-services/oit) and click on "Forgot your SJFC Password?"

## Computer Privacy

The Office of Information Technology (OIT) respects the privacy of all users. System administrators monitor systems and network activities to promote performance and integrity. OIT personnel do not routinely monitor an individual's computer use, examine files, or read email in an individual's account. Exceptions may be necessary if a use or activity is suspected of disrupting the computing network or facilities; violating local, state, or federal law; or being an inappropriate use of computing resources as described by College policy located in the [Student Code of Conduct](#).

## Veterans Affairs

The Veterans Affairs counselor, located in the Registrar's Office, Kearney 201, provides students with information and assistance relating to veterans' benefits and concerns. The counselor may be contacted by phone at **(585) 385-8031**.

For information on educational benefits and eligibility, visit the VA online at: [www.gibill.va.gov](http://www.gibill.va.gov) or call 1 (800) 442-4551.

## Writing Center

Writing Center consultants assist students with writing tasks from all disciplines and during all stages of the writing process. Individualized service and extensive writer participation during tutorials enable students to become more skillful writers.

Resources include a library of style manuals, handbooks, dictionaries, workbooks, and user-friendly handouts. Computers and printers are also available for student use during regular operating hours.

Hours vary by semester. Writing center services are free of charge to all Fisher students. To make an appointment, visit <https://tutortrac.sjfc.edu>, and choose "Writing" or "Graduate Writing." "Walk-ins" are welcome but subject to tutor availability. The Writing Center is located on the top floor of the Academic Gateway. More information about the Writing Center is available at [www.sjfc.edu/campus-services/writingcenter](http://www.sjfc.edu/campus-services/writingcenter).

## Admissions

St. John Fisher College seeks to admit students whose academic records indicate their willingness and ability to profit from instruction at the College.

St. John Fisher College admits students of either gender, of any age, race, color, creed, national or ethnic origin, or disability.

## Categories of Applicants

The types of students considered include, but are not necessarily limited to, the following:

- **High school seniors/graduates** seeking entry into the freshman year
- **Transfer students\*** from two-year or four-year colleges whose placement is judged solely on the basis of their previous college record
- **Veterans** desiring to begin or to continue their study
- **International students** who have completed the equivalent of a 12th-grade education in their

home country

- **Educationally and financially disadvantaged students** from New York State whose records are examined separately and whose studies are to some degree funded through an annual grant from the State Department of Education under the Arthur O. Eve Higher Education Opportunity Program (HEOP)

All of the above-listed categories of students are encouraged to avail themselves of an education at St. John Fisher College, either on a matriculated (those desiring to earn a bachelor's degree) or non-matriculated basis.

*\*Transfer students who have completed 24 hours or fewer in college are required to submit an official high school transcript and SAT/ACT scores*

## Campus Visits

Although a personal interview is not required for admission, prospective students are strongly encouraged to visit the campus. Appointments are available Monday through Friday between 9 a.m. and 4 p.m. and on designated Saturdays. For an appointment, please visit our website at:

[www.sjfc.edu/admissions/freshman/visit](http://www.sjfc.edu/admissions/freshman/visit) or call us at **(585) 385-8064**. For transfer admission information, please visit our website at: [www.sjfc.edu/admissions/transfer/visit](http://www.sjfc.edu/admissions/transfer/visit)

## High School Students

The decision of the Office of Freshman Admissions to admit an applicant to St. John Fisher College is based primarily on the following areas of consideration: the high school record, scores on standardized tests (SAT/ACT), extracurricular activities, personal statement/essay, and the high school evaluation of the candidate.

A candidate for admission to the freshman class must be a graduate of an approved secondary school and should present a minimum of 16 units of college preparatory coursework in English, foreign languages, mathematics, and natural and social sciences. An applicant should present a secondary school average of 85 percent or above in these academic subjects. Those students who do not meet this qualification may apply if they are above the college recommending level of the secondary school and can demonstrate the potential to successfully complete a bachelor's degree.

St. John Fisher College subscribes to the "Candidates Reply Date Agreement" of May 1. Admitted students are expected to submit a \$300 enrollment deposit by May 1. Early Decision candidates by March 15.

## Required Forms

Seniors/high school graduates must submit the following items:

- Application and application fee of \$30. Applicants seeking the Early-Decision Plan must submit these items by December 1.
- A high school transcript, a personal statement/essay, and counselor/teacher recommendation.
- Scores on the Scholastic Assessment Test (SAT) of the College Entrance Examination Board (CEEB) or the American College Test (ACT).
- After acceptance, a final transcript must be submitted at the completion of graduation requirements.
- File the Free Application for Federal Student Aid (FAFSA) after January 1 but before our priority filing deadline of February 15.
- Students who apply to St. John Fisher College with a prior criminal conviction and/or disciplinary dismissal or suspension from another institution must provide additional information prior to having their application for admission reviewed. Please contact the Office of Freshman Admissions for details regarding this policy.
- Students must have proof of health insurance.

**Note:** *St. John Fisher College subscribes to a single-choice Early-Decision Plan. This plan assumes that St. John Fisher College is a student's first choice of college and, if accepted, will withdraw applications that have been initiated with any other colleges. Students may be released from this agreement if they find that a Fisher education is unaffordable after our offer of financial aid.*

Juniors seeking early admission at the end of grade 11 submit the same credentials as the seniors/graduates and, in addition:

- Provide a statement of parental permission.
- Have an interview with a College admissions representative.

An application is considered complete when all of the steps listed above have been fulfilled. An admission decision is generally based on these factors.

Students who complete their senior year at the end of the junior year will be admitted as regular senior high school graduates.

## Immunization Requirements

All entering full-time undergraduate 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 Wellness Center prior to course registration. The New York Public Health Law requires post-secondary students attending colleges and universities to demonstrate proof of immunity against measles, mumps, and rubella. **All undergraduate and graduate students taking six credits or more must comply.** The law applies to persons born on or after January 1, 1957. Nursing, Pharmacy, and students in the Mental Health program born before January 1, 1957, must show proof of immunity to rubella. Proof of immunity to measles, mumps, and rubella means the following:

- Measles (Rubeola): Two doses of live measles vaccine given on or after the first birthday **or** physician-documented history of disease or serological evidence of immunity.
- Rubella (German Measles): One dose of live virus rubella vaccine given on or after the first birthday **or** serological evidence of immunity.
- Mumps: One dose of live mumps vaccine given on or after the first birthday or physician-documented history of disease **or** serological evidence of immunity.

New York State Public Health Law also requires that all college and university students enrolled for at least six credits complete and return the Meningococcal Meningitis Vaccination Response form.

**Note:** *Proof of immunization compliance is required prior to course registration.*

## Transfer Students

St. John Fisher College welcomes qualified transfer applicants from other regionally accredited two- and four-year institutions.

Applicants are reviewed when the first two items listed below are on file. The Committee on Admissions makes decisions on a rolling basis. Notifications are mailed to applicants two to three weeks after an application is complete. Transfer Credit Evaluations are mailed to students upon being accepted to the College.

Procedures for admission are:

- Submit application and application fee of \$30.
- Submit official transcripts of all previous college work, including official score reports from Advanced Placement, CLEP, International Baccalaureate, if relevant. Once St. John Fisher College 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.
- SAT or ACT scores are not required for students who have completed 24 or more college

credits.

- Transfer students who have completed fewer than 24 hours of college credit are required to submit an official high school transcript and SAT/ACT scores.
- Every entering student is required to provide an acceptable health history as well as a record of current immunizations. These documents must be presented to the Health & Wellness Center prior to the start of the semester. Please see [Immunization Requirements](#).

## 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 departments, a higher GPA may be required. Exceptions will be reviewed on an individual basis. Students transferring to St. John Fisher College 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's Degrees

The College 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 curriculum and no Fisher credits were used to earn that degree. Normally, the College does not accept credit for courses with earned grades below "C;" however, in some cases this policy may be waived to ensure that associate's 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 College.

*\*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 College with an associate's 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's 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 College 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 College 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 College. If extra credit exists on the associate's 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's Degrees

Students who transfer to the College without an associate's degree but with coursework from programs which grant A.S., A.A., or A.A.S. degrees will not be able to transfer credit for courses in which grades below "C" are obtained. Regardless of whether the student has an associate's degree or not, the maximum amount of credit that can be applied to a degree from St. John Fisher College 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 interinstitutional registration before the student has enrolled at the College, as well as courses the student may take at any two-year college after enrolling at St. John Fisher College. This limit also applies to credits a student may have obtained through sources such as CLEP, IB, and AP.

## St. John Fisher College 2+2/Dual Admissions Transfer Agreement

This agreement establishes cooperative degree programs between select community colleges and St. John Fisher College. 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 College. All coursework must be completed in conformity with St. John Fisher College's [Standards of Academic Progress](#).

### Student Selection

Candidates must present strong records of academic achievement and preparation. Candidates selected for the program will receive a letter of admission from the participating community college.

Participants in the 2+2/Dual Admission cooperative degree program must complete their associate's 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 various major areas, including: Education, Management, Media and Communication, Nursing, Accounting, Sport Management, and most of the liberal arts and sciences majors.

A complete list of 2 + 2/Dual Admission agreements and the participating community colleges is available by contacting the Office of Transfer Admissions at **(585) 385-8172**.

### 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 the St. John Fisher College Application for Transfer Admission (available online at [www.sjfc.edu/transfer](http://www.sjfc.edu/transfer)) the semester prior to enrolling at St. John Fisher College. The application fee will be waived for 2+2/Dual Admission students.

### Transfer Students From Four-Year Colleges

For transfer of credit, courses must be in reasonable conformity with the curriculum of St. John Fisher College 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 College 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 College accepts these recommendations in awarding transfer credit, provided that the courses are compatible with the character of the College.

### Credit Through Correspondence Courses

Credit for correspondence courses will only be given when it is obtained through accredited institutions. The maximum number of correspondence course credits is nine, and credit will not be accepted for correspondence courses taken in a student's major.

### Maximum Transfer Credits

The maximum transfer credit awarded for any combination of associate's degree, Advanced Placement

(AP), 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 interinstitutional registration before the student has enrolled at St. John Fisher College, as well as courses or examinations taken after enrolling at the College.

## **Residency Requirement**

Every student must complete a minimum of 30 credits in residence at the College 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 College.

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

St. John Fisher College recognizes its role in maintaining a safe community for its students and College employees. As part of this effort, applicants for admission to the College (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. Additional review may be required for those applicants seeking admission to programs in the Wegmans School of Nursing, the Wegmans School of Pharmacy, or the Ralph C. Wilson, Jr. School of Education.

Prior criminal or disciplinary actions are not an automatic bar to admission. The College recognizes that automatically depriving past offenders of an education may not be in the best interest of the individual, the educational mission of the College, or society at large. However, this recognition must be balanced against the College’s need to carefully evaluate and determine the possibility that admission or presence of the student on campus poses an undue risk to the safety, security or welfare of the College or the College community, or is otherwise, on balance, not in the College Community’s best interest. While the Committee will exercise its judgment in a thoughtful, rational manner, in the end, the decision of the Committee as to whether or not to recommend admission is in the Committee’s absolute and sole discretion.

**In all cases in which an applicant to the College has a criminal conviction, pending criminal charges, or has been suspended or expelled from an institute of higher education, additional information will be requested and reviewed by the Admissions Special Review committee.**

### ***Continued Self-Disclosure***

After being admitted and prior to matriculation, any pending charges in any state or country or the conviction of a crime (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) must be reported to the College. This requirement continues throughout the period of enrollment at St. John Fisher College (including between semesters).

### ***Penalty for Failure to Self Disclose***

Failure of the applicant to self-disclose criminal convictions, pending charges or suspensions/dismissals from a higher educational institution on the admissions application or during any period of enrollment (including between semesters) is a falsification of the record. Upon discovery of such failure to report, the following actions will take place:

- If the applicant is not yet enrolled, the offer of admission to the College may be rescinded;
- If enrolled, the student will be subject to the student conduct process which may include an

interim student conduct action and other penalties up to and including expulsion.

## International Students

International students who wish to apply for admissions to St. John Fisher College must submit the required documents for freshman or transfer admissions, depending on their status.

Students whose native language is not English must complete the Test of English as a Foreign Language (TOEFL). Applicants with permanent resident status are encouraged to take the TOEFL if English is not their native language. International applicants are not required to take the TOEFL if they have earned an associate's degree or higher from a U.S. institution.

For more information, visit [Freshman Admissions' International Student Application Information page](#) or [Transfer Admissions' International Transfer Applicant's page](#).

## Academic Amnesty

In recognition of the various paths students take in pursuit of their undergraduate degrees, St. John Fisher College 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 College. 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.

## Instant Sophomore Program

A student who earns a total of 30 credits through the Advanced Placement program, the International Baccalaureate program, the Excelsior College Examinations, the College-Level Examination Program, or a combination of these programs may become an instant sophomore. If a student earns fewer than the 30 credits needed for sophomore status, the credits will still be applied toward his or her degree. Thus, the student can still reduce the time needed to achieve his or her undergraduate degree by taking summer courses or a course overload during the academic year.

## Servicemembers Opportunity Colleges (SOC)

St. John Fisher College is a member of Servicemembers Opportunity Colleges, a consortium of over

1,300 institutions pledged to be reasonable in working with servicemembers and veterans trying to earn degrees even while pursuing demanding, transient careers. As an SOC member, St. John Fisher College is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and work experiences. SOC is sponsored by 15 national higher education associations, with the military services, the National Guard Bureau, and the Office of the Secretary of Defense serving as cooperating agencies.

For further information, contact:

Senior Vice President for Enrollment Management and Planning  
St. John Fisher College  
3690 East Avenue  
Rochester, New York 14618  
Phone: **(585) 385-8064**  
Toll Free: **(800) 444-4640**

## Arthur O. Eve Higher Education Opportunity Program (HEOP)

The Arthur O. Eve Higher Education Opportunity Program (HEOP) was created in 1969 by the New York State Legislature to help academically and economically disadvantaged New York residents gain access to the state's private colleges and universities. Application to the program is through the College's Academic Opportunity Program's Office (AOPO). 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 Financial Aid director.

More information on applying and program requirements can be found at <http://www.sjfc.edu/campus-services/aopo/heop/index.dot>.

## Credit by Examination

A student may not receive credit for the successful completion of any examination if he or she has taken and passed the same course (or its equivalent) or a course in the same subject area at a higher level.

**Note:** *Students may not register for a course for which they have received equivalent college credit through CLEP, Advanced Placement (AP), International Baccalaureate (IB), or any other proficiency examination, unless the student requests that the examination credit be waived. Such requests should be submitted to the Registrar's Office.*

Only students enrolled in a degree program at St. John Fisher College will have AP, CLEP, ECE, IB, and/or other credit-by-examination credits applied to their academic records.

### Advanced Placement (AP)

St. John Fisher College recognizes the Advanced Placement program and will grant standing and college credit for courses in harmony with the College curriculum to students who complete the Advanced Placement Test with a grade of 3 or higher. Generally, a grade of 4 or higher is required on exams in chemistry, modern languages, computer sciences, and physics, for courses in those subject areas.

A grade of 4 or higher on the biology exam results in liberal arts elective credit only, not credit in biology.

### College-Level Examination Program® (CLEP)

St. John Fisher College participates in the College-Level Examination Program of the College Entrance Examination Board. The College accepts subject tests, which measure mastery of college level, and



introductory course content in a range of disciplines. Through CLEP subject tests, individuals can earn credit and advanced academic standing in areas that conform to the curriculum of the College if they earn a minimum score of 50. Credit is not awarded for the CLEP General Exams.

## Excelsior College Examinations (ECE)

St. John Fisher College is a participating member of the Excelsior College Examinations program, sponsored and administered by the New York State Education Department and the American College Testing Program. Applicants who successfully complete examinations approved by the College with the recommended score or higher will be granted college credit and advanced standing in the academic areas in which they have demonstrated proficiency and that conform to the curriculum of St. John Fisher College.

## International Baccalaureate (IB)

St. John Fisher College recognizes the International Baccalaureate organization. Equivalent college credit, in harmony with the College curriculum, will be granted to those students who complete the International Baccalaureate high school curriculum and exams, according to policies (including scores) developed by individual St. John Fisher College departments.

## Credit by St. John Fisher College Examination

In specific courses or academic disciplines in which standardized examinations are not available, students may obtain credit for the St. John Fisher College course by satisfactorily completing a testing procedure developed by the appropriate department of the College. 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 College. Therefore:

- Only matriculated students who have earned 30 credits in residence may apply for credit by a St. John Fisher College 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 College Examination is required at least two weeks before the exam may be taken. The form requires verification by the Registrar; documentation of fee payment; and approval of the examiner, the chair of the department in which the examination will be taken and 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 College. Exceptions may be made at the discretion of the chair of the department in which the exam is to be taken.

Credit for a maximum of two courses may be earned by St. John Fisher College 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 101/102 level. Exceptions may be made at the discretion of the Department of Modern Languages and Cultures.*

# Summer Semester

The summer semester at St. John Fisher College offers a variety of courses to meet the needs of students. A number of programs offer courses during the summer to provide majors with additional options, as well as the opportunity for making timely progress through the program. Students may consult with their academic advisors for information about summer offerings. The summer schedule is available in March, with registration beginning in April.

## Financial Information for 2015-2016

### Tuition and Fees for Summer 2015 – Spring 2016

	Per Semester	Per Year
<b>Full-Time*</b>	\$15,055	\$30,110
Comprehensive Fee	\$260	\$520
<b>Part-Time</b>	\$820/credit hour	
Comprehensive Fee (Part-time)	\$10/credit hour	
<b>RN to BSN Cohort</b>	\$625/credit hour	
Comprehensive Fee (RN to BSN)	\$10/credit hour	
<b>Summer Online @ Fisher</b>	\$410/per credit hour	
Comprehensive Fee (Summer Online)	\$10/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.*

### Course Fees

Course	Fees
ARTS 102C P1 Encounter with the Arts	\$80
NURS 300 Intro Discipline Nursing	\$250
NURS 317 Adult/Older Adult Health I	\$215
NURS 423 Adult/Older Adult Health II	\$215
NURS 431 Care of Children	\$215

## Room and Meal Plans

	Per Semester
Room	\$3,615
Unlimited Dining Hall Plan (for all resident, commuter, graduate, and pharmacy students)	\$3,200
Tier I Dining Hall Plan (for all resident, commuter, graduate, and pharmacy students)	\$2,400
Tier 2 Dining Hall Plan (for all resident, commuter, graduate, and pharmacy students)	\$2,045
tier 3 Dining Hall Plan (for resident students in their second year or more at Fisher, and all commuter, graduate, and pharmacy students)	\$1,630
Commuter Dining Hall Plan (for all commuter, graduate, and pharmacy students)	\$865
Dorm Activity Fee <sup>1</sup>	\$30

For meal plan descriptions, please visit the [Dining Services Meal Plan Options](#) page.

## Miscellaneous Charges

	As Needed
Student Health Insurance (Voluntary enrollment)	\$2,475/year
Application Fee	\$30.00
Study Abroad Program Fee <sup>2</sup>	\$350/term abroad
Late Course Change Fee <sup>3</sup>	\$50.00
Late Payment Fee	\$200.00
Late Registration Fee <sup>4</sup>	\$200.00
Registration Fee (Billed in term admitted to College)	\$300.00
Reinstatement Fee	\$300.00
Replacement Check Fee	\$35.00
Returned Check Fee	\$38.00
Commuter Vehicle Registration Fee	\$50/year
Resident Vehicle Registration Fee	\$75/year

**NOTE:** All rates are subject to change.

1. *The Dorm Activity fee is charged to all resident students to support their programs.*
2. *The Study Abroad fee will be assessed to all students studying abroad. These students will have additional charges billed to their account (airfare, room & board, etc.) as dictated by each program.*
3. *The Late Course Change fee is a processing fee associated with the approved requests for course changes (add/drop/withdraw) that occur after the published calendar deadlines.*
4. *The Late Registration fee is charged to all continuing students who register after classes begin.*

**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. Please note: ACCT 310 earns no credit hours but is billed at one credit hour.*

## Payment Policy

All student accounts must be settled by the date established by the College 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 at: [www.sjfc.edu/campus-services/accounts](http://www.sjfc.edu/campus-services/accounts). Students will receive a financial aid deferment of the amount they are borrowing once their loan approvals are received by the Financial Aid Office.

Students whose bills are not settled may not be allowed to drop or add classes, move into residence halls, participate in College-sponsored activities, obtain an email account or ID card, use the library, access their meal plan account, access the Athletic Center, or work or park on campus. Additional restrictions may also be imposed.

The College 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 College reserves the right to deny admission or registration to any person who has not paid in full all outstanding financial obligations to the College. The College 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
- Withhold the student's transcripts and diploma

## Payment Plan

St. John Fisher College 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, savings account, MasterCard, Discover Card, or an American Express Card. There is a \$40 enrollment fee per semester. A 2.7% convenience fee will be charged to those who choose to pay by credit/debit card.

## 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 College 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 \$25 per credit hour will be assessed. St. John Fisher College reserves the right to rescind or refuse this payment option if the College 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 College 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 at [www.sjfc.edu/campus-services/accounts](http://www.sjfc.edu/campus-services/accounts). For more information, please contact Student Accounts by phone at **(585) 385-8061** or by email at [studentaccounts@sjfc.edu](mailto:studentaccounts@sjfc.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.

## 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 College or dropping a class is strongly encouraged to discuss implications with his/her advisor.

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
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*\*Excludes Pharmacy Program*

### **Weekend Courses\* (Part of Term A & B)**

Withdrawal before 2nd class	100% Refund
Withdrawal before 3rd class	75% Refund
Withdrawal before 4th class	50% Refund
Withdrawal before 5th class	25% Refund
Withdrawal after 5th class	0% Refund

**Note:** Each weekend consists of two class meetings; one on Friday and one on Saturday. Example: if a student attends the first weekend, then they have attended two class meetings and will be refunded 75% of the tuition.

*\*Ed.D. students are required to return their laptops and books upon withdrawal. Failure to do so will result in additional charges.*

### **Other Courses (Part of Term 7A, 7B, X, & 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
Withdrawal after the 4th Week	0% Refund

### **Pharmacy Program\* (Part of Term P)**

Withdrawal before 1st day of class	100% Refund
Withdrawal after 1st day of class	0% Refund

*\*Students wishing to withdraw from the Pharmacy Program must notify the Office of Student Affairs & Advocacy in writing of their intentions.*

### **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 College determines the amount of Title IV program assistance a student earns when they withdraw from the College. The Title IV programs that are covered by this law are: Federal PELL Grants, TEACH Grants, Federal Direct Student Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs) and Federal Perkins Loans.

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 \[pdf\]](#).

## 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.

## Financial Aid

The financial aid programs at St. John Fisher College 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 Financial Aid Office 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 College 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 Free Application for Federal Student Aid (FAFSA) is required for every need-based financial aid program administered by St. John Fisher College (e.g., St. John Fisher College Grants, private scholarships, Federal Perkins Loans, Federal Pell Grants, Federal Supplemental Education Opportunity Grants, Iraq & Afghanistan Grant, Federal College Work-Study, Federal Direct Student Loans and Federal TEACH Grants). The priority deadline for filing the FAFSA is February 15 for all new students and April 1 for all returning students. After these dates, institutional need-based funds will be awarded on a funds-available basis. The FAFSA is completed at [www.fafsa.gov](http://www.fafsa.gov)

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

## Academic Progress Requirements

Most sources of financial assistance, especially New York State and federally funded aid programs,

require specified progress toward a degree during each academic term for which aid is received. Progress is measured in the number of credits earned and the grade point average achieved. Failure to meet these standards can result in the loss of some, or all, financial assistance in subsequent academic periods. It is each student's responsibility to become aware of, and comply with, these standards if continued receipt of financial assistance is desired. 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 College. A consortium agreement allows the St. John Fisher College Financial Aid Office 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 Financial Aid Office 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 April 1 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 semester of St. John Fisher College Grants and Scholarships that an entering freshman can receive is eight (8) semesters (4 years).

Students are strongly encouraged to consult with the Financial Aid Office 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 four weeks of the semester will be considered part-time students. Therefore, any student contemplating a change from full-time to part-time status should consult with the Financial Aid Office 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 loan 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 can be done at: [StudentLoans.gov](http://StudentLoans.gov). TEACH grant exit counseling can be done at [www.nslids.ed.gov](http://www.nslids.ed.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 Financial Aid Office for consideration.

Director of Financial Aid  
St. John Fisher College  
3690 East Avenue  
Rochester, New York 14618



# 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 College criteria of good academic standing and are not used in determining the academic status of students. Since the College standards are generally higher than these state-approved standards, students may be required to withdraw from the College 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 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](#)), is monitored on an adjusted schedule. See description of [special circumstances](#).

### “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.

## 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 Financial Aid. 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 College) 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.

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.

If you have a question concerning these regulations, please contact the Director of Financial Aid.

## 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

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 College-Funded Financial Aid Awards

The following minimum standards of satisfactory academic progress apply to all federally funded and College-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, College Work-Study, Supplemental Educational Opportunity Grants [SEOG], Iraq & Afghanistan Service Grants, Direct Student Loans [subsidized and unsubsidized], Direct Parent Loans for Undergraduate Students [PLUS], TEACH Grants and College-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.

## 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 Financial Aid, 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 College 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.

## Regaining Eligibility

If an appeal is denied, students will not continue to receive federal and/or College 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 College funds. The Financial Aid Office 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 College 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 College 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.*

Please note that New York State Tuition Assistance Program (TAP) awards are subject to different requirements. See [State Financial Aid Awards](#) more information.

## 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).

## New York State Grants

Recipients must be in good academic standing in accordance with the commissioner's regulations and must not be in default of a loan guaranteed by the New York State Higher Education Services Corporation.

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

- Tuition Assistance Program (TAP)
- Veterans Tuition Awards
- Higher Education Opportunity Program (HEOP)
- New York State Aid for Part-Time Study Programs (APTS)
- New York State Scholarships

## Tuition Assistance Program

All TAP applicants must file the Free Application for Federal Student Aid (FAFSA) annually at [www.fafsa.gov](http://www.fafsa.gov) in order to determine eligibility for the Tuition Assistance Program (TAP) grant. Students must also complete a separate application at [www.tapweb.org](http://www.tapweb.org). The application deadline is May 1 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.

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](#).

## 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 [www.fafsa.gov](http://www.fafsa.gov) and the TAP application at [www.tapweb.org](http://www.tapweb.org). Eligibility information and income limits can be found on the [Higher Education Services Corporation website](#).

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## 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 Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov) and a NYS TAP application at [www.tapweb.org](http://www.tapweb.org). Veterans who do not anticipate filling a FAFSA, can request a Scholarship Grant Payment Application by calling HESC at 1-888-697-4372.

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, or 24 or more hours per week in a vocational training program. 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, or 6–23 hours per week in a vocational training program.

If a **Tuition Assistance Program (TAP) award** is also received, the combined academic year award cannot exceed tuition. Thus, the TAP award will be reduced accordingly.

More information on NYS Veterans Tuition awards can be found on the **Higher Education Services Corporation (HESC) website**.

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## **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 College. 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 Financial Aid director.

### **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 (TAP)**. There are special considerations that are restricted to HEOP students. For further information, contact Fisher's HEOP office: [www.sjfc.edu/campus-services/aopo/heop](http://www.sjfc.edu/campus-services/aopo/heop).

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## **New York State Aid for Part-Time Study Program (APTS)**

New York State provides grants ranging up to \$2,000 for part-time students enrolled in a degree program. Recipients must meet several requirements, including New York State residency and income qualifications. Information and applications are available at the Financial Aid Office. Eligibility information and income limits can be found on the **Higher Education Services Corporation (HESC) website**.

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## **New York State Scholarships**

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

- Flight 3407 Memorial Scholarship
- Flight 587 Memorial Scholarship
- Military Service 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 Workers
- NYS Scholarships for Academic Excellence
- NYS Science, Technology, Engineering and Mathematics (STEM) Incentive Program
- New York State Achievement and Investment in Merit Scholarship (NY-AIMS)
- NYS World Trade Center Memorial Scholarship
- NYS Aid to Native Americans
- NYS Regents Awards for Children of Deceased and Disabled Veterans
- Segal AmeriCorps Education Award

For more information please visit the **Higher Education Services Corporation website**.

## **Federal Grants**

- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant (SEOG)
- Iraq & Afghanistan Service Grant
- Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant

For more information on Federal Grants, please visit [Federal Grants](#) and [St. John Fisher College Scholarship & 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. The amount awarded is dependent upon the student's financial need (EFC), cost of attendance, status as a full-time or part-time student, and plans to attend school for a full academic year or less. A student can only 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 [Free Application for Federal Student Aid \(FAFSA\)](#). SEOG is awarded to Federal Pell Grant recipients who have demonstrated the highest calculated need. The average award is \$1,000. 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.

## Iraq & Afghanistan Service Grant

The student must file the [Free Application for Federal Student Aid \(FAFSA\)](#). Student may be eligible for the Iraq & Afghanistan Service Grant if they are you are not eligible for a Federal Pell Grant on the basis of their EFC, but meet the remaining Federal Pell Grant eligibility requirements, and the student's parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, and the student was under 24 years old or enrolled in college at least part-time at the time of your parent's or guardian's death. 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 [Free Application for Federal Student Aid \(FAFSA\)](#) and complete the St. John Fisher College TEACH Grant application available at [www.sjfc.edu/financialaid](http://www.sjfc.edu/financialaid). The student must be enrolled in a TEACH-Grant-eligible program as an undergraduate, meet certain academic achievement requirements, receive TEACH Grant counseling and sign a TEACH Grant Agreement to Serve. To receive the grant in successive years, the student must make satisfactory progress towards a degree, complete the FAFSA application, receive TEACH Grant counseling, sign a TEACH Grant Agreement to Serve, and meet eligibility requirements. Academic achievement requirements are reviewed prior to the receipt of the grant on each semester.

## US Bureau of Indian Education: Higher Education Grant Program

The grant application is available from the education officer of the tribe in which the student is affiliated with or possesses membership. The student must file the [Free Application for Federal Student Aid \(FAFSA\)](#). The student must be a member of, or at least one-quarter degree Indian blood descendent of a member of an American Indian tribe which is eligible for the special programs and services provided by the United States through the Bureau of Indian Affairs because of their status as Indians, must be accepted for admission to a nationally accredited institution of higher education which provides a course of study conferring the Associate of Arts or Bachelor of Arts or science degree, and must demonstrate financial need as determined by the financial aid office. For grants to be awarded in successive years, the student must make satisfactory progress toward a degree and show financial need.



More information can be found from the [Bureau of Indian Education Higher Education Grant Program \[pdf\]](#).

## **U.S. Bureau of Indian Affairs Aid to Native Americans Higher Education Assistance Program**

### **Application Procedures**

Application forms may be obtained from the Bureau of Indian Affairs Office. An application is necessary for each year of study. An official needs analysis from the College Financial Aid Office is also required each year.

Each first-time applicant must obtain tribal enrollment certification from the Bureau agency or tribe that records enrollment for the tribe.

### **Selection of Recipients and Allocation of Awards**

To be eligible, the applicant must: (1) be at least one-fourth American Indian, Eskimo, or Aleut; (2) be an enrolled member of a tribe, band, or group recognized by the Bureau of Indian Affairs; (3) be enrolled in or accepted for enrollment in an approved college or university, pursuing at least a four-year degree; and (4) have financial need.

### **Rights and Responsibilities of Recipients**

For grants to be awarded in successive years, the student must make **satisfactory progress toward a degree** and show financial need. Depending on availability of funds, grants may also be made to graduate students and summer semester students. Eligible married students may also receive living expenses for dependents.

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## **Native Americans Adult Vocational Training Program**

### **Application Procedures**

The Vocational Training Program is for short-term vocational training (up to two years).

### **Selection of Recipients and Allocation of Awards**

To be eligible, the applicant must: (1) be at least one-fourth American Indian, Eskimo, or Aleut; (2) be an enrolled member of a tribe, band, or group recognized by the Bureau of Indian Affairs; (3) reside on a reservation; (4) be enrolled in or accepted for enrollment in an approved training school; and (5) have financial need.

### **Rights and Responsibilities of Recipients**

For grants to be awarded the following year, the student must make **satisfactory progress toward a degree** and show financial need.

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## **College and Private Scholarships/Grants**

St. John Fisher College offers a generous academic scholarship program that is based on the high school average, strength of curriculum, and SAT or ACT results. 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 (Transfer only)**

Transfer Achievement Scholarships are awarded to full-time transfer students with a minimum cumulative

grade point average of 2.75 from all previously attended institutions. 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 (Transfer 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 **\$2,500** per year for each year a recipient attends Fisher. For information on the scholarship, please visit the [Transfer Scholarships page](#).

## **Freshman Student Merit Scholarships**

All freshmen 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. 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, are applied to tuition only, full time matriculated undergraduate students, for a maximum of 8 semesters (4 years). A student must meet Satisfactory Academic Progress and meet the academic requirements for the scholarship awarded.

## **Service Scholars Program (Freshmen only)**

The Fisher Service Scholars Program embodies the spirit of community and caring that is the hallmark of the Fisher experience.

The program recognizes and rewards high school seniors who demonstrate an ongoing interest in serving the needs of others through a commitment to community service. This scholarship program provides awards equal to one-third of the total yearly cost of Fisher's tuition, fees, and room and board for four years to those enrolled prior to the Fall 2013 semester and equal to one-half for those receiving the scholarship beginning Fall 2013 and after. The Service Scholarship may not be combined with other merit-based scholarship programs available at the College.

Recipients of the Fisher Service Scholarship will be high school seniors who plan to attend St. John Fisher College directly from high school. They will have performed a minimum of 50 hours of community service per year to their community, school or church. Applications are available in mid-September through the Office of Freshman Admissions. Once enrolled at Fisher, Service Scholars are expected to continue their involvement in community service work. Upon graduation, students will have a degree in their major field of study and a certificate in Service Leadership, which prepares them to play a leadership role within their community.

For more information on program requirements, please visit the [Service Scholars Program page](#).

## **First Generation Scholarship Program (Freshmen only)**

The Fannie and Sam Constantino First Generation Scholarship Program is designed to provide financial and academic assistance to high school students who exhibit a high degree of motivation and academic potential and are the first in their families to attend a post-secondary institution. Applications are available in mid-September through the Office of Freshman Admissions. Recipients of the First Generation Scholarship will receive yearly awards ranging from \$5,000 to one-half of resident student costs, depending on demonstrated financial need. They will also work with a faculty mentor throughout their four years, enroll in a freshman seminar course, and participate in an academic mentoring program in the Rochester community.

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

For more information on program requirements, please visit the [First Generation Scholarship Program page](#).

## **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 receive a \$12,000 scholarship over four years (\$3,000/year), in addition to any other merit-based or special scholarship awards they qualify for. 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 Scholarship, please visit the [Honors Program page](#).

## Science Scholars Program

The Science Scholars Program at St. John Fisher College is designed for students who intend to major in Biology, Chemistry, Computer Science, Mathematics, or Physics. Science Scholars receive a **\$12,000 scholarship over four years** (\$3,000/year), in addition to any other merit-based or special scholarship awards they qualify for. Students also **receive a laptop** to use throughout their four years at Fisher. The invitation to participate in the Science Scholars Program is made after the student is admitted to St. John Fisher College. Students who qualify for Science Scholars Program consideration are required to complete a separate application. For information and qualifications about the Science Scholarship, please visit the [Science Scholars Program page](#).

## Flower City Award

All out-of-state new freshman and transfer students will automatically receive a Flower City Award of **\$2,500 per year**. This award may be combined with any other scholarships for which a student qualifies.

## Legacy Award

New freshman or transfer students with a parent or stepparent who is an alumnus/alumna of the College 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.

## St. John Fisher College Restricted & Endowed Scholarships

Each year the College awards restricted and endowed scholarships, made possible through the generosity of hundreds of individuals and organizations. Awards are made by the St. John Fisher College Financial Aid Office or St. John Fisher College 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 Financial Aid Office at (585) 385-8042.

## Foreign Language Scholarship (Freshmen only)

Two Foreign Language Scholarships are awarded annually to recognize achievement in foreign language as a sound preparation for college work. Scholarship recipients receive \$3,000 annually, over four years, if they complete two foreign language courses during their first year at Fisher and maintain a minimum 3.00 cumulative GPA. For qualifications, please visit the [Foreign Language Scholarship page](#).

## Rochester Urban League Black Scholars Scholarships

St. John Fisher College 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.

## Privately Funded Scholarships

The generosity of alumni, community organizations, and friends of the College has provided funds for these special scholarships. These awards are offered to students in good academic standing who meet the specific criteria designated by the donor(s) of the scholarship. If you are eligible for any of these scholarships, you will be notified and asked to fill out the proper paperwork. All scholarships that require an application are marked with an asterisk. For those that do not require an application, the College will

match an applicant's qualifications to those of the award. Because of funding fluctuations, not all scholarships are available in any given year. A complete listing of privately funded scholarships can be found on the [Alumni Scholarships page](#). Further information regarding the scholarships can be found in the Financial Aid Office, (585) 385-8042, or Alumni/Development Office, (585) 385-8006.

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

Information on these scholarships is available in the [Employee Handbook \[pdf\]](#).

## St. John Fisher College Grants

These grants are awarded to students on the basis of financial need as determined through the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.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 February 15 for all new students and April 1 for all returning students.

## Loans

### 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 [www.fafsa.gov](http://www.fafsa.gov). The lender of these loans is the federal government and repayment is to the U.S. Department of Education. For further information on how to apply, amounts, fees, and interest rates, please visit <http://www.sjfc.edu/campus-services/financial-aid/undergraduate/federal-direct-student.dot>.

### Federal Perkins Loans

A Federal Perkins Loan is a low-interest (5 percent) loan for matriculated students with financial need. St. John Fisher College is the lender. The loan is made with government funds and the College contributes a share. Funds are limited and subject to availability. Students must complete the FAFSA application at [www.fafsa.gov](http://www.fafsa.gov). This loan is repaid to the College. The Financial Aid Office determines eligibility based on a student's financial need. More information on the Perkins Loan can be found at <http://www.sjfc.edu/campus-services/financial-aid/undergraduate/perkins-loan.dot>.

### 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 [www.fafsa.gov](http://www.fafsa.gov). The parent may borrow up to the student's cost of attendance, minus other financial aid. For further information on how to apply, amounts, fees, and interest rates, please visit <http://www.sjfc.edu/campus-services/financial-aid/undergraduate/federal-direct-parent.dot>.

### 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 application is 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.

### 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 [Career Center's 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 [www.fafsa.gov](http://www.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.

## Other Sources of Assistance

Additional [Outside Scholarships & Resources](#) information can be found on the Financial Aid Office website or by contacting the Financial Aid Office at (585)385-8042.

### New York State Programs

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

This program is designed to assist 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 <http://www.acces.nysed.gov/>.

### Federal Programs

#### Department of Veterans Affairs (VA) Educational Benefits

Qualified veterans of the United States Armed Forces admitted for study at St. John Fisher College 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. More information regarding veteran affairs and each of the Chapters can be found at: [www.sjfc.edu/admissions/veterans](http://www.sjfc.edu/admissions/veterans) For information on Veterans Affairs (VA) Educational Benefits, please visit [Veterans Benefits](#).

#### 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 Financial Aid Office 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](http://www.ed.gov)) or at [Studentaid.ed.gov](http://Studentaid.ed.gov).

## Student Life

The Student Life division of St. John Fisher College supports and challenges students to continue to mature through residential, social, and wellness services and programs. These programs and services help students learn who they are as individuals and community members, how to live within a community, how to respect the diversity they will experience in their lives, and how to maintain an appropriate quality of life. Through collaboration with our campus colleagues, our work complements the educational mission of the College and supports the Fisher Creed.

## Athletics and Recreation

The College recognizes the importance of balancing academics with healthy athletic competition, physical fitness, and year-round recreation and thus offers students the opportunity to participate in a variety of sports-related activities.

Fisher athletes face challenging National Collegiate Athletic Association Division III competition each season. Along with the NCAA, Fisher teams compete in the Empire 8, Eastern College Athletic Conference, and the Liberty League (for men's and women's rowing). On the intercollegiate level, men compete in eleven varsity sports: basketball, baseball, golf, tennis, soccer, football, cross country, indoor track and field, outdoor track and field, rowing, and lacrosse. Women compete in twelve varsity sports: basketball, soccer, tennis, softball, volleyball, golf, cross country, indoor track and field, outdoor track and field, field hockey, rowing, and lacrosse.

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. Fall activities include: flag football, co-ed soccer, and co-ed volleyball. Spring semester activities include: basketball (men's, women's, and co-ed), indoor soccer, co-ed volleyball, and floor hockey. Look for intramural information on the intramural bulletin board located in the lobby of the Ralph C. Wilson, Jr. Athletic Center.

The 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 with flat-screen TVs, and a weight room, all of which are open to the entire campus community. The fitness room offers numerous cardio machines, a complete cable system circuit, and lightweight dumbbells. The weight room is now focused on free weights and power lifting.

The Polisseni Track and Field Complex, which opened in fall 2011, sits adjacent to Growney Stadium. The 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.

A 19,000-square-foot addition to the Athletic Center houses varsity locker rooms, a training room, and fitness facilities. An all-weather, lighted, artificial-turf stadium allows for all-season and night-time play for intercollegiate contests, practices, and intramural activities. On the south campus is Dugan Yard, one of the finest collegiate baseball facilities in New York State; a softball field; and two new grass fields, providing opportunities for intramural leagues, recreation, and practices.

## Campus Life

Campus Life compliments the academic experience through diverse campus activities and empowers students to develop as effective members of our (the SJFC) community. Service areas focus on; Transition, Leadership, Student Engagement, Activities and Promotion of Traditions.

The Office of Campus Life complements academic programs through development of, exposure to, and participation in social, cultural, intellectual, recreational, and governance programs. The college experience is enhanced through a well-planned and diverse array of campus activities.

The Office of Campus Life supports more than 70 student organizations by providing leadership and advisement. In an effort to enhance the Fisher community, the Campus Life staff coordinates various committees that challenge and support the needs of students. The staff also coordinates programs that assist students to more fully develop life and leadership skills. The Office of Campus Life is located in the Campus Center, Suite 210, and can be reached by phone, **(585) 385-8005**, or email, [campuslife@sjfc.edu](mailto:campuslife@sjfc.edu). Information about the programs and services offered through the Office of Campus Life is also available at [www.sjfc.edu/student-life/campuslife](http://www.sjfc.edu/student-life/campuslife).

Academic advising support for adult students is provided through the coordinator of Adult Student Services in the Office of Academic Affairs, located in Kearney Hall.

## Activities

### Orientation

All new traditional undergraduate students to take part in a three day academic and social orientation program which takes place over Labor Day weekend. The program is designed for new students to meet each other, interact with faculty and staff, become acclimated to the Fisher campus and resources, and to make a successful transition from high school to college. Transfer students are encouraged to participate in an abbreviated orientation program.

## **Student Government Association**

The Student Government Association (SGA), with offices on the first floor of the Campus Center, offers a variety of services designed to accommodate students. The Student Government Association provides a means for expressing student views; sponsors programs to improve the cultural, social, and physical welfare of students; and provides a form of government for the supervision of student activities. All registered undergraduate students of the College are members of the Student Government Association and pay a mandated student activities fee, which is part of the comprehensive fee. The fee is used to support the diversified program of student activities sponsored by the Student Government Association. More than 60 clubs and organizations receive funding from the SGA.

Officers who are elected annually in the spring by students carry out the executive and administrative functions of the SGA. The director of Campus Life is the official College advisor to the Student Government Association.

Through the structure of the Student Government Association, the students at Fisher have a high degree of autonomy in conducting student affairs. Participation in the activities of the Student Government Association offers valuable educational and social opportunities, and students are encouraged to participate. For additional information contact SGA at [sga@sjfc.edu](mailto:sga@sjfc.edu).

## **Class Officers**

Every Fisher student is a member of the class with which he or she enters. Class officers provide opportunities for unity building and support networks. The students in a particular class are the people with whom common bonds are held, which continue beyond the Fisher experience and stay with alumni of the College. Class officers, elected by their respective classes, provide leadership for attaining a common goal. Class members have a responsibility for contributing to this goal.

## **Student Clubs and Organizations**

Fisher is proud of its more than 70 student organizations! 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 everyone.

An updated listing of recognized organizations may be found at [www.sjfc.edu/student-life/campuslife/organizations.dot](http://www.sjfc.edu/student-life/campuslife/organizations.dot). Questions may be directed to the Office of Campus Life, The Student Government Association or by emailing the organization directly.

In addition, many academic departments of the College sponsor clubs whose programs are designed to provide social and educational experiences related to their particular academic areas. Club sports and membership in Honor Societies are also available. Students are encouraged to participate in these activities.

# **Campus Ministry**

Drawing from the outstanding example of our patron and the rich Catholic heritage of our founding fathers, St. John Fisher College Campus Ministry seeks to capture the religious imagination of students and to engage them in a dynamic pursuit of the Truth, challenging and equipping them to live vibrant, fully integrated lives of intellectual and spiritual excellence.

Campus Ministry offers diverse opportunities for the spiritual growth of the College community: adult Bible study; lively fellowship; worship and prayer events; one-on-one, honest conversations about spiritual matters; opportunities for service; special events and outings; retreats; and so much more.

An initiative of Campus Ministry is Oasis511, from Thessalonians 5:11: “Therefore, encourage one another and build one another up.” Oasis511 is a spiritual life resource center which utilizes the arts (music, word, print, etc.) to provide speakers, concerts, services, articles, programs, and other spiritually grounded events for faith enrichment. Oasis511 is located in the Campus Center and offers a place where individuals can come and gather for prayer and support. Oasis511 works with various departments and clubs to further the dialogue regarding spirituality and matters of faith on campus. Oasis511 hopes to continue to help the College understand and live out what it means to be a college that recognizes its Catholic heritage.

Our campus chapel, the Harold J. Coleman Chapel, is located in Murphy Hall. The celebration of the Holy Mass is offered Monday through Friday at 4:30 p.m. and on Sundays at 10 a.m. and at 9 p.m. during the academic year. During Summer, Mass is offered at 4:30 p.m. Monday through Thursday and Sunday at 10:00 a.m. Students of other faiths or traditions who wish to worship within their own tradition can find on-campus and off-campus information through the Office of Campus Ministry.

Someone is always available in the Office of Campus Ministry to offer a listening ear and to be a source of counsel and support. We are located on the second floor of the Campus Center and welcome all.

## **Policy on Students, Faculty, and Staff and Religious Observance**

To extend protection to students, faculty, and staff 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 College has established the following policy and procedures:

- No student, faculty, or staff member will be dismissed from or refused admission or employment at St. John Fisher College 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 College 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 College’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 College’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, faculty, or staff member who avails himself or herself of the institution’s policy on religious observances.
- St. John Fisher College requires students to notify their instructors and faculty to notify their chairs, 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. Staff members will follow the normal procedure for notifying their supervisors when they will be absent because of their religious obligations and practices.
- St. John Fisher College will annually publish this policy on students, faculty, and staff members and religious observance in the College Catalog, and in the *Employee Handbook [pdf]*, and the dates for notification in writing mentioned in the above paragraph will be printed in the *semester academic calendar*.

## **Health & Wellness Center**

The Health and Wellness Center is located in the Wegmans School of Nursing building and is open during the academic year Monday through Friday from 9 a.m. until 5 p.m.



The Health and Wellness Center provides medical and counseling services. Medical services are intended to supplement the services received from your primary care physician/provider and include health care for common, uncomplicated medical illnesses, health education, and health maintenance. Students can also arrange to have their prescriptions delivered to the Health and Wellness Center to pick up. In addition, chiropractic health care is offered at the Health and Wellness Center by New York Chiropractic College.

## Appointments

Appointments are encouraged, but walk in appointments may also be available. Visits to the Health and Wellness Center are confidential. Please call the office at (585) 385-8280. The center is unable to make appointments through email. Don't forget your St. John Fisher College ID card and health insurance card!

## Emergencies

If there is an on campus emergency, students should contact Security at **(585) 385-8111**. If it is an off-campus emergency students should call 911.

## Medical Excuses

The Health & Wellness Center does not provide medical excuses for classes missed due to temporary illnesses. Students who will be absent from classes for three days or more due to extenuating circumstances such as illness or family emergency should contact the Office of Academic Affairs **(585) 385-8034** or email [academicaffairs@sjfc.edu](mailto:academicaffairs@sjfc.edu) for an official notification to be sent to the student's instructors. The student should follow up with his/her instructors as soon as possible.

## Student Health Insurance

All students who pay the College's comprehensive fee are eligible to use the services of the Health and Wellness Center. The comprehensive fee covers insurance co-pays for all medical visits. Your health insurance company will be billed for all medical office visits.

If you have health insurance, you will need to bring your Fisher ID card and health insurance card for each visit to the Health and Wellness Center. Doing so will ensure that we have the correct information to bill your insurance company for our fees.

All students without health insurance coverage will be charged \$25 for each medical visit to the Health and Wellness Center. The College will bill students for such medical health care visits. If any students are unable to pay the \$25 office visit fee, they may declare medical hardship status. Medical hardship status is granted on a case-by-case basis.

*\*For 2015-16, there will be no charge for counseling services provided by our licensed mental health counselors or for chiropractic services provided by the NY Chiropractic College.*

## Mandatory Health Requirements

New York State Public Health law requires post-secondary students taking six or more credit hours enrolled in colleges within New York State to provide proof of immunity against measles, mumps, and rubella and to complete and sign a Meningitis Response form indicating whether they have had the meningitis vaccine or have made a decision not to have it. Students born prior to January 1, 1957, still need to complete and sign the Meningitis Response form but are exempt from the measles, mumps, and rubella requirements except for students enrolled in programs requiring clinical rotations in a healthcare facility (e.g., nursing, pharmacy, and mental health students). If a student fails to submit the required proof of immunizations within 30 days after the start of classes, he or she will be withdrawn from classes until proof of immunity is submitted. A fee of \$300 will be assessed for reinstatement to classes. In addition to measles, mumps, and rubella immunizations, the American College Health Association strongly RECOMMENDS that students entering college be vaccinated against tetanus, diphtheria, polio, varicella (chickenpox), hepatitis B, and meningitis.

## Multicultural Affairs & Diversity Programs

The Office of Multicultural Affairs and Diversity Programs (OMADP) provides leadership, support, and integration for the creation, implementation, assessment, and enhancement of the campus' strategic goals to build, affirm, and sustain an inclusive and diverse educational community. The OMADP is committed to building an academic community that embraces and acts upon the values found in our Fisher Creed: respect, open-mindedness, integrity, diversity, responsibility, education, leadership, and growth. The Office also delivers informative publications that promote its mission, as well as the projects and programs designed in collaboration with student organizations, schools, other offices, and community agencies that focus on issues of equity, compliance, multiculturalism, social justice, and domestic and global diversity.

The Office is located in Basil Hall, Room 117, and is open during regular College business hours. Visit [www.sjfc.edu/student-life/diversity](http://www.sjfc.edu/student-life/diversity) or email [diversity@sjfc.edu](mailto:diversity@sjfc.edu).

## Residential Life and Student Conduct

The Office of Residential Life and Student Conduct is located on the second floor of the Campus Center, Suite 206, and handles on-campus housing programs and services as well as all aspects of the **Student Conduct System**.

### Residential Life

The Office of Residential Life strives to enhance the development of our students by providing a supportive and safe living-learning environment within our residence halls. We, along with our residential students, share the responsibility of creating and maintaining a positive community that is conducive to student success

At the end of each semester, students must move out of the residence halls 24 hours after their last final exam. During break periods, students may apply to remain on campus in the Office of Residential Life and in some cases pay a break housing fee. No student may remain on campus for Winter Break.

The Residential Life Office can be reached at **(585) 385-8281**, [reslife@sjfc.edu](mailto:reslife@sjfc.edu), or [www.sjfc.edu/student-life/reslife](http://www.sjfc.edu/student-life/reslife).

### Student Conduct

The Office of Student Conduct is committed to fair processes for responding to student behaviors. We consider the student conduct process to be educational in nature and seek to provide a learning experience to all those involved in the process.

The Office of Student Conduct creates and supports a culture of responsibility, accountability, and community.

The Student Code of Conduct and all related College policies, procedures, and information are available at: [www.sjfc.edu/student-life/conduct](http://www.sjfc.edu/student-life/conduct).

The Student Conduct Office can be reached at **(585) 385-8007** or [studentconduct@sjfc.edu](mailto:studentconduct@sjfc.edu).

## Safety and Security

The Safety and Security Department, 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 College 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 department can be contacted at **(585) 385-8025** or for an emergency at **(585) 385-8111**.

**Note:** *All calls to the College switchboard and the Safety and Security Department are recorded.*

## **ID Cards**

The Safety and Security Department issues identification cards to all faculty, staff, and students. All members must produce ID upon request from a College official.

## **Parking Permits**

Parking and operating a motor vehicle on the St. John Fisher College Campus is a privilege. All vehicles on the Fisher campus including Park & Ride (Lot S) must be registered with the Safety and Security Department and display a valid parking permit or pass on the vehicle.

Learn more about [Parking Regulations and Fines](#).

## **Lost and Found**

Lost and found articles, including books and clothing, may be taken to and claimed at the Safety and Security Department.

## **Security of and Access to Campus Buildings**

Safety and security officers conduct regular foot, bicycle, and car patrols of all campus buildings, grounds, and parking areas. Access to the residence halls is controlled either by locked entrance doors or the card access system. Residence halls are patrolled and monitored 24 hours a day by security officers or resident assistants. All other campus facilities are locked and unlocked daily according to established schedules. No pets—except service animals—are allowed in any campus building, stadiums or areas of assembly..

## **Campus Escort Services**

The Safety and Security Department offers a campus escort service available for on-campus use by all students, faculty, staff, and visitors. The service operates 24 hours a day, seven days a week.

## **Reporting Criminal Activity**

Students, faculty, staff, and visitors are urged to report all campus criminal activity and emergencies immediately to the Safety and Security Department, who will in turn contact the local law enforcement and the appropriate emergency services.

## **Campus Sexual Misconduct Policy**

St. John Fisher College fully supports and enforces all College policies as well as federal, state and local laws governing rape and sexual assault.

Sexual misconduct in any setting is prohibited at St. John Fisher College. For the purposes of this policy, sexual misconduct includes [sex discrimination](#), [intimate partner violence](#), [sexual harassment](#), [sexual assault](#), and [sexual exploitation](#).

Please Note: St. John Fisher College recognizes that sexual misconduct affects individuals of all genders, gender identities, gender expressions, and sexual orientations and does not discriminate by racial, social, or economic background.

Alleged violations of College policy will be subject to the Student Conduct Process for situations involving students or the process and procedures applicable to College employees for situations involving College employees. All St. John Fisher College students, faculty, staff, visitors, and guests are expected to comply with federal, state, or local laws.

The College recognizes its responsibility to develop and implement educational programs to help its students and employees to recognize and address sexual misconduct and/or remedy the effects of sexual misconduct and is committed to the prevention and/or reoccurrence of sexual misconduct in the College community.

## Confidential Support After a Sexual Assault

For more information regarding support after a sexual assault, visit the Health and Wellness Center's [Sexual Assault page](#).

## Reporting Sexual Misconduct

For more information, please visit the [Reporting Sexual Misconduct section](#) of the Student Conduct Policy.

## Crime Prevention

Crime prevention is the responsibility of all members of the Fisher community. In order to develop crime prevention awareness within the College community, the Safety and Security Department, the Office of Residential Life, and the Monroe County Sheriff's Office provide crime prevention information and training by means of residence hall floor meetings, department briefings, campus newspaper articles, safety brochures, flyers, and electronic mail..

## Discrimination, Discriminatory Harassment, and Hate Crimes

Physical, psychological, or verbal harassment or discrimination and Hate Crimes are prohibited at St. John Fisher College.

Alleged violations of College policy will be subject to the [Student Conduct Process](#) for situations involving students or the process and procedures applicable to College employees for situations involving College employees. All St. John Fisher College students, faculty, staff, visitors and guests are expected to comply with federal, state, or local laws as well as College policies.

## Services

The College offers many services to assist students in their academic progress and promote their personal growth.

### College Store

The College Store is located on the first floor of the Campus Center. It offers new and used textbooks and materials for all courses, supplementary reading materials, and a book buy-back service. The College Store also offers a full line of supplies, such as toiletries, stationery, gifts, and clothing. Students can reserve textbooks, view store hours, and obtain general information about products sold at the store by visiting <http://sjfc.bncollege.com>.

### Early Learning Center

On-campus early learning facilities are available for children of Fisher students, faculty, and staff. Limited community enrollment is available. The Center is a fully licensed child-care provider, offering a preschool program for children age 18 months through 5 years old. Additionally, the Center offers a before- and after-school program for school-age children through third grade. Both full-time and part-time enrollment is available. For more information, contact the director of the Early Learning Center at **(585) 385-8327**.

### Dining Services

Lackmann Culinary Services is contracted by the College and offers several options for dining on campus. All venues accept meal plans, Cardinal Cash, cash, and major credit cards. Special dietary needs are accommodated by contacting the Dining Services Director. Current hours of operation, menus, and calendars are posted on the Dining Services website: [www.sjfc.edu/student-life/dining](http://www.sjfc.edu/student-life/dining).

Meal plan participants present their ID cards for each meal transaction. All resident students must participate in a meal plan. In addition, commuter students have the option of purchasing a commuter meal plan.

Commuter students, faculty, and staff may use cash, credit cards, or utilize our Cardinal Cash declining balance option.

Meal plans and Cardinal Cash are nontransferable.

## **Lackmann Dining Facilities:**

### **Ward-Haffey Dining Hall**

Open 7 days a week offering dine-in “all-you-care –to-eat” meals. Several stations include soup/salad, Oriental stir-fry, pasta and pizza, hot entrees, deli and desserts.

### **Murphy Dining Hall**

Open 5 days a week offering dine-in “all-you-care-to-eat” breakfast and dinner.

### **Cyber Café**

This trendy café, located in the Golisano Gateway, is a great place to grab a quick bite during a break from class or on your way. The café offers Starbucks coffees, fresh baked pastries, hot breakfast sandwiches, Grab & Go salads and sandwiches, soups, snacks, and who can forget the tempting desserts!

### **Cardinal Café**

Located in Michaelhouse, the Cardinal Café offers a variety of Grab & Go foods with healthy eating in mind, paninis, smoothies, and fresh baked goods to compliment Starbucks Coffees.

### **Fishbowl**

This diner-style menu offers the perfect place to hang out with friends and enjoy a burger, fries, milkshake, or sandwich. The Fishbowl, located in Michaelhouse, is a student fave for late night study breaks!

### **Pioch Commons Café**

The Pioch Commons Café offers a convenient Grab & Go location featuring Finger Lakes Coffees, and favorites from Cyber and Cardinal Cafés.

## **Poster & Sign Studio**

The Poster & Sign Studio, located in Alesi, offers large format (poster) printing and vinyl sign services to clients on-campus as well as off-campus.

Vinyl services include promotional/event signs, vehicles, glass windows and doors, and banners. Wide format printing includes photo quality color and B&W prints on a variety of substrates, including outdoor/waterproof prints in sizes up to 42” wide. Files can be submitted for printing via email in PDF, Publisher, Power Point, and InDesign.

Contact us at (585) 385-8400 or by email at [posterandsignstudio@sjfc.edu](mailto:posterandsignstudio@sjfc.edu) for more information.

## **Print Center**

The Print Center is an on-campus full services printing, duplication and finishing center located in Kearney Hall. Part of the Auxiliary Services department, the Print Center offers both black and full color printing and copying with the ability to scan to electronic file formats. Some of the finishing services available are binding (comb and tape), laminating, cutting and gluing. Templates, setup services and photo printing are available on a limited basis. Orders can be placed at the Print Center window or website.

Website: [www.sjfc.edu/campus-services/print](http://www.sjfc.edu/campus-services/print)

Email: [printcenter@sjfc.edu](mailto:printcenter@sjfc.edu)

Phone: (585) 385-8130

## Campus Mailroom

Campus Mailroom is located in the lower level of Haffey Hall and coordinates all campus mail and packages for all resident students. For more information, please contact us at (585) 385-8300 or email [campusmailroom@sjfc.edu](mailto:campusmailroom@sjfc.edu).

## Student Affairs and Diversity Initiatives

The Office of the Vice President for Student Affairs and Diversity Initiatives has the primary responsibility of promoting and maintaining a campus atmosphere that supports the fundamental educational mission of the College and has overall responsibility for non-academic aspects of student life. The vice president, in collaboration with faculty and administrative colleagues, supports, plans for and helps implements a broad range of social and cultural activities for the College community. In conjunction with other College officials, the vice president assists in promoting the intellectual, social, cultural, spiritual, and physical development of all students\*. The vice president acts as an informal advisor to the Student Government Association, representing and advocating for students' needs, and is responsible for providing educational experiences and challenges that will allow student leaders to develop. The Office of the Vice President for Student Affairs and Diversity Initiatives is located on the second floor of the Campus Center, Room 210, and can be reached at **(585) 385-8229**.

\*The Vice-President serves as the College's Chief Title IX Coordinator

## The Center for Service-Learning and Civic Engagement

The mission of the Center for Service-Learning and Civic Engagement (CSLCE) is to graduate students prepared and motivated to make meaningful contributions in Rochester and beyond. Participation in civic engagement enables Fisher students to gain the knowledge, skills, and perspectives needed to become contributing citizens in a diverse and complex society. Sustained collaborations with community partners result in asset building and positive community change. Faculty access new avenues of community-based teaching and research that will enrich the learning experience, enhance professional development and recognition, and provide opportunities for scholarship across the disciplines.

The Center coordinates service-learning which is defined as the integration of service projects in academic courses to enhance student learning, teach civic responsibility, address community needs, and strengthen communities. Service-learning courses can be found across the disciplines and in all five Schools. This service moves beyond the traditional understanding of charity or volunteerism through the integration of community-based projects (client support or capacity-building products) in academic courses to meet both student learning goals and the needs of the community partner. Students can search for service-learning courses using the SLC Attribute on the course registration page. Example courses and resources for students, faculty, and community partners can be found on the [Service-Learning website](#).

Other programs and services of the Center include a Civic Engagement Faculty Workshop Series, Civic Engagement Award and Showcase Ceremony, Mini and CE Grants, and CE Professional Development Funds. These programs enhance awareness and education of CE, recognize best practices, enhance student leadership and grant-writing, deepen community impact, and support faculty professional development.

St. John Fisher College has a deep commitment to service as outlined in its mission statement. Strong CE is also consistent with Fisher's vision, puts into action its motto: "Teach me goodness," and is an enduring expression of its Catholic heritage. St. John Fisher College has achieved the Carnegie Community Engagement Classification (by the Carnegie Foundation for the Advancement of Teaching).

## Academic Programs

### School of Arts and Sciences

## Overview:

Theresa Westbay, *Interim Dean*

Barbara J. Lowe, *Associate Dean*

The School of Arts and Sciences is comprised of faculty from: American Studies, Anthropology, Biology, Chemistry, Computer Science, Criminology, Digital Cultures and Technologies, Economics, English, History, International Studies, Legal Studies, Mathematics, Media and Communication, Media Management, Modern Languages and Cultures, Philosophy and Classical Studies, Physics, Political Science, Psychology, Religious Studies, Sociology, Sport Management, and Statistics.

The School of Arts and Sciences offers degrees and minors in over 20 undergraduate academic disciplines along with interdisciplinary minors and scholarship programs.

In addition, the academic programs in the School of Arts and Sciences are primarily responsible for the College's **Core Curriculum**, the component of the undergraduate curriculum that affirms the centrality of the liberal arts in the academic experience of all undergraduate students.

## Mission Statement

The programs of the School of Arts and Sciences, serving both as a foundational component of the Fisher educational experience and as fields of specialized study, cultivate intellectual and ethical judgment and habits of thinking that prepare students to lead lives of integrity and thoughtful engagement in both the public and private spheres. By striving to provide an environment characterized by respect for individual potential, high expectations, and open and critical inquiry, we develop the capacities of our students, ourselves, and our communities.

## Philosophy

### Guiding Principles

- Study in the Arts and Sciences is both pragmatic and enlightening.
- Engagement in the community and application of knowledge are essential to the development of the capacity for critical inquiry.
- Faculty members and students are jointly responsible for the educational experience, a collaboration guided by the words of William Butler Yeats: "Education is not the filling of a pail but the lighting of a fire."
- Teaching, scholarship, and learning are enriched in an environment that encourages intellectual curiosity and explores social justice.

The School of Arts and Sciences, in partnership with the other schools that make up St. John Fisher College, provides educational experiences that are rooted in the liberal arts and that prepare students to lead lives of intellectual, professional and civic integrity. This is accomplished by:

- Providing opportunities for undergraduate and graduate students to develop proficiency in one or more of the major fields of study housed in the School.
- Providing undergraduate students opportunities to develop in-depth knowledge in a field of study outside of the major through the pursuit of a minor.
- Providing an educational foundation for all undergraduate students through a core curriculum that is intentional and reflective of the breadth of perspectives that characterizes the liberal arts at St. John Fisher College.
- Promoting the engagement of students, faculty members, and professional staff within a learning environment that creates high expectations along with the support for all to achieve their full potential.

## Academic Programs

# African American Studies

## Overview

Arlette Miller Smith (English), *Program Director*

David Baronov (Sociology), Mark Rice (American Studies), Jennifer Rossi (American Studies), Carolyn Vacca (History)

The minor in African American Studies offers a multidisciplinary perspective on African American life, history, and culture. The minor includes courses that address political, cultural, literary, and economic issues critical to people of African descent, particularly those living in the United States. The minor provides a comprehensive liberal arts education that gives students a scholarly perspective on the history and achievements of African Americans, while also educating students to be positive and productive citizens of a transnational world.

## Declaring a Minor in AFAM

Students should first contact the program director to discuss course selection. The minor must be formally declared on an Academic Change form through the Office of Academic Affairs. Students should check periodically with the program director to ensure that the AFAM requirements are being fulfilled.

## Program Requirements

<b>ONE introductory course</b>		<b>(3)</b>
AFAM 150D	P5 Introduction to African American Studies	
<b>ONE course in African American Historical Foundations</b>		<b>(3)</b>
AFAM 219D	Retracing the Black Past I	
AFAM 220D	Retracing the Black Past II	
HIST 103D	P3 The United States to 1865	
HIST 104D	P3 The United States Since 1865	
<b>TWO courses in African American Cultural Expressions</b>		<b>(6)</b>
AFAM 205P	From Bebop to Hip Hop	
AFAM 240	CC The Struggle for Civil Rights	
AFAM/REST 280D	The Black Church in America	
AFAM/REST 282P	Contemporary Issues and Challenges in the 21st Century Black Church	
AFAM 305P	P5 Black Thought in the 20th/21st Century	
AMST 237P/WGST 237P	P3 Hope, Survival and Human Spirit: Theories of Resistance	
ENGL 220D	P1 Black Writers in U.S.	
ENGL 261C	Topics in Sexuality and Literature**	
ENGL 262P	CC Topics in Ethnicity and Literature**	



ENGL 263C	P1 Topics in Literature and the Arts**	
ENGL 264D	P5 Topics in Literature and Politics**	
ENGL 335	Studies in African American Literature	
ENGL 337	Ethnicities in/and Literature	
REST/HIST 272P	CC Martin and Malcolm	
WGST 270	P5 Gender and Culture	
<b>ONE elective course chosen from the following (if not used in a prior category)</b>		<b>(3)</b>
AFAM/REST 280D	The Black Church in America	
AFAM/REST 282P	Contemporary Issues and Challenges in the 21st Century Black Church	
AFAM 290D	Stride Toward Freedom: Afro-Rochester Leaders	
AFAM 304P	African American Images in Film	
AMST 210P	P3 American Experience	
AMST 273P	P5 American Social Justice	
ENGL 220D	P1 Modern African American Literature	
ENGL 261C	Topics in Sexuality and Literature**	
ENGL 262P	CC Topics in Ethnicity and Literature**	
ENGL 263C	P1 Topics in Literature and the Arts**	
ENGL 264D	P5 Topics in Literature and Politics**	
ENGL 381	The Rhetoric of Hate and Social Justice	
HIST 103D	P3 The United States to 1865	
HIST 104D	P3 The United States Since 1865	
ITDY 150P	P5 "Word Up!" Communicating in the 21st Century	
ITED 422P	Diversity in American Society	
REST/HIST 272P	CC Martin and Malcolm	
SOCI 314	U.S. Race Relations	
<b>ONE Senior Seminar</b>		<b>(3)</b>
AFAM 450	Seminar on African American Culture	
<b>Total</b>		<b>(18)</b>

*\*\*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.*

## 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.

**Attributes:** AMSS P5 YLIB

### **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.

**Attributes:** AMSS P5 YLIB

### **AFAM-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.

**Attributes:** RW YLIB

### **AFAM-205P From Bebop to Hip Hop (3)**

This course offers a concentrated focus on several popular music genres in the African American secular tradition. Using a substantial range of readings, the class explores the influences of hip hop and jazz on American history, popular culture, music, literature, and visual art. Class discussions examine hip hop representations of race, gender, sexuality, and class. Students read literary works, study the work of well-known jazz lyricists, and closely examine the raps and rhythms of significant hip hop lyricists. The class also screens films and studies soundtracks that feature interviews, documentaries, and Hollywood representations of jazz and hip hop music.

**Attributes:** AMHU YLIB

### **AFAM-219D Retracing Black Past I (3)**

This course introduces students to the African American historical experience, from the colonial era and chattel slavery in the Americas to the Civil War and emancipation from slavery in 1865. The course spans some four centuries, while touching on the principal developments in the history of African Americans as recorded on American soil. Themes explored include African cultures and traditions; the economic effects

of slavery and emancipation; the importance of religion to enslaved and free blacks; and survival strategies in the face of challenging odds. Emphasis is placed on Rochester's rich tapestry of art, music, and historical sites.

**Attributes:** AMUS YLIB

### **AFAM-220D Retracing Black Past II (3)**

The second of a two-semester sequence, this course chronicles the history of African Americans from the emancipation from slavery in 1865 through the modern civil rights era. Thematically, the course includes, but is not limited to, the creation of an American identity from African roots; the patterns of migration that have defined this transplanted population; and the social, psychological, economic, and historical struggles that oftentimes bound African American leaders within their invisible sphere of influence. A comprehensive anthologized text, a packet of additional required readings, and a list of applicable films constitute the primary materials to be used. Recommended prerequisite: AFAM 219D.

**Attributes:** AMUS YLIB

### **AFAM-240 LC Struggle for Civil Rghts (3)**

The struggle for civil rights is one important dimension of the general African American quest for equality in political, social, and economic terms. This course is meant to pass on the lessons from this period in our social history to the next generation of Americans in the protracted struggle for equality and civil rights.

**Attributes:** CC YLIB

**Restrictions:** Including: -Class: Freshman

### **AFAM-240 CC Struggle Civil Rghts (3)**

The struggle for civil rights is one important dimension of the general African American quest for equality in political, social, and economic terms. This course is meant to pass on the lessons from this period in our social history to the next generation of Americans in the protracted struggle for equality and civil rights.

**Attributes:** CC YLIB

**Restrictions:** Including: -Class: Freshman

### **AFAM-250 CC Topics AFAM Expression (3)**

An interdisciplinary seminar-based topics course which focuses on topics not ordinarily covered. Topics center on persuasive, expressive and performance-based written and oral cultural production as sites of resistance, representation, and activism. It situates the contemporary moment as an extension and reimagining of African American political, social and cultural legacies from the nineteenth century forward.

Spring 2016 Topic Speak the Word! This course focuses on spoken word performance, speeches, and sermons as both artistic/political discourse. Voices of ordinary and famous African Americans speak and write hope, healing and heroism often within messages filled with alternative political, spiritual and social dynamics. These wordsmiths provide "a way of remembering, a way of enduring, a way of mourning, a way of celebrating, a way of protesting and subverting, and, ultimately, a way of triumphing"(Folkways.com).

**Attributes:** CC YLIB

### **AFAM-280D The Black Church (3)**

A survey course that introduces students to the African American Christian religious tradition. This course covers the exploration of the lives, words, and deeds of its most influential builders, from the colonial period to the present. Cross-listed with REST 280D.

**Attributes:** AMHU YLIB

### **AFAM-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 REST 282P.

**Attributes:** WGST YLIB

### **AFAM-290D Afro-Rochester Leaders (3)**

Freedom is the theme of this course. Students investigate why freedom as a founding principle of the United States is never free. Evidence of the forward progress of African Americans since the beginnings of the Atlantic slave trade is posited as strides toward freedom. Through readings and audiovisual presentations, reinforced with reenactments and oral discourse, students are guided in evaluating and assessing parallels in the lives of the following Rochester 19th-century African American leaders: Frederick Douglass, Thomas James, and Austin Steward and their contemporaries. Students discuss, role-play, and create character journals which examine autobiographies, timelines of major events, legislative acts, and public policy as documentation of the African American quest for freedom. Students also participate in one of the Rochester-Monroe County Freedom Trail Commission's efforts to interpret the Underground Railroad era as living history.

**Attributes:** AMSS YLIB

### **AFAM-302P Topics: AFAM (3)**

An opportunity to examine an issue or area not regularly offered.

**Attributes:** YLIB

### **AFAM-304P African Amer Images: Film (3)**

This course explores historical and contemporary images of African Americans in Hollywood film. We analyze these images, engage in debates about racial authenticity, and examine significant innovations in the history of African American filmmaking. The class screens a large number of films but also reads a selection of books, articles, and film reviews that address some of the thematic and technical interests of the class, such as issues in race, whiteness, gender, sexuality, and class; film language and cinematic metaphors; film narrative technique and visual rhetoric; and uses of African American music in film.

**Attributes:** AMHU WGST YLIB

### **AFAM-305P Black Thought:20thC/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-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

**Prerequisites:** AFAM-150P D- OR AFAM-150T D-

# American Studies

## Overview

Mark Rice, *Chair*

Stephen Brauer, Jennifer Rossi

American Studies courses give students 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 students to approach intellectual problems from a variety of perspectives and to understand that different disciplinary approaches can complement each other and may 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. The major prepares students to live meaningful lives as informed citizens, aware of their 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 College.

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

## Teaching Certification

The American Studies major provides both the content and the habits of mind necessary for students to become dynamic teachers. American Studies is an approved content major for Inclusive Childhood Education and for Adolescence Social Studies Teaching Certification.

## Career Opportunities

American Studies graduates can find careers in a wide range of fields that depend on knowledge of American culture, as well as on the critical thinking and communication skills that are developed through the American Studies curriculum. American Studies graduates from St. John Fisher College have found work as newspaper reporters, as urban planners, as attorneys, in law enforcement, in corporate settings, and in the social services. Graduates have also continued their studies in graduate programs in American Studies and in related disciplines.

## The Washington Experience: Fisher Semester in Washington

American Studies majors may avail themselves of The Washington Experience, a semester in Washington, D.C. Please refer to [The Washington Experience](#) for details.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Understand the interdisciplinary approaches to the study of American culture.

- Explain the methodologies of specific examples of American Studies scholarship
- Compare multiple approaches to the study of American Culture.

Goal #2 Develop the ability to conduct research in areas in the general scope of American Studies and communicate the results of such research.

- Identify search topics in the scope of American Studies and formulate appropriate research questions for the topic.
- Locate appropriate primary and secondary source materials to answer the research questions
- Produce a formal research paper that answers their research question

Goal #3 Be qualified and prepared for advanced study in American Studies and related fields, as well as careers in professions such as education, law, public administration and business.

- Demonstrate critical thinking skills through the articulation and analysis of multiple perspectives on questions relevant to the field of study.
- Demonstrate proficiency in presenting the results of their research through oral reports
- Demonstrate proficiency in presenting the results of their research through formal research papers

## Program Requirements

### American Studies Major Requirements

**Note:** *There are additional specific requirements for American Studies majors who are also majoring in Inclusive Adolescence Education. Please refer to these specific course requirements in the box below under **Additional Requirements for Students Seeking Adolescence Teaching Certification in Social Studies**.*

<b>Core courses in American Studies (which must be taken at Fisher)</b>		<b>(12)</b>
AMST 210P	P3 The American Experience	
AMST 300D	P1 Reading American Culture	
AMST 370	American Studies: Discipline and Theory	
AMST 470	Senior Research Seminar	
<b>Electives</b>		<b>(24)</b>
Eight American Studies electives*		
<b>Total</b>		<b>(36)</b>

*\*Elective courses are drawn from Areas A, B, and C. At least two courses are required from each area as listed below, and at least two of these courses must be taken at St. John Fisher College.*

**For students majoring in American Studies, all courses designated AMST and all courses chosen from Areas A, B, and C that may apply to the major are included in the determination of the grade point average in the major.**

### Area A (American History)

HIST 103D	<b>P3 The United States to 1865*</b>
HIST 104D	<b>P3 The United States Since 1865*</b>
AMST 101P	P3 American Identities
AMST 233D	P1 American Memory
AFAM 219D	Retracing the Black Past I

AFAM 220D	Retracing the Black Past II
HIST 205D	CC American Social History: The Family
HIST 242D	P3 Women in American History
HIST 280P	CC E Pluribus Unum? The Asian American Experience
HIST 281D	Native American and United States Relations
HIST 305	American Intellectual History
HIST 310D	The New Republic, 1783–1829
HIST 320	The Crisis of the Union, 1829–1877
HIST 330C	Populist and Progressive Era, 1877–1918
HIST 340D	America Between the Wars, 1918–1941
HIST 351P	The United States Since 1945
REST/HIST 272P	CC Martin and Malcolm

*\*HIST 103D and HIST 104D are required of all American Studies majors. If you choose to take only two courses from this area, you must take HIST 103D and HIST 104D. If you choose to take more than two courses from this area, you must include HIST 103D and HIST 104D.*

## Area B (Social Sciences)

AMST 110P	Issues in Contemporary American Society
AMST 140	LC American Dialogues
AMST 190C	LC Work in America
AMST 199C	RW Research-Based Writing**
AMST/WGST 216	P2 Feminist Theory
AMST 220	P3 Ranking America
AMST 273P	P5 American Social Justice
AFAM 150D	P5 Introduction to African American Studies
AFAM 290D	Stride Toward Freedom: Afro-Rochester Leaders
AFAM 305P	P5 Black Thought in the 20th Century
ECON 105C	P3 Principles of Microeconomics
ECON 106C	P3 Principles of Macroeconomics
ECON 110P	CC Gender and Race in the American Workplace

ECON 208D	Economics of Social Issues
HIST 300	The Modern World: Geography and Politics
POSC 111C	P3 Introduction to American Government
REST 286D	P2 Crime and Justice in America
SOCI 314	U.S. Race Relations
SOCI 315	Our Gendered World
SPST 225P	P3 Sport and American Culture
WGST 101C	CC Introduction to Women and Gender Studies

## Area C (Humanities)

AMST 170	LC Americans Abroad
AMST 180D	CC "Indians" in American Culture
AMST 199C	RW Research-Based Writing**
AMST/ARTS 201C	P1 Picturing the Past
AMST 203C	P1 Hollywood Film Genres
AMST 204P	P1 Film, Television, and Visual Culture
AMST 205D	P1 Literature and Film of the Vietnam War
AMST 214P	P1 Contemporary Latina/o Fiction
AMST 217	P1 American Crime Narratives
AMST 230	P1 Surveillance Society
AMST 231	P3 Conspiracy Theories
AMST 234D	P1 Promised Land: Narratives of Exile and Migration
AMST/REST 235	P2 Catholics in America
AMST/WGST 237P	P3 Hope, Survival, and Human Spirit: Theories of Resistance
AMST 250	P1 American Modernism
AMST 251	P1 Class in American Culture
AMST/ARTS 320C	P1 Culture and Art in America
AMST/ARTS 321P	P1 Culture and Art in America II
AFAM 205P	From Bebop to Hip Hop



AFAM/REST 280D	Black Church in America
AFAM 304P	African American Images in Film
ARTS 102C	P1 Encounter with the Arts
ARTS 109D	CC Film and Society
ARTS 203D	P1 Art History: 1700–Present
ENGL 220D	P1 Black Writers in the U.S.
ENGL 236D	CC The American Dream
ENGL 261C	Topics in Sexuality and Literature**
ENGL 262P	CC Topics in Ethnicity and Literature**
ENGL/ARTS 263C	P1 Topics in Literature and the Arts**
ENGL 297	P1 Readings in American Literature
ENGL 298	P1 Modern American Literature
PHIL 215C	P2 American Philosophy
REST 173D	CC Religions of North America

*\*\*Applicable depending on topic; consult with AMST department chair to determine in which area the course may be applied.*

## Additional Requirements for Students Seeking Adolescence Teaching Certification in Social Studies

American Studies provides an outstanding foundation for Adolescence Teaching Certification in Social Studies. Students pursuing this certification dual major in Inclusive Adolescence Education and American Studies and receive the *Bachelor of Science degree*. The following additional and/or specific requirements must be completed:

- **Inclusive Adolescence Education Major (46)**  
The major includes Education courses, field experiences, student teaching, and courses for Certification in Students with Disabilities (7–12) and Middle School Extension in the content area (5–6). See [Inclusive Adolescence Education](#) for details.
- In addition to the four required American Studies courses for the major, the following requirements must be met as part of the eight electives for the American Studies major: **three** courses from Area A, including HIST 103D and HIST 104D, **three** courses from Area B, including HIST 300, POSC 111C, and either ECON 105C or ECON 106C.
- **Two** additional history courses chosen from:  
HIST 101D P3 Western Civilization: Europe and the World, 1500-1815  
HIST 102D P3 Western Civilization: Europe and the World Since 1815  
HIST 291D P3 Japan Since 1800  
HIST 292D P3 China Since 1800  
*Students must choose at least one of HIST 291D or HIST 292D.*

**Note:** *These requirements add only six 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.*

## Minor:

# American Studies Minor Requirements

The minor in American Studies requires:

AMST 210P	P3 The American Experience	(3)
AMST 300D	P1 Reading American Culture	(3)
Four courses chosen from at least two of the approved American Studies areas		(12)
<b>Total</b>		<b>(18)</b>

**Note:** Only one course applied to a student's major may also be used to satisfy a requirement in the American Studies minor. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

## Recommended Progression

### B.A. American Studies

Recommended progression of courses **required** for the **B.A. American Studies major**. Please note that if you are also seeking Adolescence Teaching Certification in Social Studies, there are specific area courses and additional requirements which must be met in the American Studies major. Refer to [Additional Requirements for Students Seeking Adolescence Teaching Certification in Social Studies](#) for these requirements. Students should also consult [Core Requirements](#) for a complete description of the College's Core.

	FALL	SPRING
FR	AMST Area Course (3)	AMST 199C –OR– Area Course (3)
SO	AMST 210P (3) HIST 103D (3)	AMST Area Course (3) HIST 104D (3)
JR	AMST 300D (3) AMST Area Course (3)	AMST 370 (3) AMST Area Course (3)
SR	AMST Area Course (3)	AMST 470 (3)

## Courses

### AMST-101P P3 American Identities (3)

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.

**Attributes:** AMUS P3 YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **AMST-110P Issues:Ctmp Amer Soc (3)**

Serves as a course introducing students to the analysis of contemporary American society and culture. The discipline of American Studies is concerned with multiple dimensions of American culture, both historical and modern. Students learn to think critically about some of the issues that are of greatest concern for Americans today. This contributes to their growth as engaged and informed citizens and residents of the United States.

**Attributes:** AMSS 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-150D Cultural Conflict Amer (3)**

This course examines cultural interactions and resulting conflicts between three distinct groups who inhabited the territory that became the United States: native peoples, African slaves, and white settlers of European descent. The course considers how each group understood and articulated its place on the continent and how different understandings of such fundamental cultural concepts as land ownership, religion, race, law, and gender led to profound and at times violent conflicts between different peoples.

**Attributes:** YLIB

### **AMST-170 Americans Abroad (3)**

In this course, students will discover the various ways that Americans encounter the world and the world encounters Americans. Topics covered may include: American travel narratives; American popular culture in a global context; encounters between Americans and citizens of other countries; or the global impact of American politics and economics.

**Attributes:** AMHU YLIB ZTRA

### **AMST-180D CC Indians in Amer Culture (3)**

This course is concerned with the presence of Native Americans in American culture. This "presence" is understood in terms of the actual presence of Native Americans (historically as well as in the present day) and in the persistence of ideas about Native Americans as crucial to the development of an American national identity. The class approaches the topic from a variety of directions. In addition to the explorations of cultural ideas via novels, films, and historical studies of American ideas about the "Indian," historical and contemporary social and political topics are also addressed.

**Attributes:** AMHU CC YLIB

### **AMST-190C Work in America (3)**

This course explores work in America via three major units: nature and meaning of work; historical work experiences among different cultures; and contemporary workplace issues (living wage, overwork, underemployment, paid and unpaid labor). Students investigate differing notions of "work" in America from a range of disciplinary perspectives including oral history, sociology, literature, film, and the arts.

**Attributes:** AMSS YLIB

### **AMST-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **AMST-201C P1 Picturing the Past (3)**

This course is intended to introduce students to the potentials and perils of using photography as a source of historical knowledge. Beginning with an assumption that our understanding of much of American history has been shaped by the photographic images we have been exposed to (for instance, Matthew Brady's Civil War photographs and the FSA record of the Great Depression), the course explores the ways that photographs have been used to understand the past and examines the inherent contradictions of photographs being both "objective" facts and subjective expressions, thereby revealing the pitfalls of expecting photographs to tell the truth. Cross-listed with ARTS 201C.

**Attributes:** AMHU MUST P1 YLIB

### **AMST-203C P1 Hollywood Film Genres (3)**

Hollywood has a long history of being one of the centers of the global motion picture industry. In this course, students learn about one of the most important approaches to understanding Hollywood films: genre theory. In any given semester, students will study one or more major film genres (film noir, westerns, romantic comedies, teen movies, etc.) and engage with some of the critical texts pertinent to that genre.

**Attributes:** AMHU P1 PROD YLIB

### **AMST-204P P1 Film,TV &Visual Culture (3)**

This course introduces students to a range of perspectives on contemporary film, television, and visual culture, using a substantial range of readings and weekly screenings to explore ideas of how we understand visual media, visual literacy, and visual culture. This course is intended to help shift the cultural positions of students from being simple spectators to being informed insiders of American visual culture.

**Attributes:** AMHU P1 PROD YLIB

### **AMST-205D P1 Lit & Film Vietnam War (3)**

This course examines the responses to and the representations of the trauma of the Vietnam War through narrative films and texts. It considers the impact of the war on soldiers and civilians both on and off the battlefield. In addition, it explores the continuing legacy of the war in American society and culture.

**Attributes:** AMHU P1 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.

**Attributes:** P3 YLIB

### **AMST-214P P1 Contemp Latina/o Fict (3)**

This course covers representative writings of that segment of the U.S. population that sociologists and politicians have been crediting as responsible for the "browning" of America. Although primarily written in English, several works include segments in both Spanish and "Spanglish."

**Attributes:** AMHU P1 YLIB

### **AMST-215C Gangster & Detective (3)**

This course investigates the figures of the gangster and the detective in 20th-century America by exploring fictional representations of these figures in films and novels. In deciphering these texts, we explore the myths of gangsterdom, the recurring situation of the blurred line between the good guys and the bad guys, and the role of the detective in re-establishing the status quo. We base our discussions of these texts and issues within their socioeconomic context (the Roaring Twenties, the Depression, postwar America, the counterculture of the Sixties and the early Seventies, and the Reagan years). Ultimately, we explore the ways in which writers and directors use the metaphor of crime as a means of social critique and commentary.

**Attributes:** YLIB

### **AMST-216 P2 Feminist Theory (3)**

This course explores historical foundations of American feminisms and charts three waves of feminist movements, discussing the evolution of feminist theories from 19th through 21st century America. We discuss how other social movements, such as the abolitionist movement, have informed and contributed

to American feminisms. Contemporary themes include multicultural feminism, Black feminism, youth activism, and feminist teaching theories. Cross-listed with WGST 216.

**Attributes:** AMSS P2 WGST YLIB

### **AMST-217 P1 Amer Crime Narratives (3)**

This course will ask students to closely examine the function of the crime narrative in American culture. We will be reading and viewing a variety of texts (e.g. *The Postman Always Rings Twice*, *The Godfather* (I and II), and *New Jack City*.) At the heart of the course will be the contention that crime narratives are never only about the crime committed but instead also embody larger cultural debates. These debates center around such issues as race and class and gender, but also around notions such as the American Dream, the role of religion in our culture, and our faith in empiricism and our ability to explicate human behavior.

**Attributes:** AMHU P1 YLIB

### **AMST-220 P3 Ranking America (3)**

In this course, which is based on the well-regarded blog, "Ranking America," students will learn how to locate and analyze economic, environmental, quality-of-life, and political data about the United States in comparison to other countries and how to make sense of that data. Students will write commentary pieces making use of the data and will be encouraged to submit their pieces for publication.

**Attributes:** AMSS P3 YLIB

### **AMST-230 P1 Surveillance Society (3)**

This course explores issues of privacy and individual freedom in relation to the rise of the 'surveillance society' in the twentieth and twenty-first centuries. The course examines literature (novels, plays, and short stories) and films, and considers such creative expressions through multiple political, ethical, economic, and philosophical lenses.

**Attributes:** AMHU P1 YLIB

### **AMST-231 P3 Conspiracy Theories (3)**

From UFOs to JFK to 9/1, conspiracy theories surrounding major events continue to emerge within contemporary culture. We tell ourselves stories about shadowy conspiracies through film, television, music, visual art, and literature. What recurrent themes can be found within them? What do such stories reveal about societies collective hopes, fears, securities, and vulnerabilities? How are they constructed, by whom and why? What fundamental beliefs and belief structures do these stories challenge? What evidence, if any, do they use to do so? Alternately, how are they 'debunked' or argued against? How have works within the conspiracy genre informed and shaped our perceptions? Why has conspiracy theory continued to be a topic of fascination within popular culture? We will ask these questions and attempt to formulate answers within this course.

**Attributes:** AMHU P3 YLIB

### **AMST-233D P1 American Memory (3)**

How does memory work? This course investigates American memory as a cultural "site," examining the place of memory in the identity, writing, and history of individuals and cultures. We examine representations of memory in different forms, including public and private memory; reading and writing memory; and buried and recovered memory. We use autobiography, memoir, essays, and history to explore these themes. Authors may include Tobias Wolff, Joan Didion, Rebecca Walker, Maxine Hong Kingston, James Frey.

**Attributes:** AMUS P1 YLIB

### **AMST-234D P1 Promised Land (3)**

We're the "land of milk and honey," with gold-paved streets. To immigrants, America can represent the ideals of freedom, refuge, education or success. This class examines the conflicting realities of immigrants' experiences, by reading immigrant literature from the early twentieth century to the present. Our discussions include close literary analysis, as well as broader examination of the the literature, in historical and cultural contexts. We explore themes like exile and migration, home and belonging, old and new traditions, assimilation and pluralism.

**Attributes:** AMHU P1 YLIB

### **AMST-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

REST 235.

**Attributes:** AMHU P2 YLIB

### **AMST-237P P3 Hope, Survival & Spirit (3)**

This course examines theories of resistance as they apply to three areas of identity: nation, race, and gender. We examine interlocking systems of power and investigate institutions that have historically oppressed the "Other." We read a range of texts (fiction, history, essays) on issues like the following: universality and difference, patriotism and nationalism, prison and torture, struggle and survival, hope and human spirit, language and culture, and writing and activism. Julia Alvarez calls fiction "a way to travel through the human heart," so we analyze how fiction creates space for us to re-imagine history and apply theory. Cross-listed with WGST 237P.

**Attributes:** AMSS P3 WGST YLIB

### **AMST-250 P1 American Modernism (3)**

This course will introduce you to varying artistic representations of the modern experience in America. We will examine how modern artists, in seeking to fully represent their experience of the world, concerned themselves with how best to translate to readers, viewers, and listeners what it felt to be alive and what it meant to be a conscious and sentient being at a particular place and time. Operating from an interdisciplinary perspective, we will investigate varying approaches that artists took to create their sense of the world around them, and we will seek to unpack the ways in which the emerging city of the twentieth century helped to create what we have come to understand as modernism.

**Attributes:** AMHU P1 YLIB

### **AMST-251 P1 Class in Amer Culture (3)**

This course will investigate the role of class in American culture by way of literary and filmic representations of class striving and struggle. Paying attention to historical context, we will consider both: how such narratives embody and reflect American myths and ideals such as the "rags to riches" myth and the ideal of the "self-made man", and what these narratives suggest about the universality, or lack thereof, of such ideals and myths along different gender, racial, and ethnic lines.

**Attributes:** AMHU P1 YLIB

### **AMST-260C Topics in AMST (3)**

Various topics of interest in the field of American Studies are explored. Past topics have included "Progress and Nostalgia in American Culture."

**Attributes:** AMHU YLIB

### **AMST-273P P5 American Social Justice (3)**

In this service-learning course, students identify genuine needs in Rochester area communities, and work to address these needs through service projects. In this discussion-based class, we examine social institutions and social change from a cultural studies perspective, including topics like site analysis, reflective writing, and working in unfamiliar communities. We put theory into practice, using an interdisciplinary approach to make meaningful contributions to social justice and/or social change.

**Attributes:** AMSS P5 YLIB ZCIV

### **AMST-299 Film Screening Lab (1)**

This course provides an introduction to a range of perspectives on contemporary film, television, and visual culture. Students screen films and videos, keep a notebook for screening notes, and articulate issues of rhetorical form and visual literacy in film. Must be taken with film-intensive AMST courses.

**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.

**Attributes:** P1 YLIB

### **AMST-310D P3 Readings: Amer Culture (3)**

This course introduces students to primary source materials that American Studies scholars routinely

investigate. This course involves a number of topic areas that are frequently examined by scholars of American Studies: the frontier, transcendentalism, race, immigration, gender, the city, popular culture, Native Americans, labor, republicanism, and so on. Each year, the instructor chooses three or four topic areas and engages students in a study of the variety of primary source materials that lead to a better understanding of the topic: novels, photography, census records, art, architecture, magazines, legislation, advertising, movies, and so on. Although theoretical and methodological approaches to such material are introduced, they are de-emphasized in favor of student engagement in the rich array of cultural artifacts at their disposal.

**Attributes:** P3 YLIB

### **AMST-320C P1 Culture&Art in America (3)**

This course looks at the intersections 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, photography, film, 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. Cross-listed with ARTS 320C.

**Attributes:** AMHU P1 YLIB

### **AMST-321P P1 Culture&Art America II (3)**

A study of art and culture in the U.S. from 1945 to the present. Students will examine how works of art produced during this time express and help determine the changing ideologies and realities within America. Topics covered will include the emergence of an American Avant-Garde; Abstract Expressionism and the Cold War; Pop Art and 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 will be given to the way in which American culture was shaped by popular forms of entertainment such as television, movies and music. Cross-listed with AMST 321P.

**Attributes:** AMHU 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 310D, and students begin to enter into a dialogue with other practitioners of American Studies.

**Attributes:** YLIB ZRES

**Prerequisites:** AMST-300D D- OR AMST-310D 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.

**Attributes:** WGST YLIB ZCAP ZRES

**Prerequisites:** AMST-370 D-

**Restrictions:** Including: -Class: Junior, Senior

### **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 Cherry) is required to register.

**Attributes:** YLIB

**Prerequisites:** 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 Cherry) is required to register.

**Attributes:** YLIB

**Prerequisites:** 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 Cherry) 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.

**Attributes:** YLIB

**Restrictions:** Including: -Major: American Studies, American Studies -Class: Junior, Senior

### **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

**Restrictions:** Including: -Major: American Studies, American Studies -Class: Junior, Senior

### **AMST-496 Independent Study - AMST (1 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

**Restrictions:** Including: -Major: American Studies, American Studies -Class: Junior, Senior



# Anthropology

## Overview

David Baronov, *Program Director, Chair*

David Bell, Kevin Clarke, Marta Rodriguez-Galán, Barbara Rockell, Jebaroja Singh, Patricia Tweet, Pao Vue

The Anthropology Department strives to provide its students with a broadly comparative and comprehensive approach to the study of humanity. This generalist approach fulfills the College's mission as a liberal arts institution which, among other things, emphasizes an understanding and appreciation of the value of human diversity. By preparing students in cultural anthropology, biological anthropology, linguistic anthropology, and archaeology, the department provides them with the broad perspective necessary to deal with complex human issues.

Anthropology is divided into four sub-disciplines:

**Cultural Anthropology** — comparative analysis of contemporary societies involving cultural value, social expression, and structural organization.

**Biological Anthropology** — scientific evaluation of human origins, evolution, and both genetic and phenotypic variation.

**Linguistic Anthropology** — assessment of the social function and expressive variation of language, as well as its biological production and acquisition.

**Archeology** — reconstruction and interpretation of past human civilizations and cultural change.

## The Washington Experience: Fisher Semester in Washington

Anthropology majors may avail themselves of The Washington Experience, a semester in Washington, D.C. Please refer to [The Washington Experience](#) for details.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Expose student to the fundamental concepts, theories, values, perspectives, and methodological traditions that comprise the primary subfields of Anthropology.

- Demonstrate an understanding of core concepts and theories within the biological domain.
- Demonstrate an understanding of core concepts and theories within the archeological domain
- Demonstrate an understanding of core concepts and theories within the cultural domain
- Recognize and reflect on core values and beliefs within the discipline
- Analyze and apply core methodological traditions within the discipline

Goal #2 Cultivate engaged, critical thinking that contributes to life-long, intellectual flexibility.

- Analyze, interpret, and apply critical perspectives within the discipline.

## Program Requirements

### Anthropology Major Requirements

Majors complete a total of 30 credits in Anthropology: 8 core courses and 2 elective courses, distributed as follows:

100 Level Core Courses

(6)

At least **two** courses must be selected:

ANTH 100D	P3 Introduction to Anthropology	
ANTH 103	P5 Anthropology in Action	
ANTH 106D	P5 Cross Cultural Interaction	
ANTH 107	Conflict and Culture	
ANTH 110	P1 Myths, Monsters, and Mysteries	

### 200 Level Core Courses

(12)

At least **one** course must be selected from each of the subfields below:

#### Cultural Anthropology

ANTH 203D	P3 Studying World Cultures	
ANTH 209	World Cultures	
ANTH 226	P2 Anthropology of Law	
ANTH 227	P3 Anthropology of Sex	
ANTH 240	P2 Magic, Witchcraft, and Religion	

#### Biological Anthropology

ANTH 201D	P4 The Human Animal	
ANTH 221C	P4 Bones, Bodies and Detection	
ANTH 231C	P4 The Primates	
ANTH 241D	P3 Medical Anthropology	
ANTH 260	P4 Genetics, Health, and Human Variation	

#### Linguistic Anthropology

ANTH 204D	P5 Studying Language	
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#### Archeology

ANTH 254	Ancient Civilizations	
ANTH 264	P4 Paleopathology	

### 300 level Core Courses

(6)

At least **two** courses must be selected:

ANTH 303	Seminar in Paleoanthropology	
ANTH 305	Seminar in Cultural Anthropology	

ANTH 308	Archeology: Theory and Methods	
ANTH 320	Disaster, Hazard, and Risk	
ANTH 330	Special Topics in Area Studies	
<b>Electives</b>		<b>(6)</b>
Two additional ANTH electives may be chosen at any level (excluding 199)		
<b>Total</b>		<b>(30)</b>

Each major is strongly encouraged to study a foreign language in depth, take a course in statistical methods, and spend appreciable time experiencing another culture. This may be done by attending college in a foreign country for a semester or year, taking part in a summer research or study program, or traveling. Students should discuss the possibilities of such work with their departmental advisor.

Each major is also strongly encouraged to complete a departmental internship (ANTH 490) or to take part in a fieldwork course (ANTH 493).

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

### Minor:

A minor in Anthropology consists of six Anthropology courses (18 credits) with at least one of the courses at or above the 300 level. These courses may include any listed ANTH course with the exclusion of ANTH 199.

**Note:** Only one course applied to a student's major may also be used to satisfy a requirement in the Anthropology minor. For students minoring in Anthropology, a grade point average of 2.00 is required for all courses designated as anthropology (ANTH) and taken in residence that may be applied to the minor.

### Recommended Progression

## B.A. Anthropology

*Recommended progression of courses **required** for the **B.A. Anthropology major**. Students should consult **Core Requirements** for a complete description of the College Core.*

	FALL	SPRING
<b>FR</b>	ANTH 100 level course (3)	ANTH 100 level course (3)
<b>SO</b>	ANTH 200 level subfield course (3)* ANTH 200 level subfield course (3)*	ANTH 200 level subfield course (3) ANTH 200 level subfield course (3)*
<b>JR</b>	ANTH 300 level course (3)	ANTH 300 level course (3)
<b>SR</b>	ANTH 300 Elective (3) **	ANTH Elective(3)**

\*One 200 level Anthropology course must be selected from each of the four subfields of Anthropology.

\*\*The Anthropology electives may be selected from any level; Majors are encouraged to consider

enrolling in an Independent Study (ANTH 496), internship (ANTH 490), or fieldwork (ANTH 493) based on individual interests. Majors are also encouraged to use one of these semesters for a Study Abroad program, or to consider participation in The Washington Experience program (ANTH 475-477).

## Courses

### **ANTH-100D P3 Intro to Anthropology (3)**

The broadest of all disciplines, anthropology covers the several million years of human biological and cultural development, the organization of human societies around the world, and the content and structure of distinctive forms of human expression from language, government, and marriage to child care, education, and religion. This course surveys the fields of physical anthropology, archaeology, linguistics, and cultural anthropology.

**Attributes:** P3 YLIB

### **ANTH-103 P5 ANTH in Action (3)**

This course represents an applied approach to anthropology at the most basic level, demonstrating how cultural anthropology, biological anthropology, linguistic anthropology, and archaeology all relate to our daily lives, helping us understand and deal with important challenges on personal, social, national, and global levels. This course takes a problem solving approach to the world of humanity, emphasizing the contribution of anthropology for the function, survival, and advancement of modern society.

**Attributes:** P5 YLIB

### **ANTH-103 ANTH in Action (3)**

This course represents an applied approach to anthropology at the most basic level, demonstrating how cultural anthropology, biological anthropology, linguistic anthropology, and archaeology all relate to our daily lives, helping us understand and deal with important challenges on personal, social, national, and global levels. This course takes a problem solving approach to the world of humanity, emphasizing the contribution of anthropology for the function, survival, and advancement of modern society.

**Attributes:** P5 YLIB

### **ANTH-104 CC Foundations of ANTH (3)**

Anthropology is the study of humanity, examining similarities and differences from around the world within both past and present civilizations. This introductory course looks at the four main subfields of anthropology, including cultural anthropology, linguistic anthropology, biological anthropology, and archaeology, for purposes of evaluating human diversity within these diverse contexts. Drawing from millions of years of human biological and cultural development, these subfields represent the foundations of anthropology and serve as a meeting point between the arts and sciences.

This course may not be taken for credit by students who have earned credit for ANTH 100D.

**Attributes:** CC YLIB

### **ANTH-104 Foundations of Anthropology (3)**

Anthropology is the study of humanity, examining similarities and differences from around the world within both past and present civilizations. This introductory course looks at the four main subfields of anthropology, including cultural anthropology, linguistic anthropology, biological anthropology, and archaeology, for purposes of evaluating human diversity within these diverse contexts. Drawing from millions of years of human biological and cultural development, these subfields represent the foundations of anthropology and serve as a meeting point between the arts and sciences.

This course may not be taken for credit by students who have earned credit for ANTH 100D.

**Attributes:** CC YLIB

### **ANTH-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:** P5 YLIB

### **ANTH-107 Conflict & Culture (3)**

This course looks at ways in which cultures are likely to differ, as well as how cultural differences may contribute to tension or conflict. Conflict sometimes results from misunderstanding, and sometimes it results from an overlap between contrasting value systems when neither side wishes to change. Students

will consider why people might retain entrenched cultural values even to the point of creating and maintaining conflict, particularly in the context of tremendous diversity in the human experience.

**Attributes:** YLIB

### **ANTH-110 Myths, Monsters, Mysteries (3)**

All societies have their myths and their monsters, and various works of art to represent and give life to them. This course examines the connection between art, myth, and anthropology in the widest sense, encompassing not just legends and figures of cultural fascination, but also controversy and mystery surrounding ancient archaeological sites. This course takes a comparative approach for myth-as-art in cultures from around the world, including interpretation of ancient remains and architecture, to investigate what is likely to be true and false in the important bridge between science and art.

**Attributes:** ARTS P1 YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **ANTH-110 P1 Myth, Monster, Mystery (3)**

All societies have their myths and their monsters, and various works of art to represent and give life to them. This course examines the connection between art, myth, and anthropology in the widest sense, encompassing not just legends and figures of cultural fascination, but also controversy and mystery surrounding ancient archaeological sites. This course takes a comparative approach for myth-as-art in cultures from around the world, including interpretation of ancient remains and architecture, to investigate what is likely to be true and false in the important bridge between science and art.

**Attributes:** ARTS P1 YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **ANTH-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.

**Attributes:** RW YLIB

### **ANTH-201D P4 The Human Animal (3)**

The study of the human species as a kind of animal and the implications of human biological characteristics on human culture and behavior. Topics include the evolution of humanity, sexuality and gender, life cycle, human cognition and "race," disease and mortality, and the relative significance of heredity and environment.

**Attributes:** HHHH P4 YLIB

### **ANTH-202D P3 Archaeology (3)**

This course covers the nature of archaeology, its history and development; archaeology as anthropology; techniques of gathering and interpreting archaeological data; and a brief survey of world archaeology.

**Attributes:** P3 YLIB

### **ANTH-203D P3 Studying World Cultures (3)**

This course provides a comparative analysis of the cultures of the world. Selected societies from the major geographical and cultural regions are studied and compared to understand their differences and similarities. Topics for comparison include: subsistence and economic organization, family and social life, religion, authority and government, and the life cycle.

**Attributes:** P3 YLIB

### **ANTH-204D P5 Studying Language (3)**

This course addresses the nature and structure of human languages. The methods and theories of linguistics are used to study patterns of sound, grammar, and meaning in human speech communication. Applications of linguistics to human history, language acquisition and second language learning, and the

role of language in human society are discussed.

**Attributes:** P5 YLIB

### **ANTH-207D P3 Peoples of Africa (3)**

This course covers a general survey of African cultures and culture history. Selected societies are examined in detail and compared with economic, religious, social, and political institutions across the continent. Geographic features of Africa, human diversity and evolution, and the impact of European colonialism are discussed. The emphasis is on sub-Saharan Africa.

**Attributes:** ISRS P3 YLIB

### **ANTH-208D P3 Peoples of China (3)**

This course covers a general survey of Chinese culture and cultural history. The emphasis is on the development of Chinese civilization and its distinctive political, social, religious, economic, and language institutions. Traditional village life, geographic features, and human diversity and evolution in East Asia are discussed.

**Attributes:** ISRS P3 YLIB

### **ANTH-209 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:** YLIB

### **ANTH-221C P4 Bones, Bodies&Detection (3)**

The principles and methods of biological anthropology can be used to provide crucial evidence in the investigation of past deaths. Identification of individuals, time, and cause of death may be determined from an analysis of skeletal and, where available, soft tissue remains. Topics include homicides, genocide, battlefield casualties, cannibalism, and disease as mortality agents for human groups from the recent to the very distant past. Actual cases by forensic anthropologists are discussed.

**Attributes:** P4 YLIB

### **ANTH-221C P4 Bones, Bodies&Detection (3)**

The principles and methods of biological anthropology can be used to provide crucial evidence in the investigation of past deaths. Identification of individuals, time, and cause of death may be determined from an analysis of skeletal and, where available, soft tissue remains. Topics include homicides, genocide, battlefield casualties, cannibalism, and disease as mortality agents for human groups from the recent to the very distant past. Actual cases by forensic anthropologists are discussed.

**Attributes:** P4 YLIB

### **ANTH-224D Women:Prehis&World Culture (3)**

In this class, the student will explore the variety of roles and statuses of women in pre-historical world cultures. Contexts for this exploration will include a number of social institutions including, but not limited to, the family, economy, religion, education, and politics.

**Attributes:** WGST YLIB

### **ANTH-224D Women in Prehistory (3)**

In this class, the student will explore the variety of roles and statuses of women in pre-historical world cultures. Contexts for this exploration will include a number of social institutions including, but not limited to, the family, economy, religion, education, and politics.

**Attributes:** WGST YLIB

### **ANTH-226 P2 Anthropology of Law (3)**

This course examines the operation of law as an important part of cultural systems, especially systems of religion and morality. Using a cross-cultural approach, the topics will examine different kinds of outcomes (dispute settlement, retribution of wrongs, property ownership, divorce, succession and inheritance), as well as different aspects of legal procedure (venue, evidence, testimony, oaths and ordeals, reasoning, and judiciaries). In each of these areas, the main focus will be on the close relationship between the ideas of jurisprudence and morality. Students will learn that while law is a human universal, jurisprudence can take many forms across cultures and can be related in different ways to ideas of the supernatural and beliefs in moral behavior. Prior coursework in anthropology or a social science is recommended.

**Attributes:** P2 YLIB

### **ANTH-227 P3 Anthropology of Sex (3)**

This course explores human sexuality from an anthropological holistic perspective that seeks to understand human sexual behavior from a number of approaches: how sexuality relates to different areas of human experience; how sexuality has varied with regard to human cultural and biological evolution; how sexuality varies among cultures with different systems of belief, societal roles, and statuses (using cross-cultural comparisons); how sexuality varies within cultures according to concepts of gender and individual behavior; and how sexuality is related to aspects of human anatomy and physiology. Each of these topics will include references to the different theoretical and methodological orientations that anthropology has taken toward studying sexuality. Students will gain a greater sense of diversity of human cultural beliefs and practices about sexuality in the United States and around the world. Prior coursework in anthropology or a social science is recommended.

**Attributes:** P3 WGST YLIB

### **ANTH-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 ARTS 228D.

**Attributes:** DCTM P3 YLIB

### **ANTH-229D P3 This Old Hse-Hist Sites (3)**

This course looks at the many aspects of operating and maintaining a historic site (house museums, battlefields, villages etc.) Topics covered include preservation, restoration, cyclical maintenance, interpretation, staffing, governance, housekeeping, disaster planning and funding. The course emphasizes the social and cultural significance of historic sites, their role in the larger community, and the importance of appropriate interpretive activities in fulfilling their cultural missions. Students learn to write a grant proposal and prepare a budget - two skills required to work in an historic site today. Cross-listed with ARTS 229D.

**Attributes:** MUST P3 YLIB

### **ANTH-231C P4 The Primates (3)**

They come in all shapes, sizes, and colors and yet their behavior and biology remind us of ourselves. This course examines the diverse primate order from the most primitive prosimians to the clever monkeys and apes. This course studies the evolution of the primates, their behavioral and biological characteristics, and the current state of primates around the globe. Comparisons with human behavior and biology and the effect of humans on primate communities is discussed. Special topics include: how the study of primates can contribute to a better understanding of human behavior, the conservation and protection of non-human primate communities, and the use of primates in medical research and media productions.

**Attributes:** P4 YLIB

### **ANTH-232 P3 Anthropology & SciFi (3)**

This course seeks to expand our vision of humanity by examining either parts of our world that we know little about (in the case of anthropology) or other worlds that only exist in our fantasies or imaginations (in the case of science fiction). This course examines how anthropological concepts and methods allow us greater insights via fiction, sampling from classic gothic works such as "Frankenstein" to contemporary series and films such as "Star Trek" and "The X-men" to new wave sci-fi genres such as cyberpunk and steampunk. The course involves reading and analyzing texts and discussion of the "anthropology of science fiction" (i.e., the analysis of these writings using anthropological concepts and tools) as well as the "science fiction of anthropology" (i.e., instances of the creation of science fiction involving anthropological subjects and material). Prior coursework in anthropology or a social science is recommended.

**Attributes:** P3 YLIB

### **ANTH-240 P2 Magic Witch & Religion (3)**

This course consists of a comparative examination of religion in world cultures, and the various approaches toward it as a subject of study in Anthropology. Different orientations toward supernatural power are considered including magic and witchcraft. Religious beliefs and practices will be examined as well as various kinds of human specialists who deal with the supernatural. The role of religion in human life including ritual and myth will be considered.

**Attributes:** P2 YLIB

### **ANTH-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

### **ANTH-242 Anthropology of Music (3)**

The Anthropology of Music, also known as ethnomusicology, will examine music (broadly defined) as an inherently social act. It will explore how music is informed by -- and conversely informs -- historical, political, and economic processes. The course will examine a variety of musical traditions over time and across the world.

**Attributes:** YLIB

### **ANTH-243 P5 Ethnomedicine (3)**

Medicine is an interactive and discursive process which cannot be separated from language, culture, social values, and political relationships. This course presents health and disease in a cross-cultural perspective, assessing medical interactions in diverse cultural settings. In particular, this course examines the intersection of medicine, illness, and culture within the field of medical sociolinguistics. Emphasis is given to the cultural component of medicine (hence ethnomedicine), with attention to specific diseases within specific cultures.

**Attributes:** P5 YLIB

### **ANTH-251D P4Race & Human Variation (3)**

This course considers ways of understanding human biological variation with particular reference to the race concept. Topics covered in the course include the history of the race concept in anthropology, mechanisms of inheritance and population genetics, distribution of simple and complex traits, and the relationship between biology and culture with regard to specific topics, such as IQ and sexual orientation. This course is not recommended for freshman.

**Attributes:** HHD P4 YLIB

### **ANTH-254 Ancient Civilizations (3)**

This course looks at the rise, expansion, cultural features, and eventual demise of the seven main early civilizations: Mesopotamia, Ancient Egypt, Indus Valley, Ancient China, Highland Mesoamerica, Lowland Mesoamerica, and Ancient Peru. Drawing from archeological investigation, these civilizations will be studied comparatively and with attention to individual features and characteristics.

**Attributes:** YLIB

### **ANTH-260 P4 Genetics, Hlth, Variation (3)**

This course considers ways of understanding human biological variation with particular attention to interaction between genetic inheritability and health. While the course begins with a survey of inheritance and population genetics, it also looks at the distribution of simple and complex traits for both resistance and susceptibility to particular types of disease. Finally, health is considered on the population level and evaluated for evolutionary impact and genetic drift.

**Attributes:** P4 YLIB

### **ANTH-260 Genetics, Health, Variation (3)**

This course considers ways of understanding human biological variation with particular attention to interaction between genetic inheritability and health. While the course begins with a survey of inheritance and population genetics, it also looks at the distribution of simple and complex traits for both resistance and susceptibility to particular types of disease. Finally, health is considered on the population level and evaluated for evolutionary impact and genetic drift.

**Attributes:** P4 YLIB

### **ANTH-264 P4 Paleopathology (3)**

Ancient bones tell stories not just of who they once belonged to, but how they lived, what happened to them, and what health or illnesses they experienced. Paleopathology is the study of ancient disease, primarily through the interpretation of human remains. Yet paleopathology also includes written or artistic records, plant and animal remains, evidence of ancient pathogens and pathogen evolution, and patterns of



behavior associated with human burial. Ancient disease and pathogens are ultimately evaluated for evolutionary impact on both ecological relationships and human biological variation.

**Attributes:** P4 YLIB

### **ANTH-264 Paleopathology (3)**

Ancient bones tells stories not just of who they once belonged to, but how they lived, what happened to them, and what health or illnesses they experienced. Paleopathology is the study of ancient disease, primarily through the interpretation of human remains. Yet paleopathology also includes written or artistic records, plant and animal remains, evidence of ancient pathogens and pathogen evolution, and patterns of behavior associated with human burial. Ancient disease and pathogens are ultimately evaluated for evolutionary impact on both ecological relationships and human biological variation.

**Attributes:** P4 YLIB

### **ANTH-303 Sem:Paleoanthropology (3)**

Two major areas of anthropological investigation are primarily concerned with processes and developments throughout the several-million-year history of the genus homo: biological anthropology (the study of the evolution of the human species) and archaeology (the study of the development and evolution of human culture). This seminar provides an opportunity for advanced students to explore the theories and methods which these fields have employed for their research into the human past.

**Attributes:** YLIB

**Prerequisites:** ANTH-201D D- OR ANTH-201T D- OR ANTH-202D D- OR ANTH-202T D-

**Restrictions:** Including: -Class: Junior, Senior

### **ANTH-305 Sem:Cultural Anthropology (3)**

An examination of the development of anthropological science from the 19th century to the present. The course focuses primarily on trends in cultural anthropology. The theoretical and methodological contributions of important anthropologists are critically examined. The nature and operation of theory and data collection in anthropology are emphasized.

**Attributes:** YLIB

**Prerequisites:** ANTH-203D D- OR ANTH-203T D- OR ANTH-204D D- OR ANTH-204T D-

**Restrictions:** Including: -Class: Junior, Senior

### **ANTH-306 Sem in Biological ANTH (3)**

This seminar provides an opportunity for advanced students to explore the theories and methods particular to the subfield of biological anthropology. Maintaining a broad scope involving populations, ecosystems, and evolutionary development, biological anthropology is concerned with the variation, health, and physical characteristics observed for humans and closely related species in both the past and present. This course will examine special topics in biological anthropology through an engaged and interactive learning format.

**Attributes:** YLIB

### **ANTH-308 Archaeology:Theory&Methods (3)**

This is an advanced course focusing on the methods of archaeological excavation, techniques for gathering and interpreting data, and theories to inform and give meaning to this data. Drawing from general history and development in the field of archaeology, this course is meant to prepare any student for practical participation in the material study of human past.

**Attributes:** YLIB

### **ANTH-320 Disaster, Hazard, & Risk (3)**

This course emphasizes the approaches, perspectives, and challenges of applied anthropology specific to interaction with disasters, hazards, and other exposures involving risk. This course examines diverse efforts in international health such as disaster or crisis response, humanitarian intervention, human rights issues, environmental health, and other elements of public health risk. Ultimately this course merges theories of applied anthropology with current and practical global health challenges.

**Attributes:** YLIB

### **ANTH-330 Special Topics (3)**

Special topics in area studies are designed to give students exposure to specific regions and cultures of the world, typically centered on a prevalent theme. Examples may include people and culture of a particular region, a violent conflict or humanitarian crisis, an area of high political tension, or a region associated with a certain strategy or challenge for economic development. Students may retake this course for additional credit as long as the subtitle and dominant theme of the course is different what has previously been taken.

**Attributes:** YLIB

### **ANTH-475 WashDC Experience-Intern (6 TO 9)**

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

**Prerequisites:** ANTH-476 Y D-

### **ANTH-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

**Prerequisites:** ANTH-477 Y D-

### **ANTH-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

### **ANTH-490 Internship (1 TO 6)**

This course allows anthropology majors to take part in anthropologically related work of a local organization such as a museum, business, or government agency. Internships may be paid or unpaid. Students must submit a written application detailing the internship work to the relevant faculty member. This must be submitted to the department chair with the signature of the faculty member to obtain the written approval of the department chair. A three-credit internship will normally consist of 10 hours per week at the internship site; additional credits may entail more hours and/or more responsibilities. Permission of the department chair is required to register.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **ANTH-490 Internship (1 TO 6)**

This course allows anthropology majors to take part in anthropologically related work of a local organization such as a museum, business, or government agency. Internships may be paid or unpaid. Students must submit a written application detailing the internship work to the relevant faculty member. This must be submitted to the department chair with the signature of the faculty member to obtain the written approval of the department chair. A three-credit internship will normally consist of 10 hours per week at the internship site; additional credits may entail more hours and/or more responsibilities. Permission of the department chair is required to register.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **ANTH-493 Fieldwork (3 TO 6)**

A fieldwork course, which may consist of an intensive three- to eight-week field experience or a

combination of classroom instruction and field experience. Instruction is under the guidance of a member of the St. John Fisher College faculty. Inquiry should be made well in advance of the start of the term in which the course is offered. Meets off campus. Students provide their own transportation and lodging if necessary. Permission of the department chair is required to register.

**Attributes:** YLIB

**ANTH-496 Independent Study (3 TO 6)**

Advanced students may initiate and carry out a proposal for independent work under the supervision of a member of the department. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

# Arts: Visual and Performing Arts

## Overview

M. J. Iuppa (English), *Program Director*

Faculty Advisors: Timothy Madigan (Philosophy), Mark Rice (American Studies), Jeremy Sarachan (Media and Communication)

The Arts program at St. John Fisher College aims to provide students with the opportunity to take courses in arts-related subjects and to experience exhibitions and performances of the work of artists from the greater Rochester area and surrounding region. Arts lecturers in the program include those with expertise in the fields of art history, visual arts, arts and culture, theater, music, museum studies and dance.

The program's campus activities are supported by a generous grant from Herbert and Joan Vanden Brul and are planned in collaboration with area arts professionals.

## The Minor in Visual and Performing Arts

The minor in visual and performing arts enables students to explore their interest in the arts and the impact of the arts on culture. The interdisciplinary focus of the arts minor encourages students to view creativity as a multidimensional human attribute and to explore a variety of arts-related fields. By taking introductory courses in visual art and culture, music, and theater, students discover what these forms of expression have in common and which one they would like to explore in greater depth. The independent study or capstone course gives students the opportunity to create their own projects to be shared with the entire College community.

## Learning Outcomes

### Student Learning Goals and Objectives

Goal #1 Students will have a critical awareness of aesthetic culture as well as enhanced literacy in one or more of the following: drama, dance, language, music, and visual art.

- Identify the elements, principles, and form inherent to a work of art
- Understand the discipline specific terminology connected to an art form.

Goal #2 Students will have an understanding of Art, its history, and the philosophical and cultural conditions that influence its creating and interpretation.

- Identify and analyze a culture's specific beliefs, biases, and experiences that might be relevant to the creation and interpretation of art.
- Identify multiple examples how assumptions that have identified are specifically present in a work of art.

Goal #3 Students will create a well-considered original body of work, written and/or visual, in completion of the minor.

- Create a well-executed work of art and describe how elements, principles, and form were used to reflect the genre.
- Cite specific examples of art used as inspiration or reference and why those pieces of art were important to the creation of the student's art work.

## Program Requirements

### Arts Minor Requirements

Required introductory course		(3)
ARTS 102C	P1 Encounter with the Arts	

FOUR electives, at least two of which must be at or above the 200 level, chosen from		(12)
ANTH 110	P1 Myth, Monster, Mystery	
ARTS 103	Beginning Painting: Appreciation and Experience	
ARTS 105	Beginning Drawing: Appreciation and Experience	
ARTS 108C	P1 Understanding Music	
ARTS 109D	CC Film and Society	
ARTS 111	Acting and Improv Theatre	
ARTS 112D	Digital Art	
ARTS 120	Basic Music Theory	
ARTS 150	P1 Introduction to Dance	
ARTS/AMST 201C	P1 Picturing the Past	
ARTS 202C	P1 Composers and Their World	
ARTS 203D	P1 Art History: 1700 to Present	
ARTS 209	Studio Arts: Appreciation and Experience	
ARTS 210D	P1 Acting Out America	
ARTS 212	P1 Acting Out Ireland	
ARTS 215D	P1 Music in America	
ARTS 216	P1 Introduction to Traditional Irish Music	
ARTS/LSPN 220D	P1 Art of the Hispanic World	
ARTS 225	P1 Drawing Ireland	
ARTS/MSTD 228D	P3 Introduction to Museum Studies	
ARTS/MSTD 229D	P3 This Old House: Historic Site Administration	
ARTS 235	P1 Art in America: 20th Century	
ARTS 236	Photo I: Art Photography	
ARTS 258	Introduction to Physical Computing	
ARTS 259	P1 Algorithmic & Data Art	
ARTS/ENGL 263C	P1 Topics in Literature and the Arts	
ARTS 266	P1 Spotlight On!	

ARTS/AMST 320C	P1 Culture and Art in America
ARTS/AMST 321P	P1 Culture and Art in America II
ARTS 336	Photo II: Media & Documentary
COMM 269	Web Design
COMM 309	Design & Publishing
COMM 323	Screenwriting
COMM 361	Documentary Production
COMM 362	Interactive Media Design
ENGL 212C	P1 Shakespeare at the Movies
ENGL 251	P1 Introduction to Creative Nonfiction
ENGL 253	P1 Introductory Creative Writing
ENGL 371	Creative Writing: Fiction
ENGL 372	Creative Writing: Poetry
ENGL 374	Creative Writing: Drama
POSC 125	P1 Painting Politics
REST 299C	P1 Biblical Themes in Opera
SOCI 195	P1 Hip Hop Music & Poetry
<b>ONE of the following or any Arts-related 400-level course</b>	
	<b>(3)</b>
Choose <b>one</b> :	ARTS 490 Internship
	ARTS 496 Independent Study
<b>Total</b>	<b>(18)</b>

**Note:** Only one course applied to a student's major may also be used to satisfy a requirement in the ARTS minor. 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 College, as well as at other area colleges. Consult the program director.

## Courses

### **ARTS-102C P1 Encounter with the Arts (3)**

This course aims to give students a firsthand experience of their cultural world through participation in such forms as cinema, photography, theater, painting, sculpture, music, poetry, dance, and architecture. Whenever possible, artistic events in the Rochester area, as well as classroom presentations by area artists, are incorporated. Additional fees apply.

**Attributes:** AMHU P1 YLIB

### **ARTS-103 Painting:Apprec&Exper (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. Initial cost of supplies should not exceed \$40.

**Attributes:** YLIB

### **ARTS-105 Drawing: Apprec & Exper (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. Students receive a materials list. Cost of supplies should not exceed \$20.

**Attributes:** YLIB

### **ARTS-108C P1 Understanding Music (3)**

This course approaches music listening as a skill to be practiced, much like speaking a second language. We build a common vocabulary of terms and ideas that apply to almost all music, then practice our listening skills on many genres, concentrating on concert (?classical?) music at first, then moving to jazz, world, and American styles, including rock and pop. We will also learn some historical and cultural context to explain why music from a particular place, time, or person is the way it is. Concert reports give students practice applying the listening skills and knowledge gained in class.

**Attributes:** P1 YLIB

### **ARTS-109D CC Film & Society (3)**

Students study the language of film and develop skills in film analysis. With that foundation, the course examines how films portray our multicultural society and how filmmakers create movies that reflect their own cultural identities. The course includes both American and foreign narrative and documentary films and explores the social as well as aesthetic dimensions of this art form.

**Attributes:** AMHU CC YLIB

### **ARTS-111 Acting & Improv Theatre (3)**

Basic acting techniques (including Shakespeare) for stage, TV, film, and commercial performance, with a concentration on diction, physical movement, improvisation, scene study, and written character analysis. Coursework can be applied to many fields beyond acting, such as public relations, marketing, advertising, and public speaking. (Formerly titled Acting for Beginners)

**Attributes:** YLIB

### **ARTS-111 Acting for Beginners (3)**

Basic acting techniques (including Shakespeare) for stage, TV, film, and commercial performance, with a concentration on diction, physical movement, improvisation, scene study, and written character analysis. Coursework can be applied to many fields beyond acting, such as public relations, marketing, advertising, and public speaking. (Formerly titled Acting for Beginners)

**Attributes:** YLIB

### **ARTS-112D Technology&Visual Culture (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-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-120 Basic 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. This course in addition to ARTS 108: Understanding Music will prepare students for Arts 202: Composers and Their World and ARTS 215: Music in America.

**Attributes:** YLIB

### **ARTS-150 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-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-160C Shakespeare Live! (3)**

This course invites students to explore the plays of Shakespeare as documents of living theater. A selection of plays is studied as texts for performance in their own time as well as our own. Students stage and act scenes for an audience, and they evaluate other theatrical and film productions of the plays.

**Attributes:** YLIB

### **ARTS-165 The Photographer's Eye (3)**

This is a course in how to make the most out of your camera, while training your mind to see photographically. Students will learn to photograph with an open and receptive mind, being observant and sensitive to light, and to the ever-changing world in front of the camera. We will explore a range of photographic styles and subject matter, and we will study and discuss the work of other photographers, both current and from an historical context. Students will maintain a journal and write critical responses to photos they see and create. Each student will write two short critical essays, three to five pages in length, that focus on a particular photographer's work as well as his or her own creative process. Our goal will be to make images that rise above the mundane, move the viewer, and further inspire the student to explore the world of photography. Each student should have a digital camera by the first class session. A digital SLR is highly recommended, but point-and-shoot cameras are acceptable as long as they allow for exposure compensation. There will be no need to purchase a textbook, so it is recommended that students bring the best camera they can afford for this class.

**Attributes:** DCCC YLIB

### **ARTS-170 Documentary Photography (3)**

Since the second half of the 19th century, photographic images have been used to express the photographer's feelings and concerns about the human condition. Subject matter has included workers' conditions, child labor, war and conflict, as well as more positive, joyous aspects of life. This is a hands-on course with an historical context. Students will examine the work of important documentary photographers (19th-21st centuries) and will make images of their own to be shared and discussed in the classroom. They will maintain a journal and write critical responses to photos they see and create, and they will write two short critical essays, three to five pages, that focus on particular documentary photographers' process and their own creative process. Emphasis will be placed on how to see photographically, with an observant and receptive mind and conscious of how light, composition, and subject matter interact. Guest photographers will show and discuss their work. Each student must own a DSLR or point-and-shoot digital



camera and have at least a basic understanding of its use.

**Attributes:** YLIB

### **ARTS-201C P1 Picturing the Past (3)**

This course is intended to introduce students to the potentials and perils of using photography as a source of historical knowledge. Beginning with an assumption that our understanding of much of American history has been shaped by the photographic images we have been exposed to (for instance, Mathew Brady's Civil War photographs and the FSA record of the Great Depression), the course explores the ways that photographs have been used to understand the past and examines the inherent contradictions of photographs being both objective facts and subjective expressions, thereby revealing the pitfalls of expecting the photographs to tell the truth. Cross-listed with AMST 201C.

**Attributes:** AMHU MUST P1 YLIB

### **ARTS-202C P1 Composers&Their World (3)**

This course is a study of seven great composers from the past (Bach, Mozart, Beethoven, Wagner, Debussy, Stravinsky, and Copland), followed by a survey of modern composers. We will focus on the composers' style (what made them better than their contemporaries), biography, and the social and historical milieu in which they worked. We will become thoroughly familiar with dozens of great works, but most importantly will learn about the practical and artistic concerns that shaped those works, and continue to affect composers today.

**Attributes:** P1 YLIB

**Prerequisites:** ARTS-108C D- OR ARTS-120 D-

### **ARTS-203D P1 Art Hist:1700-Present (3)**

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:** AMHU P1 YLIB

### **ARTS-209 Studio Arts: Appr&Exper (3)**

This course encourages personal expression through drawing, painting, collage and mixed media. Students gain appreciation of art through the study of artists, methods, and materials. The processes and practices of historical and contemporary artists are explored in the studio with watercolor, pastel, charcoal, and pencil. Explore watercolor following Winslow Homer. Discover line from Kathe Kollwitz and Leonardo da Vinci. Experience pastel studying Mary Cassatt and Edgar Degas. Permission of the instructor is required to register.

**Attributes:** YLIB

### **ARTS-210D P1 Acting Out America (3)**

This course provides students with an opportunity to examine American culture through analyzing and performing dramatic works from the 20th century. Drama helps to distance oneself from one's contemporary culture and then approach the modern or postmodern culture with a deeper understanding. Students will study the development of character, socioeconomic trends, and historical events surrounding the selected plays in order to produce well-researched and well-rehearsed scenes. The plays that will be considered will be: "12 Angry Men", "The Lottery," "Our Town," "To Kill A Mockingbird," and "It's A Wonderful Life."

**Attributes:** P1 YLIB

### **ARTS-212 P1 Acting Out Ireland (3)**

This course provides students with the opportunity to examine Irish culture through analyzing and performing dramatic works from the 20th century. Drama helps to distance oneself from one's

contemporary culture and then approach the modern or postmodern culture with a deeper understanding. Students will study the development of character, socioeconomic trends, and historical events surrounding the selected plays in order to produce well-researched and well-rehearsed scenes. The plays that will be considered will be: "Da," "Playboy of the Western World", "Spreading the News," "Juno and the Paycock," among others.

**Attributes:** P1 YLIB

### **ARTS-215D P1 Music in America (3)**

A course where students can experience the wealth of music that has been imported as well as developed in America. The music will be studied in conjunction with historical events that have shaped our country and in conjunction with sociocultural trends and developments in society. Music will be traced from its foreign roots and special emphasis will be given to the unique musical contributions of American composers, as well as the rise of jazz and other contemporary forms of music that have taken hold over the past 100 years. The course will cover not only genres of music such as jazz, ragtime, classical, rock and roll, R&B, bebop, hip hop, and others but will highlight the most significant composers, as well as the development of music for the stage and screen.

**Attributes:** AMHU P1 YLIB

**Prerequisites:** ARTS-108C D- OR ARTS-120 D-

### **ARTS-216 P1 Intro Trad Irish Music (3)**

This course will introduce students to the traditional music of Ireland. We will look at traditional music first through its instruments, then through its song and finally through its dance. Simultaneously, we will be studying the history of the country that both influenced and was influenced by the music itself. Finally students will have the opportunity to experience and explore Irish music and dance through book, discussion and live performance. Students who take this course will find themselves discovering the rich Irish community of musicians that exists today, not only in Ireland but within the Rochester community itself.

**Attributes:** P1 YLIB

### **ARTS-220D P1 Art of Hispanic World (3)**

This introduction to the arts of the Spanish-speaking world provides an appreciation and understanding of the cultural variations and diversity of the arts of Spain, Latin America, and the Caribbean. We explore the historical and cultural interrelationships that enrich the aesthetic creativity of these many nations as well as their impact on the arts in the U.S. The course is taught bilingually. Cross-listed with LSPN 220D.

**Attributes:** P1 YLIB

### **ARTS-225 P1 Drawing Ireland (3)**

In this course, students will examine examples of Irish literature, film and art, and draw their interpretations of Ireland's landscapes, cityscapes, dreamscapes. This method of creating art from art is known as Ekphrasis. With a variety of materials, students will learn how to draw using line, form and expression. They will have the opportunity to look closely at the design and symbols found in the Book of Kells; learn about the histories of stones and the meaning of repeating motifs/symbols that have influenced Irish history and culture. They will gain an appreciation that 20th century Ireland in its historical and cultural context embraces its rich past. Students will produce a portfolio of artwork and a selection of their work will be displayed in the Arts Showcase in Lavery Library at the end of the semester.

**Attributes:** P1 YLIB

### **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-229D P3 This Old Hse-Hist Sites (3)**

This course looks at the many aspects of operating and maintaining a historic site (house museums, battlefields, villages etc.) Topics covered include preservation, restoration, cyclical maintenance,

interpretation, staffing, governance, housekeeping, disaster planning and funding. The course emphasizes the social and cultural significance of historic sites, their role in the larger community, and the importance of appropriate interpretive activities in fulfilling their cultural missions. Students learn to write a grant proposal and prepare a budget - two skills required to work in an historic site today. Cross-listed with MSTD 229D.

**Attributes:** MUST P3 YLIB

### **ARTS-235 Art in America: 20th Cent (3)**

This studio class will explore the works of twenty 20th century American artists by using materials and techniques similar to their methods to understand how they created the artworks that reflect their times. We will consider Nature, urban life, and the industrial landscape, and look at society's daily life, social conflict, and how we see ourselves in figurative work and portraits. Our form and content will address realism, expressionism, and abstraction, as well as a sense of place, signs, symbols, and mapping the American landscape. Some of the artists will be: Winslow Homer and the watercolors of the Adirondacks, Joseph Cornell; collage and construction; and Georgia O'Keeffe, painting and personal expression.

**Attributes:** P1 YLIB

### **ARTS-235 P1 Art in America: 20thC (3)**

This studio class will explore the works of twenty 20th century American artists by using materials and techniques similar to their methods to understand how they created the artworks that reflect their times. We will consider Nature, urban life, and the industrial landscape, and look at society's daily life, social conflict, and how we see ourselves in figurative work and portraits. Our form and content will address realism, expressionism, and abstraction, as well as a sense of place, signs, symbols, and mapping the American landscape. Some of the artists will be: Winslow Homer and the watercolors of the Adirondacks, Joseph Cornell; collage and construction; and Georgia O'Keeffe, painting and personal expression.

**Attributes:** P1 YLIB

### **ARTS-236 Photo I: 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. Students who have taken ARTS 165 may not register for this class. Cross listed with COMM 236.

**Attributes:** YLIB

### **ARTS-258 Intro Physical Computing (3)**

Physical computing can be defined as interactive physical systems built using hardware and software that can "sense" the world, helping us to redefine how we interact with technology. Tools like the Arduino and the LilyPad wearable microprocessor can be programmed to use a variety of sensors to detect the world and respond in particular ways, and can lead to the invention of new devices, nontraditional means to communicate with the web, and wearable computing (such as clothing that illuminates based on lighting conditions in a room). This course will teach students the basics for working with these systems, including an introduction to using the hardware (wiring, soldering, etc.) and the software (coding in the Arduino development environment). No prior experience is needed. By the end of the course students will complete an interactive physical computing artifact. Cross listed with DIGC 258

**Attributes:** YLIB

### **ARTS-259 P1 Algorithmic & Data Art (3)**

In this course, students study video art, computer graphics, and data-based installations. They also continue to develop the coding skills using the Processing language learned in previous courses to create screen-based and installation art. To produce this creative work, students will learn to manipulate video at the pixel level; study particle systems, cellular automata, and fractals; and develop the skills to collect and visualize data gathered via social media APIs. Cross-listed with DIGC 259.

**Attributes:** P1 YLIB

**Prerequisites:** CSCI-158 D- OR CSCI-161 D- OR DIGC-158 D- OR DIGC-258 D-

### **ARTS-263C P1 Topics: Lit & the Arts (3)**

Spring 2016 Focus: Hollywood History Historical films are such a staple of the Hollywood industry and of American entertainment that some critics argue they are Americans' main source of historical "education." In this class we will focus on the debate between the need for accuracy in historical films and the cinematic requirement for drama when analyzing films based on real events and people. Films may include Jefferson in Paris, Amistad, World Trade Center, and Letters from Iwo Jima.

Cross-listed with ARTS 263C.

**Attributes:** AMHU P1 YLIB

### **ARTS-266 P1 Spotlight On! (3)**

This course in theatrical production and design provides students with an opportunity to examine a theatrical production from multiple perspectives: that of an actor, director, designer, producer, and audience member. Text will be analyzed from each perspective with a focus on social, historical and cultural implications. Drama helps to distance oneself from one's contemporary culture, and then approach the modern or postmodern culture with deeper understanding. Students will study the development of character, socio-economic trends, and historical events surrounding the selected play in order to produce a well-researched and well-rehearsed production.

**Attributes:** P1 YLIB

### **ARTS-320C P1 Culture&Art in America (3)**

This course looks at the intersections 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, photography, film, 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. Cross-listed with AMST 320C.

**Attributes:** AMHU P1 YLIB

### **ARTS-321P P1 Culture&Art America II (3)**

A study of art and culture in the U.S. from 1945 to the present. Students will examine how works of art produced during this time express and help determine the changing ideologies and realities within America. Topics covered will include the emergence of an American Avant-Garde; Abstract Expressionism and the Cold War; Pop Art and 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 will be given to the way in which American culture was shaped by popular forms of entertainment such as television, movies and music. Cross-listed with AMST 321P.

**Attributes:** AMHU P1 YLIB

### **ARTS-336 Photo II:Media&Documentary (3)**

This course will focus on photojournalism and documentary photography, with a focus on image-based storytelling. Students will practice public relations & advertising photography, including the creation of images for web and mobile devices. Students should be familiar with photographic composition and the use of an SLR camera and have experience using Photoshop. Students are encouraged to have their own digital SLR camera by the first class. A few will be available for loan. Students who have earned credit for COMM 334 may not register for this class. Cross listed with COMM 336.

**Prerequisites:** ARTS-165 D- OR (ARTS-236 D- OR COMM-236 D-)

### **ARTS-490 Internship (1 TO 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. Permission of the program director is required to register.

**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.

**Attributes:** YLIB ZCAP ZEXL ZRES

**Restrictions:** Including: -Class: Junior, Senior

# Biology

## Overview

Daryl Hurd, *Chair*

Noveera Ahmed, Michael Boller,\* Kaitlin Bonner, Christopher Collins, Gregory Cunningham, Jonathan Falanga, Edward Freeman, Maryann Herman,\*\* Virginia Borden Maier, Jonelle Mattiaccio, Jonathan Millen, Fernando Ontiveros, Kristin Picardo, Michele Saul, Kathleen Savage

\*On leave, Fall 2015

\*\*On Leave, Spring 2016

The mission of the Biology Department at St. John Fisher College is to provide a foundation in the biological sciences for Biology majors, students in other departments whose degree requirements include Biology, and students who utilize biology to satisfy elements of the **College Core**. Within the context of a liberal arts education and with strong emphasis on hands-on experience and personalized instruction, the Biology Department seeks to help all students think about and analyze the world from a biological perspective. We prepare students for graduate studies in the natural sciences and health professions and/or a wide variety of careers in industry, business, and the public sector.

The department offers both a B.A. and a B.S. degree in Biology.

## B.A. 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 persons who want to combine another major such as chemistry, management, 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.

## B.S. 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.

## Health Professions

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 college careers as possible.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Biology majors will achieve basic proficiency in Biology through exposure to areas of fundamental importance to the field.

- Develop a basic understanding of the diversity of life evolved over time by the processes of mutation, selection, and genetic design.
  - Identify, characterize and classify each of the major groups of living organisms
  - Demonstrate an understanding of evolutionary mechanisms
- Understand how the basic units of structure define the function of all living things

- Identify and describe the relationship between structure and function at all biological levels
- Develop a basic understanding of the mechanisms underlying how growth and behavior of organisms are activated through the expression of genetic information in context.
  - Describe the flow of genetic information
  - Describe the development of animals and plants
- Develop a basic understanding of how living systems are interconnected and interacting.
  - Describe how organisms and the environment influence each other.

Goal #2 Biology majors will achieve basic proficiency with scientific competencies.

- Use laboratory equipment and techniques appropriate to the field of study.
  - Demonstrate correct usage of laboratory equipment
  - Demonstrate competency in performing biochemical techniques
  - Demonstrate competency in manipulating organisms and models
  - Understand the rationale behind the choice of laboratory methods
- Demonstrate basic information literacy skills
  - Identify a suitable research topic and determine the nature and extent of information needed.
  - Acquire previously published information effectively, efficiently, and ethically
  - Critically evaluate information and sources and decide if there as a need to modify query and/or seek additional sources
  - Use information effectively to address and acknowledge sources with proper citations
- Demonstrate basic quantitative literacy skills
  - Be able to use appropriate computational skills for questions in biology
  - Use, evaluate and convert units
  - Interpret and evaluate quantitative representations (e.g., equations, graphs, diagrams, tables and words describing quantitative information)
  - Plan and execute experimental design, data collection and data processing
  - Understand probability and interpret statistical methods to the analysis of quantitative biological data
  - Communicate quantitative results and interpretations
  - Understand and use mathematical models in the evaluation of biological phenomena
- Communicate effectively and accurately
  - Effectively communicate scientific information
  - Effectively communicate their credentials
- Apply the scientific method to solve problems, make predictions an evaluate information

## Program Requirements

### B.A. Biology Requirements

Biology core		(40)
BIOL 120C	P4 General Biology	3
BIOL 127L	General Biology Lab	1
BIOL 128C	SQ General Zoology	4
BIOL 213	Plant Biology	4
BIOL 214	Microbiology	4

BIOL 311	Cell Biology	3
BIOL 311L	Techniques In Cell Biology	2
BIOL 349	Junior Seminar	1
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
<b>Biology electives</b>		<b>(9–12)</b>
Three 3- or 4-credit Biology courses at the 300-level or higher, excluding BIOL 490, 496, 498, 499 and SSCH 498		
<b>Mathematics requirement</b>		<b>(3–4)</b>
One course chosen from: Calculus I (MATH 120C), Calculus II (MATH 122C), Mathematical Modeling (MATH 170), Statistics (MATH 260 or ECON 221 or PSYC 201), or a Programming course (CSCI 152, CSCI 161)		
<b>Total</b>		<b>(52–56)</b>

In addition, as per the College Core requirements, B.A. students in biology must take two foreign language courses in sequence in the same language.

## B.S. Biology Requirements

<b>Biology core requirements</b>		<b>(40)</b>
BIOL 120C	P4 General Biology	3
BIOL 127L	General Biology Lab	1
BIOL 128C	SQ General Zoology	4
BIOL 213	Plant Biology	4
BIOL 214	Microbiology	4
BIOL 311	Cell Biology	3
BIOL 311L	Techniques In Cell Biology	2
BIOL 349	Junior Seminar	1
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
<b>Physics requirement</b>		<b>(8)</b>
PHYS 121C	P4 Introductory Physics I	4
PHYS 122C	P4 Introductory Physics II	4
<b>Biology electives</b>		<b>(15–20)</b>
Five 3- or 4-credit Biology courses at the 300-level or higher, excluding BIOL 490, 496 and 499. <b>Note:</b> <i>BIOL 498, if taken for 3 credits, or SSCH 498, if taken for 3 credits, and supervised by a biology faculty member, may be used as one of the five 3-credit biology electives.</i>		
<b>Mathematics requirement</b>		<b>(6–8)</b>
Choose <b>one</b>	Math 120C P4 Calculus I – <b>OR</b> –	
	MATH 170 P4 Mathematical Modeling	
<b>AND</b> the other course listed above or one of: Statistics (MATH 260 or ECON 221 or PSYC 201), Calculus II (MATH 122C), or a Programming course (CSCI 152, 161)		
<b>Total</b>		<b>(69–76)</b>

## Tailoring a Course of Study in Biology

Biology is a broad field of study. The range of biology elective courses offered permits students to tailor their academic program to meet their individual needs and interests. Additionally, students should be aware that graduate and professional programs may have specific science, math, computer science, statistics, or humanities requirements for admission. Students are encouraged to consult with their academic advisors, the chair of the department, or with the Health Professions advisor for guidance regarding the selection of Biology electives and other courses.

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

**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.**

**Note:** *SSCH 498 may be used in the calculation of the B.S. Biology major's GPA if the course is worth three credits and is supervised by a Biology faculty member.*

## Students Seeking Adolescence Teaching Certification in Biology

A dual major in Inclusive Adolescence Education and Biology (B.A. program requirements) will earn a Bachelor of Science degree.

In addition to the content area requirements in biology, students pursuing Adolescence Teaching Certification must also complete:

- **Inclusive Adolescence Education Major (46)**

The major includes education courses, field experiences, student teaching, and courses for Certification in

Students with Disabilities (7–12), and Middle School Extension in the content area (5–6). See [Inclusive Adolescence Education](#) for details.

**Note:** *As early as possible, students should consult with an education advisor to set up a program leading to certification.*

## Minor:

### Requirements

BIOL 120C	P4 General Biology	(3)
BIOL 127L	General Biology Lab	(1)
BIOL 128C	SQ General Zoology	(4)
A minimum of nine additional Biology credits, with at least three credits at the 200 level or above.		(9)
<b>Total</b>		<b>(17)</b>

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

## Recommended Progression

### B.A. Biology

*Recommended progression of courses **required** for the **B.A. Biology major**. In addition to the courses noted below, students are expected to complete the undergraduate College Core. Students should consult [Core Requirements](#) for details.*

	FALL	SPRING
<b>FR</b>	BIOL 120C, 127L (4) CHEM 103C, 103L (4)	BIOL 128C (4) CHEM 104C, 104L (4)
<b>SO</b>	BIOL 213 — <b>OR</b> — BIOL 214* (4) CHEM 201, 201L (5) MATH/CSCI or STATS (3/4)	BIOL 213 — <b>OR</b> — BIOL 214* (4) CHEM 202, 202L (5)
<b>JR</b>	BIOL 311, 311L (5) BIOL 349 (1)	BIOL Elective (3/4)
<b>SR</b>	BIOL Elective (3/4)	BIOL Elective (3/4)

\*Both BIOL 213 and BIOL 214 are required, but students may choose the semester in which to enroll in each course based on schedule and availability.

### B.S. Biology

*Recommended progression of courses **required** for the **B.S. Biology major**. In addition to the courses*

noted below, students are expected to complete the undergraduate College Core. Students should consult *Core Requirements* for details.

	FALL	SPRING
FR	BIOL 120C, 127L (4) CHEM 103C, 103L (4)	BIOL 128C (4) CHEM 104C, 104L (4)
SO	BIOL 213 —OR— BIOL 214* (4) CHEM 201, 201L (5) MATH 120C or 170 (3/4)	BIOL 213 —OR— BIOL 214* (4) CHEM 202, 202L (5) MATH/CSCI or STATS (3/4)
JR	BIOL 311, 311L (5) BIOL 349 (1) PHYS 121C (4)	BIOL Elective (3/4) PHYS 122C (4)
SR	BIOL Elective (3/4) BIOL Elective (3/4)	BIOL Elective (3/4) BIOL Elective (3/4)

\*Both BIOL 213 and BIOL 214 are required, but students may choose the semester in which to enroll in each course based on schedule and availability.

## 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-102C P4 Biology in Society (3)**

A study of the biological principles underlying selected issues currently facing mankind and demanding a moral, legal, social, and, above all, educated response: in vitro fertilization and other new reproductive options, genetic engineering, AIDS, and others. The relationship between scientists and the general public and the nature of science as a distinctive way of knowing are also explored.

**Attributes:** P4 YLIB

### **BIOL-104C P4 Biology in Sci Fiction (3)**

Science fiction authors speculate on the future based upon science currently known in the present time. Some of their speculation is indeed grounded in sound scientific principles that predict a possible future outcome. Other speculation is more fantasy than truly scientific. As a result, science fiction can be either an educational tool useful for presenting science to a non-scientist public or a purveyor of misinformation. This course covers science fiction themes that draw their subject matter from the science of biology. Topics to be covered are future outcomes of genetic engineering, artificial life, alien life, and non-corporeal life. The biological themes presented are anatomy, physiology, and the ecology of living systems as presented in science fiction literature, film, and art.

**Attributes:** P4 YLIB

### **BIOL-105C P4 Human Anatomy (0 OR 4)**

A basic course dealing with the gross and microscopic structure of the human body. Medical applications are included. In the laboratory, students will dissect the cat and also examine other mammalian materials. Lab sections are non-graded.

**Attributes:** P4 YLIB

**Restrictions:** Including: -Major: Nursing

**BIOL-106C SQ Human Physiology (0 OR 4)**

This course is an introduction to the functions of tissues, organs, and organ systems in the human body. Medical applications are included. Must also register for non-graded lab section.

**Attributes:** SQ YLIB

**Restrictions:** Including: -Major: Nursing

**BIOL-107C SQ Microbes & Disease (0 OR 4)**

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. Must also register for non-graded lab section.

**Attributes:** SQ YLIB

**Restrictions:** Including: -Major: Nursing

**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.

**Attributes:** P4 YLIB

**Restrictions:** Including: -Major: Nursing

**BIOL-109C P4 Human Genetics (3)**

This course provides a basic background in genetics and stresses the relevance of genetic knowledge to daily living. Topics include: Mendel's principles, sex determination and linkage, pedigree analysis, DNA structure and function, recombinant DNA, inherited diseases, immunity, cancer, and genetic counseling.

**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.

**Attributes:** YLIB

**BIOL-116C P4 Fungi:Rotting Our World (3)**

This course is an exploration of the natural and technical world of fungi. These biological life forms are most closely related to animals, but constitute their own kingdom. This course investigates the role of fungi throughout history and how these powerful organisms influence life as we know it. As the ultimate recyclers, we will examine the good, bad, and ugly sides of these creatures (and other fungi-like

organisms). Topics include: the Irish potato famine, mycotoxins, mycoses, medicinal molds, symbioses, biological control, edible and poisonous fungi.

**Attributes:** P4 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.

**Attributes:** P4 YLIB

### **BIOL-120C P4 General Biology (3)**

This course examines the essential concepts on which the contemporary biological sciences are based and relates them to specific historical and contemporary developments. Major areas include scientific inquiry, cell structure and function, principles of hereditary, and the processes and mechanisms of evolution. This course illustrates how the broad field of biology is constantly changing as a result of new technology and explores the application of biology which is usually interdisciplinary in nature. General Biology provides a foundation for advanced courses in biology.

**Attributes:** P4 YLIB

### **BIOL-127L General Biology Lab (1)**

This introductory laboratory experience is required of all Biology majors. Students begin to work with the tools of biology including published literature, database analysis, spectrophotometry, protein gel electrophoresis and analysis, microscopy, analysis of genetic crosses, enzymatic manipulation of DNA and nucleic acid gel electrophoresis. Basic observational and experimental skills are developed through an inquiry-based approach.

**Attributes:** YLIB

**Prerequisites:** BIOL-120C Y D-

### **BIOL-128C SQ General Zoology (0 OR 4)**

This course examines the development, structure, function, and diversity of animals. Additionally, the ecological relationships among animals are considered with particular emphasis on populations and behaviors. These topics are evaluated from a cell, molecular, and organismal viewpoint and build upon the topics of BIOL 120C. The lab portion of this course requires each student to observe and dissect animals from diverse invertebrate phyla as well as dissect a cat and specific organs from other large mammals. Must also register for non-graded lab section.

**Attributes:** SQ YLIB

**Prerequisites:** BIOL-120C D-

### **BIOL-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **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-213 Plant Biology (0 OR 4)**

Plant biology is an in depth examination of aspects of botanical life (algae, fungi, and plants). Emphasis is placed on plant structure and function and the relevance of plants to humanity and the global environment. Upon completion of this course, students will better understand the physiological, biochemical, and structural features of plants, how plants survive, their roles in the environment, and the impacts of plants on humans. The lab portion of this course focuses on morphology and experimental manipulation of plant systems. Must also register for non-graded lab section.

**Attributes:** YLIB ZCIV

**Prerequisites:** BIOL-120C D-

### **BIOL-214 Microbiology (0 OR 4)**

Explores the major groups of microbes and their relationships 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. Non-Biology majors who are interested in or require a microbiology course but who lack the prerequisites for BIOL 214 should enroll in BIOL 107 Microbes and Disease. Must also register for non-graded lab section.

**Attributes:** YLIB

**Prerequisites:** BIOL-127L D- AND BIOL-128C D- AND CHEM-104C D- AND CHEM-104L D-

### **BIOL-310 Reproductive Biology (3)**

This course familiarizes the student with the comparative strategies of various forms of sexual reproduction in the animal kingdom. It investigates the molecular, cellular, and behavioral aspects of reproduction amongst various classes of organisms. Gametogenesis, the effect of hormones and pheromones, fertilization, embryogenesis, pregnancy, and parturition are covered.

**Attributes:** YLIB

**Prerequisites:** BIOL-311 Y D-

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** YLIB

**Prerequisites:** BIOL-127L D- AND BIOL-128C D- AND CHEM-201 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.

**Attributes:** YLIB ZRES

**Prerequisites:** BIOL-311 Y 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

**Prerequisites:** BIOL-213 D- AND CHEM-201 D-

**BIOL-314 Animal Physiology (0 OR 4)**

This course examines the study of animal functions at the tissue, organ, and organ-system levels of organization. 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. Formerly titled: Animal Physiology

Must also register for non-graded lab section.

**Attributes:** YLIB ZEXL

**Prerequisites:** BIOL-311 D-

**BIOL-314 Advanced Physiology (0 OR 4)**

This course examines the study of animal functions at the tissue, organ, and organ-system levels of organization. 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. Formerly titled: Animal Physiology

Must also register for non-graded lab section.

**Attributes:** YLIB ZEXL

**Prerequisites:** BIOL-311 D-

**BIOL-315 Invertebrate Zoology (0 OR 4)**

This course examines the study of the biology and systematics of the invertebrate Metazoa.

**Attributes:** YLIB

**Prerequisites:** BIOL-128C D-

**BIOL-316 Plant Physiology (0 OR 4)**

This course examines the general physiology of seed plants, including cell structure and function, nutrition, metabolism, growth, and development.

**Attributes:** YLIB

**Prerequisites:** BIOL-213 D- AND BIOL-311 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

**Prerequisites:** BIOL-120C D- AND 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.

**Attributes:** YLIB

**Prerequisites:** BIOL-120C D- AND BIOL-127L D- AND CHEM-202 Y D-

### **BIOL-319 Histology (0 OR 4)**

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

**Prerequisites:** BIOL-311 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

**Prerequisites:** BIOL-311 D-

### **BIOL-320 Comparative Chordate Anatomy (0 OR 4)**

This course examines the structure and evolution of vertebrate organs and organ systems, with special attention to gross functional anatomy and to morphological adaptations for aquatic and terrestrial habitats. Laboratory observations provide the perspective of hands on dissection of animals and organs from various taxa. Evolutionary relationships are stressed in lecture and laboratory, in order to give students a deeper appreciation for the evolutionary history behind modern form. Formerly titled: Comparative Chordate Anatomy

Must also register for non-graded lab section.

**Attributes:** YLIB

**Prerequisites:** BIOL-128C D-

### **BIOL-320 Advanced Anatomy (0 OR 4)**

This course examines the structure and evolution of vertebrate organs and organ systems, with special attention to gross functional anatomy and to morphological adaptations for aquatic and terrestrial habitats.



Laboratory observations provide the perspective of hands on dissection of animals and organs from various taxa. Evolutionary relationships are stressed in lecture and laboratory, in order to give students a deeper appreciation for the evolutionary history behind modern form. Formerly titled: Comparative Chordate Anatomy

Must also register for non-graded lab section.

**Attributes:** YLIB

**Prerequisites:** BIOL-128C 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.

**Attributes:** YLIB

**Prerequisites:** BIOL-311 D- AND BIOL-311L D-

### **BIOL-330 Cell and Organ Culture (0 OR 3)**

This lab-oriented course deals with experimental methods in each of the major areas of investigation involving the isolation and culture of plant and animal cells, including: sterile techniques, media preparation, establishment of cell lines, cell line maintenance, and somatic fusion and isolation. These methods are employed in many different disciplines, from the basic sciences of cell and molecular biology to the rapidly developing areas of biotechnology. Permission of the instructor is required to register.

**Attributes:** YLIB

**Prerequisites:** BIOL-311 D- AND BIOL-311L 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. Laboratory experiences will include standard aerobic and anaerobic fitness testing, health diagnostic tests, and exercise prescription development.

**Attributes:** YLIB

**Prerequisites:** BIOL-128C D- AND BIOL-311 Y D-

### **BIOL-335 Exercise Physiology (0 OR 4)**

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.

**Attributes:** YLIB

**Prerequisites:** BIOL-128C D- AND BIOL-311 Y D-

### **BIOL-349 Junior 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 resumes 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.

**Attributes:** YLIB ZEXL

**Restrictions:** Including: -Major: Biology and Adolescence Educ, Biology -Class: Junior, Senior

### **BIOL-357 Nanobiology (3)**

Scientists around the world have explored the problem of ?manipulating and controlling things on a small scale? ever since Richard Feynman challenged them to do so in his now famous 1959 lecture. By studying materials and phenomena at the atomic and macromolecular scales, we access a world with an enormous potential for discovery and technical applications. The course provides an introduction to the interface of biology and nanotechnology. It highlights a multidisciplinary approach in which the fields of chemistry, molecular biology and material sciences, come together to produce new avenues of research and novel tools with biomedical applications. Through hands-on experimentation, students will gain practical experience in the rational design, production and testing of biocompatible nanoparticles.

**Attributes:** YLIB

**Prerequisites:** BIOL-311 D- OR BIOL-318 D-

### **BIOL-403 Developmental Biology (0 OR 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

**Prerequisites:** BIOL-311 D- AND BIOL-311L 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.

**Attributes:** YLIB

**Prerequisites:** BIOL-127L D- AND 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.

**Attributes:** YLIB

**Prerequisites:** BIOL-127L D- AND BIOL-128C D-

### **BIOL-406 Vertebrate 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.

**Attributes:** YLIB

**Prerequisites:** BIOL-127L D- AND BIOL-128C D-

### **BIOL-408 Ecology (0 OR 4)**

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.

**Attributes:** YLIB

**Prerequisites:** BIOL-127L D- AND BIOL-128C D- AND BIOL-213 D- AND CHEM-104C D- AND CHEM-104L 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.

**Attributes:** YLIB

**Prerequisites:** BIOL-127L D- AND BIOL-128C D- AND BIOL-213 D- AND CHEM-104C D- AND CHEM-104L 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

**Attributes:** YLIB

**Prerequisites:** BIOL-127L D- AND BIOL-213 D- AND CHEM-104C D- AND CHEM-104L D-

**Restrictions:** Including: -Major: Biology and Adolescence Educ, Biology

### **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.

**Attributes:** YLIB

**Prerequisites:** BIOL-128C D- AND BIOL-213 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.

**Attributes:** YLIB

**Prerequisites:** BIOL-214 D- AND BIOL-311 D-

**BIOL-413 Plant-Microbe Interactions (0 OR 4)**

This course is an in-depth exploration of the various ways plants interact with microbes in the environment. Parasitic and mutualistic (symbiotic) interactions will be investigated at the macroscopic, cellular, and molecular levels. Microbes include bacteria, fungi, nematodes, and viruses. Coursework focuses on plant pathology and studies of the beneficial relationships between plants and microbes. Inquiry-based labs are integrated into the lecture and discussion sessions.

**Attributes:** YLIB

**Prerequisites:** BIOL-213 D- AND BIOL-214 D-

**BIOL-414 Microbial Ecology (3)**

Microbial diversity is key to the operation of the biosphere. This course will examine the evolution and speciation of microorganisms, microbial life on land and in the sea, species that inhabit extreme environments (i.e., hot springs and polar sea ice), bacterial communication and biofilm formation, and symbiosis between microorganisms and plants, animals, and humans. Timely topics, such as microbes in space, microbial bioremediation, and biodegradation, will also be addressed. This course will include critical analyses of primary and secondary scientific literature and will incorporate a semester-long research project within the scheduled course time.

**Attributes:** YLIB ZEXL ZRES

**Prerequisites:** BIOL-127L D- AND BIOL-128C D- AND BIOL-214 D-

**Restrictions:** Including: -Major: Biology and Adolescence Educ, Biology

**BIOL-416 Biological Imaging (0 OR 3)**

This course provides an exploration of imaging in modern biology and medicine, including imaging physics, instrumentation, image processing, and the various applications of imaging technology. Practical experience in light microscopy, digital image analysis, and electron microscopy is provided through a series of laboratories.

**Attributes:** YLIB ZEXL

**Prerequisites:** BIOL-311 D- AND BIOL-311L 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.

**Attributes:** YLIB

**Prerequisites:** BIOL-214 D- AND BIOL-311 D-

**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

**Prerequisites:** BIOL-311 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

**Prerequisites:** BIOL-127L D- AND BIOL-128C D- AND BIOL-311 D-

**Restrictions:** Including: -Class: Junior, Senior

### **BIOL-440 Seminar (1)**

Students present lectures on research findings currently being published in the field of biology. One semester of seminar is required of all seniors majoring in biology.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Biology & Adolescence Educ, Biology -Class: Senior

### **BIOL-490 Internship in Biology (1 TO 3)**

Biology majors undertake an experimental learning project in an off-campus setting designed to complement the class and laboratory experiences already a part of the biology degree program. The intent is to blend the theoretical material from college coursework with the practical skills developed in the application of biology in the "work world." Placements are coordinated by a faculty member from the department and may involve work in the healthcare community, research community, for-profit sector, or other suitable service learning opportunities. Permission of the department chair is required to register.

**Attributes:** YLIB

### **BIOL-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 faculty member. It may involve a literature search and/or a lab/field study. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Senior

### **BIOL-498 Research (.5 TO 3)**

Students work with a faculty advisor to design and execute a research plan 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 and the Independent Study/Tutorial Authorization form is required. Note: A student may take up to 3 credit hours of BIOL 498 for a letter grade.

BIOL 498 when taken for 3 credits in a single semester counts toward one of the five required major electives for students pursuing a BS degree. This course does not count as an elective for students pursuing a BA degree.

**Attributes:** YLIB

**Prerequisites:** -

**Restrictions:** Including: -Major: Biology & Adolescence Educ, Biology -Class: Junior, Senior

**BIOL-498 Research (.5 TO 3)**

Students work with a faculty advisor to design and execute a research plan 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 and the Independent Study/Tutorial Authorization form is required. Note: A student may take up to 5 credit hours of BIOL 498 for a letter grade.

BIOL 498 when taken for 3 credits in a single semester counts toward one of the five required major electives for students pursuing a BS degree. This course does not count as an elective for students pursuing a BA degree.

A student may take up to 3 credit hours of BIOL 498 in one semester, and up to a total of 5 credit hours of BIOL 498 for a letter grade. .

**Attributes:** YLIB ZRES

**Prerequisites:** -

**Restrictions:** Including: -Major: Biology and Adolescence Educ, Biology -Class: Junior, Senior

**BIOL-498 Research (.5 TO 3)**

Students work with a faculty advisor to design and execute a research plan 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 and the Independent Study/Tutorial Authorization form is required. Note: A student may take up to 5 credit hours of BIOL 498 for a letter grade.

BIOL 498 when taken for 3 credits in a single semester counts toward one of the five required major electives for students pursuing a BS degree. This course does not count as an elective for students pursuing a BA degree.

A student may take up to 3 credit hours of BIOL 498 in one semester, and up to a total of 5 credit hours of BIOL 498 for a letter grade. .

**Attributes:** YLIB ZRES

**Prerequisites:** -

**Restrictions:** Including: -Major: Biology and Adolescence Educ, Biology -Class: Junior, Senior

**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 and the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB ZRES

**Prerequisites:** BIOL-498 B

**Restrictions:** Including: -Major: Biology & Adolescence Educ, Biology -Class: Junior, Senior

**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.

**Attributes:** YLIB ZRES

**Prerequisites:** BIOL-498 B

**Restrictions:** Including: -Major: Biology and Adolescence Educ, Biology -Class: Junior, Senior

# Catholic Heritage

## Overview

Fr. William Graf, *Chair*

Faculty Advisors: David Baronov (Sociology), Robert Brimlow (Philosophy), Frederick Dotolo (History),\*  
Theresa Nicolay (Coordinator, Center for Academic Excellence)

*\*On leave, Spring 2016*

Saint John Fisher, Bishop of Rochester (England) and Chancellor of Cambridge University, is the patron of the College. Erasmus described him as “one man at this time who is incomparable for uprightness of life, for learning, and for greatness of soul.” The Basilian Fathers have as their motto lines from Psalm 119, “Teach me goodness, discipline and knowledge.” John Fisher embodied these qualities as a man of integrity, a scholar rooted in the liberal arts, and one who chose to make a difference in his service to others. As Chancellor, he was committed to the liberal arts (e.g., rhetoric, philosophy, sciences) as tools to best prepare students for further work in theology (religious studies) and careers of service and transformation. John Fisher employed Erasmus as a professor of languages and his own tutor in the same languages so he and the students could better read documents/resources that would help support and articulate reasoned arguments and further discussion.

The minor in Catholic Heritage utilizes the talents of the various departments/schools, especially in the liberal arts, to honor John Fisher by exploring in depth the rich heritage that he fostered as Chancellor to promote the mission of Cambridge University. The minor encourages students to realize various intellectual underpinnings for their intentional choices in the service of others. The interdisciplinary approach to the study of Catholic heritage mutually strengthens the students’ understanding of the Roman Catholic religion as well as its articulation in the arts and sciences.

The minor also concretely reflects the spirit of the Concise Mission Statement of the College. The minor will maintain a deliberate focus on the interdisciplinary study of the Catholic heritage beyond the Religious Studies Department’s minor which concentrates on Roman Catholic Theology. This will support the students to become academically well-rounded and learn to approach problems from a multidisciplinary perspective by directing them to broader interests and perspectives in a structured and intentional way.

## Learning Outcomes

### Specific Goals of the Catholic Heritage Minor

- Identify and articulate some common themes in the Catholic heritage (e.g., faith and reason as a basis for understanding the teachings of the Roman Catholic tradition; the use of imagination in the study of theology; etc.).
- Recognize and articulate some of these common themes as expressed in the arts, humanities, and physical and social sciences. One of the main purposes of the minor in Catholic Heritage is to demonstrate intellectually and practically how the arts and sciences play a key role in the Catholic’s daily life (e.g., a pedagogy that encourages schools/colleges/universities to assist the students “to discover God in all things”).
- Articulate reasons for studying one’s Catholic heritage in a college like Saint John Fisher which is rooted in the Roman Catholic tradition. After the two required courses in Religious Studies, the student signs a contract with the department outlining his or her course of studies to complete the Catholic Heritage minor with a tentative proposal for how and when the capstone seminar/project/guided study would be completed.
- Explore at least one of the themes/reasons in a capstone paper or project that would be interdisciplinary. A suitable mentor (from the Religious Studies Department or, if desired, a willing mentor from another department) would guide this key element of the minor.

## Program Requirements

### Required Courses in the Catholic Heritage Minor

Courses are selected in consultation with a mentor from the Department of Religious Studies.



<b>Foundational courses</b>		<b>(6)</b>
REST 102C	P2 Introduction to Roman Catholicism	
REST 262C	P5 New Testament	
<b>THREE courses from at least two of the following departments</b>		<b>(9)</b>
<b>Philosophy</b>		
PHIL 221C	P2 Metaphysics	
PHIL 222P	P2 Philosophy of Religion	
PHIL 312C	P2 Medieval Philosophy	
PHIL 350C	P2 Renaissance Seminar	
<b>English</b>		
ENGL 170	LC Fantasy and/in History (Only offered as part of a Learning Community)	
ENGL 293	P1 Early English Literature	
<b>History</b>		
HIST/REST 250C	P2 History of the Papacy	
HIST 333	European Catholic Historical Thought	
<b>Sociology</b>		
SOCI 490	Internship (in Catholic facilities e.g., Catholic charities, Catholic schools, Catholic family center, Catholic media, etc.)	
<b>Capstone Seminar Project: A Reflection on Catholic Heritage</b>		<b>(3)</b>
REST 496	Independent Study	
<b>Total</b>		<b>(18)</b>

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

Please refer to the appropriate department for descriptions of the above courses.

# Chemistry

## Overview

Kristina Lantzky-Eaton, *Chair*

Andrea Bills, Kevin Callahan, Kimberly Chichester, Thomas Douglas, Steven Evans, Alexey Ignatchenko, Irene Kimaru, Bradley Kraft, Renuka Manchanayakage, Kermin Martinez-Hernandez

The objectives of the Department of Chemistry are to prepare students for graduate work in chemistry or biochemistry, for professional schools (e.g., medical, dental, pharmacy, veterinary, law), for positions in the chemical industry, or for positions in secondary education, as well as to provide the introduction to chemistry that is required of students of other disciplines for success in their respective professions.

Students majoring in Chemistry may earn the degree of Bachelor of Science or Bachelor of Arts. 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 which concentrates in biochemistry or pharmaceutical chemistry.

Students seeking Adolescence Teaching Certification in Chemistry follow a degree plan leading to a B.S. in Inclusive Adolescence Education – Chemical Education.

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 degree in Chemistry, the Bachelor of Science degree in Chemistry – Biochemistry, or the Bachelor of Science degree in Chemistry – Pharmaceutical Chemistry is certified to the Society as having met its standards for professional training in Chemistry at the bachelor's level.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Students will have knowledge and understanding of the theoretical basis of chemistry.

- Be able to connect observations with prior information: prediction of chemical reaction products
- Explain the physical properties of substances based on an understanding of atomic and molecular structure
- Be able to organize relevant data for analysis by applying appropriate theories and/or mathematical relationships.

Goal #2 Students will demonstrate competency in laboratory work.

- Be able to explain the purpose of the steps in a laboratory procedure
- Design and modify experimental procedure(s) that is/are appropriate to the goal(s) of an investigation
- Identify, collect and organize, analyze, and interpret experimental data and any associated experimental errors.
- Formulate an explanation of observations and apply theories to illustrate how observations can be understood
- Use standard laboratory equipment, instrumentation, and chemicals properly and safely in a laboratory setting.

Goal #3 Students will be able to apply quantitative reasoning skills and critical thinking to problem solving

- Apply an appropriate equation(s) to complete quantitative calculations with the correct number of significant figures and units and be able to explain the validity of the results.
- Draw conclusions from quantitative values and correlate quantitative results to chemical and/or physical properties of the system.

Chemistry

Goal #4 Students will be able to evaluate and interpret chemical students (i.e., published work); present summaries and conclusions, in writing and/or orally, to people in and out of the field of chemistry.

- Locate relevant literature, assess significance of source material
- Organize a clear, concise report in a format chosen by the instructor
- Evaluate the conclusions of scientific investigations performed by others
- Identify and discuss a interaction between the theme(s) of the course with another discipline(s) and/or the world around us.

## 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.

**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.**

## B.S. Chemistry Requirements

CHEM 103C CHEM 103L	P4 General Chemistry I General Chemistry Lab I	(3) (1)
CHEM 104C CHEM 104L	General Chemistry II General Chemistry Lab II	(3) (1)
CHEM 201 CHEM 201L	SQ Organic Chemistry I Organic Chemistry Lab I	(3) (2)
CHEM 202 CHEM 202L	Organic Chemistry II Organic Chemistry Lab II	(3) (2)
CHEM 250	Sophomore Seminar	(1)
CHEM 315 CHEM 315L	Analytical Chemistry I Analytical Chemistry Lab I	(3) (2)
CHEM 316 CHEM 316L	Analytical Chemistry II Analytical Chemistry Lab II	(3) (2)
CHEM 365 CHEM 365L	Physical Chemistry I Physical Chemistry Lab I	(3) (2)
CHEM 366 CHEM 366L	Physical Chemistry II Physical Chemistry Lab II	(3) (2)
CHEM 408	Biochemistry I	(3)
CHEM 412	Advanced Topics	(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)
MATH 221C	Calculus III	(4)
MATH 222	SQ Differential Equations	(3)
PHYS 131C	P4 General Physics I*	(4)
PHYS 132C	P4 General Physics II*	(4)
<b>Total</b>		<b>(77)</b>

*\*The Department of Chemistry strongly recommends that majors take PHYS 131C and 132C, Calculus-based Physics, to satisfy their college Physics requirement.*

## **B.S. Chemistry – Biochemistry Requirements**

CHEM 103C CHEM 103L	P4 General Chemistry I General Chemistry Lab I	(3) (1)
CHEM 104C CHEM 104L	General Chemistry II General Chemistry Lab II	(3) (1)
CHEM 201 CHEM 201L	SQ Organic Chemistry I Organic Chemistry Lab I	(3) (2)
CHEM 202 CHEM 202L	Organic Chemistry II Organic Chemistry Lab II	(3) (2)
CHEM 250	Sophomore Seminar	(1)
CHEM 315 CHEM 315L	Analytical Chemistry I Analytical Chemistry Lab I	(3) (2)
CHEM 316 CHEM 316L	Analytical Chemistry II Analytical Chemistry Lab II	(3) (2)
CHEM 365 CHEM 365L	Physical Chemistry I Physical Chemistry Lab I	(3) (2)
CHEM 366 CHEM 366L	Physical Chemistry II Physical Chemistry Lab II	(3) (2)
CHEM 408	Biochemistry I	(3)
CHEM 409	Biochemistry II	(3)

CHEM 410	Biochemistry Lab	(1)
CHEM 436	Advanced Laboratory II	(1)
CHEM 441	Advanced Inorganic Chemistry	(3)
CHEM 449	Seminar Preparation	(0)
CHEM 450	Seminar	(1)
BIOL 120C BIOL 127L	P4 General Biology: Genes, Cells, Evolution General Biology Lab	(3) (1)
BIOL 311 BIOL 311L	Cell Biology Techniques in Cell Biology	(3) (2)
BIOL 318	Genetics	(3)
MATH 120C	P4 Calculus I	(4)
MATH 122C	P4 Calculus II	(4)
PHYS 131C	P4 General Physics I*	(4)
PHYS 132C	P4 General Physics II*	(4)
<b>Recommended</b>		
CHEM 431	Spectroscopic Identification	(3)
<b>Total</b>		<b>(79–82)</b>

*\*The Department of Chemistry strongly recommends that majors take PHYS 131C and 132C, Calculus-based Physics, to satisfy their college Physics requirement.*

## **B.S. Chemistry – Pharmaceutical Chemistry Requirements**

CHEM 103C CHEM 103L	P4 General Chemistry I General Chemistry Lab I	(3) (1)
CHEM 104C CHEM 104L	General Chemistry II General Chemistry Lab II	(3) (1)
CHEM 201 CHEM 201L	SQ Organic Chemistry I Organic Chemistry Lab I	(3) (2)
CHEM 202 CHEM 202L	Organic Chemistry II Organic Chemistry Lab II	(3) (2)
CHEM 250	Sophomore Seminar	(1)
CHEM 315 CHEM 315L	Analytical Chemistry I Analytical Chemistry Lab I	(3) (2)
CHEM 316 CHEM 316L	Analytical Chemistry II Analytical Chemistry Lab II	(3) (2)

CHEM 365 CHEM 365L	Physical Chemistry I Physical Chemistry Lab I	(3) (2)
CHEM 367 CHEM 367L	Chemical Kinetics Chemistry Kinetics Lab	(3) (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)
Choose <b>two</b> :	CHEM 453 Vaccinology 101	(2)
	CHEM 454 Current Topics in Drug Delivery	(2)
	CHEM 456 Pharmaceutical Biotechnology	(2)
	CHEM 457 Introduction to Forensic Toxicology	(2)
BIOL 120C	P4 General Biology	(3)
BIOL 127L	General Biology Lab	(1)
BIOL 311	Cell Biology	(3)
BIOL 311L	Techniques in Cell Biology	(2)
BIOL 422	Biopharmacology	(3)
MATH 120C	P4 Calculus I	(4)
MATH 122C	P4 Calculus II	(4)
PHYS 131C	P4 General Physics I	(4)
PHYS 132C	P4 General Physics II	(4)
<b>Total</b>		<b>(83)</b>

*\*The Department of Chemistry strongly recommends that majors take PHYS 131C and 132C, Calculus-based Physics, to satisfy their college Physics requirement.*

## **B.A. Chemistry Requirements**

CHEM 103C CHEM 103L	P4 General Chemistry I General Chemistry Lab I	(3) (1)
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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 366	Physical Chemistry II	(3)
CHEM 366L	Physical Chemistry Lab II	(2)
CHEM 449	Seminar Preparation	(0)
CHEM 450	Seminar	(1)
MATH 120C	P4 Calculus I	(4)
MATH 122C	P4 Calculus II	(4)
Choose <b>one</b> :	MATH 221C Calculus III	(4)
	MATH 222 SQ Differential Equations	(3)
PHYS 131C	P4 General Physics I*	(4)
PHYS 132C	P4 General Physics II*	(4)
<b>Total</b>		<b>(59–60)</b>

*\*The Department of Chemistry strongly recommends that majors take PHYS 131C and 132C, Calculus-based Physics, to satisfy their college Physics requirement.*

## Students Seeking Adolescence Teaching Certification in Chemistry

There are two routes to Adolescence Teaching Certification in Chemistry. One option is to double major in the B.S. Inclusive Adolescence Education – Chemical Education program. A second option, for those wishing to study chemistry in more depth or pursue a second discipline major, is to complete Adolescence Teaching Certification requirements and Students with Disabilities Certification requirements at the graduate level through the graduate program in Mathematics, Science, and Technology Education (GMST).

Students pursuing the first teacher certification option are advised to pursue the B.S. Inclusive Adolescence Education – Chemical Education major program. This degree path is only taken by students also completing the requirements for Inclusive Adolescence Education:

- **Inclusive Adolescence Education (46)**

This major includes Education courses, field experiences, student teaching and courses for Certification in Students with Disabilities (7–12) and Middle School Extension (5–6) in the content area. See **Inclusive Adolescence Education** for details.

Students pursuing the second teacher certification option are advised to pursue the B.S. in Chemistry or the B.S. in Chemistry – Biochemistry, and complete the following specific requirements:

- PHIL 230D—CC Philosophy of Education
- ITED 228C—P3 Adolescent Development
- Register for GMST 502 and GMST 510 during the senior year. Up to six graduate credits may be taken in the undergraduate senior year at no additional cost (based on full-time enrollment of 12 undergraduate credit hours in the semester in which the GMST courses(s) are taken).

All students who pursue the second option should work with a GMST advisor as well as a Chemistry advisor.

## **B.S. Inclusive Adolescence Education – Chemical Education Requirements (Chemical Education requirements only)**

*(Only for students also pursuing the Inclusive Adolescence Education Major.)*

<b>Inclusive Adolescence Education Major</b>		<b>(46)</b>
CHEM 103C CHEM 103L	P4 General Chemistry I General Chemistry Lab I	(3) (1)
CHEM 104C CHEM 104L	General Chemistry II General Chemistry Lab II	(3) (1)
CHEM 201 CHEM 201L	SQ Organic Chemistry I Organic Chemistry Lab I	(3) (2)
CHEM 202 CHEM 202L	Organic Chemistry II Organic Chemistry Lab II	(3) (2)
CHEM 250	Sophomore Seminar	(1)
CHEM 300	Practicum in Laboratory Development	(3)
CHEM 315 CHEM 315L	Analytical Chemistry I Analytical Chemistry Lab I	(3) (2)
CHEM 365 CHEM 365L	Physical Chemistry I Physical Chemistry Lab I	(3) (2)
Choose <b>one</b> :	CHEM 316 Analytical Chemistry II	(3)
	CHEM 366 Physical Chemistry II	
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 131C	P4 General Physics I*	(4)
PHYS 132C	P4 General Physics II*	(4)
<b>Total</b>		<b>(58)</b>

As early as possible, a student should consult with an education advisor to set up a program leading to certification.

*\*The Department of Chemistry strongly recommends that majors take PHYS 131C and 132C, Calculus-based Physics, to satisfy their college Physics requirement.*

### Minor:

## Requirements

The minor in chemistry consists of:

CHEM 103C and 103L P4 General Chemistry I and Lab	(3,1)
CHEM 104C and 104L General Chemistry II and Lab	(3,1)
CHEM 201 and 201L SQ Organic Chemistry I and Lab	(3,2)
CHEM 202 and 202L Organic Chemistry II and Lab	(3,2)
One CHEM lecture course with the corresponding lab courses at or beyond CHEM 315 (CHEM 410 is the corresponding lab for CHEM 408; CHEM 435 is the corresponding lab for CHEM 431)	(3,1 or 2)
<b>Total</b>	<b>(22-23)</b>

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

### Recommended Progression

## B.S. Chemistry

Recommended progression of courses **required** for the **B.S. Chemistry major**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	CHEM 103C, 103L (4) MATH 120C (4)	CHEM 104C, 104L (4) MATH 122C (4)
<b>SO</b>	CHEM 201, 201L (5) MATH 221C (4) PHYS 131C (4)	CHEM 202, 202L (5) MATH 222 (3) PHYS 132C (4)

	PHYS 131C (4)	CHEM 250 (1)
JR	CHEM 365, 365L (5) CHEM 315, 315L (5)	CHEM 366, 366L (5) CHEM 316, 316L (5)
SR	CHEM 412 (3) CHEM 431 (3) CHEM 435 (1) CHEM 449 (0)	CHEM 436 (1) CHEM 441 (3) CHEM 450 (1) CHEM 408 (3)

## B.S. Chemistry – Biochemistry

Recommended progression of courses **required** for the **B.S. Chemistry – Biochemistry major**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
FR	CHEM 103C, 103L (4) BIOL 120C, 127L (4)	CHEM 104C, 104L (4) MATH 120C (4)
SO	CHEM 201, 201L (5) PHYS 131C (4) MATH 122C (4)	CHEM 202, 202L (5) PHYS 132C (4) BIOL 318 (3) CHEM 250 (1)
JR	CHEM 365, 365L (5) BIOL 311, 311L (5)	CHEM 366, 366L (5) CHEM 408 (3) CHEM 441 (3) CHEM 436 (1)
SR	CHEM 315, 315L (5) CHEM 409 (3) CHEM 449 (0)	CHEM 316, 316L (5) CHEM 410 (1) CHEM 450 (1)

## B.S. Chemistry – Pharmaceutical Chemistry

Recommended progression of courses **required** for the **B.S. Chemistry – Pharmaceutical Chemistry major**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
FR	CHEM 103C, 103L (4) BIOL 120C, 127L (4)	CHEM 104C, 104L (4) MATH 120C (4)
SO	CHEM 201, 201L (5) PHYS 131C (4) MATH 122C (4)	CHEM 202, 202L (5) PHYS 132C (4) CHEM 250 (1) BIOL 311, 311L (5)
	CHEM 365, 365L (5)	CHEM 367, 367L (5)

<b>JR</b>	CHEM 408 (3) CHEM 410 (1)	CHEM 414 (3) BIOL 422 (3)
<b>SR</b>	CHEM 315, 315L (5) CHEM 449 (0) Pharm Science Elective (2)	CHEM 316, 316L (5) CHEM 436 (1) CHEM 441 (3) CHEM 450 (1) Pharm Science Elective (2)

## B.A. Chemistry

Recommended progression of courses **required** for the **B.A. Chemistry major**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	CHEM 103C, 103L (4) MATH 120C (4)	CHEM 104C, 104L (4) MATH 122C (4)
<b>SO</b>	CHEM 201, 201L (5) PHYS 131C (4) MATH 221C <b>-OR-</b> MATH 222 (4/3)	CHEM 202, 202L (5) PHYS 132C (4) CHEM 250 (1)
<b>JR</b>	CHEM 365, 365L (5)	CHEM 366, 366L (5)
<b>SR</b>	CHEM 315, 315L (5) CHEM 449 (0)	CHEM 316, 316L (5) CHEM 450 (1)

## B.S. Inclusive Adolescence Education – Chemical Education

(Inclusive Adolescence Education majors only)

Recommended progression of **required** Chemistry courses for a dual major: **B.S. Inclusive Adolescence Education – Chemical Education**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	CHEM 103C, 103L (4) MATH 120C (4)	CHEM 104C, 104L (4) MATH 122C (4)
<b>SO</b>	CHEM 201, 201L (5) PHYS 131C (4)	CHEM 202, 202L (5) PHYS 132C (4) CHEM 250 (1)
<b>JR</b>	CHEM 365, 365L (5) CHEM 315, 315L (5) CHEM 449 (0)	CHEM 300 (3) CHEM 316 <b>-OR-</b> 366 (3)
<b>SR</b>	(Student Teaching Semester)	CHEM 441 (3) CHEM 450 (1)

**Note:** As early as possible, students should consult with an Education advisor to set up a program leading to certification.

## 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

**Prerequisites:** 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.

**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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** 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.

**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

**Prerequisites:** CHEM-120C Y D-

### **CHEM-130C P4 Geology & You (3)**

A general survey course designed to introduce the student to the major processes within the earth and upon its surface. The impact of these processes and their effect upon humans and the environment is studied, and salient features of earth history are presented.

**Attributes:** P4 YLIB

### **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-133 P4 Aging & Geriatric Diseases (3)**

A study of the dynamic aspects of the aging process and geriatric diseases. A general survey of cellular alterations and associated geriatric diseases and disorders, which may include psychiatric and neurological disorders, cardiac diseases, kidney diseases, cancers, joint and soft tissue disorders, and skeletal disorders, will be explored. The basic biochemistry of drug treatment, including protein-drug and drug-drug interactions, will be discussed for several geriatric diseases/disorders. Ethical implications of potentially inappropriate medications in the elderly will be debated. Geriatric rehabilitation will also be discussed. May not be used for major credit in chemistry.

**Attributes:** P4 YLIB

### **CHEM-136 LC Chemistry of Love & Sex (3)**

This course will focus on the molecules and chemical reactions that are significant in the emotions of love and sex. We will also look to external influences on the chemistry of love and sex.

**Attributes:** LC YLIB

**Restrictions:** Including: -Class: Freshman

### **CHEM-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.

**Attributes:** RW YLIB

### **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.

**Attributes:** SQ YLIB

**Prerequisites:** CHEM-104C 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.

**Attributes:** YLIB

**Prerequisites:** CHEM-104L D- AND CHEM-201 Y 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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** (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-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.

**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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB ZCIV

**Prerequisites:** 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.

**Attributes:** YLIB ZCIV

**Prerequisites:** 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.

**Attributes:** YLIB ZCIV

**Prerequisites:** CHEM-315 D-

### **CHEM-316L Analytical Chem II Lab (2)**

Laboratory course designed to complement CHEM 316. This course covers electrochemistry, spectroscopy, and chromatography.

**Attributes:** YLIB ZCIV

**Prerequisites:** CHEM-315L D- AND CHEM-316 Y D-

### **CHEM-341 Special Topics (1 TO 3)**

Designed for students who wish to pursue advanced specialized topics or wish to study a topic beyond the undergraduate level. A program may be individually designed by a student for his or her own particular needs and interests. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB

### **CHEM-365 Physical Chemistry I (3)**

The principles of thermodynamics are developed and applied to a study of gases, phase equilibria, and chemical equilibria.

**Attributes:** YLIB

**Prerequisites:** CHEM-104C C AND (MATH-122C C AND PHYS-132C C) OR (PHYS-122C C AND MATH-122C C AND MATH-221C Y C)

### **CHEM-365L Physical Chemistry I Lab (2)**

The semester is devoted to traditional physical chemical experiments, most of which are related to thermodynamics.

**Attributes:** YLIB

**Prerequisites:** CHEM-365 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

**Prerequisites:** CHEM-365 D-

### **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

**Prerequisites:** CHEM-365L D- AND CHEM-366 Y D-

### **CHEM-367 Chemical Kinetics (3)**

Emphasizes the rates and mechanisms of chemical reactions and reaction dynamics which review the kinetic theory of gases, conventional transition state theory, Arrhenius theory, applications of Laplace transforms thermodynamics of the transition state, reactions in solution and on surfaces, and other current topics as time permits.

**Attributes:** YLIB

**Prerequisites:** CHEM-365 Y D-

### **CHEM-367L Chemical Kinetics Lab (2)**

The experiments in this course are chosen to illustrate or to apply the principles studied in CHEM 367.

**Attributes:** YLIB

**Prerequisites:** CHEM-365 D- AND CHEM-367 Y 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.

**Attributes:** YLIB

**Prerequisites:** 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

**Prerequisites:** 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.



**Attributes:** YLIB

**Prerequisites:** CHEM-202 D- AND CHEM-202L D- AND CHEM-408 Y D-

### **CHEM-412 Advanced Topics: Chemistry (3)**

Advanced topics in chemistry will be covered according to specialty area of faculty.

**Attributes:** YLIB ZCIV

**Prerequisites:** CHEM-316 D- AND CHEM-366 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.

**Attributes:** YLIB

**Prerequisites:** CHEM-365 Y D-

### **CHEM-417 Quantum Chemistry (3)**

This course serves as an advanced study of quantum mechanics, statistical mechanics, and molecular thermodynamics.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** CHEM-202 D- AND CHEM-202L D- AND CHEM-366 D-

### **CHEM-432 Advanced Organic Chemistry (3)**

The emphasis in this course is placed on either 1) the study of mechanisms of organic reactions, including such topics as electronic theory, kinetics, orbital symmetry, reactive intermediates, and stereochemistry, or 2) the study of the synthesis of complex molecules, including such topics as the development of a retrosynthetic plan, synthetic strategies toward specific chirality using modern catalytic methods, the analysis of mechanism and kinetics of a reaction to enhance stereoselectivity, stereospecificity, regioselectivity, or regiospecificity.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB ZRES

**Prerequisites:** 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.

**Attributes:** YLIB ZRES

**Prerequisites:** CHEM-202L D- AND CHEM-366 Y 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.

**Attributes:** YLIB

**Prerequisites:** CHEM-202 D- AND CHEM-366 Y D-

### **CHEM-444 Intro Polymer Science (3)**

The science of polymer chemistry is discussed, including the preparation of polymers on small and large scales, the properties of polymers on a macroscopic and a molecular level, and the analysis of polymers.

**Attributes:** YLIB

**Prerequisites:** CHEM-202 D- AND CHEM-366 Y 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.

**Attributes:** YLIB ZRES

**Prerequisites:** CHEM-365 Y D-

### **CHEM-450 Seminar (1)**

Each student presents a seminar on a current research topic in chemistry.

**Attributes:** YLIB ZCAP ZRES

**Prerequisites:** CHEM-366 D-

### **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 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 and infectious disease prevention, vaccine economics, and vaccine safety profiles will also be discussed.

**Attributes:** YLIB

**Prerequisites:** BIOL-422 D- AND CHEM-367 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

**Prerequisites:** BIOL-422 D- AND CHEM-367 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

**Prerequisites:** BIOL-422 D- AND CHEM-367 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

**Prerequisites:** 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.

**Attributes:** YLIB

### **CHEM-498 Research (1 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.

**Attributes:** YLIB

### **CHEM-498 Research (1 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.

**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.

**Attributes:** YLIB ZCIV ZRES

# Computer Science

## Overview

Kris H. Green, *Chair*

Bruce Blaine,\*\* Daniel Cass, Ryan Gantner, Anne K. Geraci, Scott Harrison,\* Erica Johnson,\*\* Elizabeth Leboffe,\*\* Mark McKinzie, Donald L. Muench, Bernard Ricca, Erik Winarski

\**On leave, Fall 2015*

\*\**On leave, Spring 2016*

The Department of Mathematical and Computing Sciences 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:

- 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 a B.S. degree.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 To enable understanding of the capabilities, limitations, and ramifications (technical, ethical and social) of computing , the state of the art, and current research and developments in computer science and related areas.

- Demonstrate an understanding of the various ethical issues associated with modern computing technologies
- Demonstrate an understanding of the various social issues involved with current “hacktivism” movements, such as Anonymous or WikiLeaks

Goal #2 To develop the ability to understand and analyze end user needs, master the techniques of creating and applying algorithms and data structures, and analyze their viability.

- Create various software projects, given a specification, using various algorithms and data structures
- Analyze software projects in terms of usability, efficiency, and/or correctness and be able to modify software projects using this analysis.

Goal #3 To become effective at working individually and in teams, building the work of others, and be able to communicate technical information with both experts and non-experts.

- Both individually and within a group, write clear, concise and accurate technical documents following industry standards to technical and non-technical audiences.
- Both individually and within a group, effectively present a clear overview of a software project for mixed audiences (both technical and non-technical).

Goal #4 To prepare for adapting to in hardware and/or software technologies, and new and changing applications area through a firm grasp of fundamental principles and to develop an appreciation of the needs for life-long learning.

- Apply existing knowledge to learn to develop software within a system, environment, or programming language which has not been taught as part of a format course.

Goal #5 To appreciate both the demands and range of opportunities of the computing profession and provide for and encourage creative contribution to the art.

- Demonstrate proficiency in a variety of different areas of Computer Science
- Create various software projects in a variety of different areas of Computer Science.

## Program Requirements

### Requirements for a Major in Computer Science

Basic Computer Science Component		(21)
CSCI 161	P4 Foundations of Computer Science I	
CSCI 162	Foundations of Computer Science II	
CSCI 231	Data Structures and Algorithms	
CSCI 241	Computer Architecture	
CSCI 251	Introduction to Computer Security	
CSCI 290	Theory of Computation	
CSCI 303/304/307	C/Visual BASIC®/Python	
Advanced Computer Science Component		(24)
CSCI 342	Operating Systems	
CSCI 351	Secure Software Development	
CSCI 353	Database Structures	
CSCI 451	Applied Security Techniques	
CSCI 461	Programming Language Concepts	
CSCI 470	Computer Networks and Internets	
CSCI 475	Software Engineering	
CSCI 480	Senior Project	
Advanced Applications: Two courses		(6)
<p><i>Choose CSCI courses numbered 310 or greater. At least one course must be chosen from:</i></p>		
CSCI 310	Advanced C and System Programming	
CSCI 313	UNIX® Shell Programming	
CSCI 365	Computer Graphics	
CSCI 375	Programming the World Wide Web	
CSCI 395	Artificial Intelligence	

CSCI 452	Database Applications	
<b>Mathematics Component</b>		<b>(6)</b>
MATH 150C	Elementary Discrete Mathematics	
MATH 200C	Discrete Structures	
<b>Speech and Communication Component</b>		<b>(6)</b>
COMM 250	Speech Communication	
ENGL 355	Professional Writing Topics (or any approved writing course)	
<b>Total</b>		<b>(63)</b>

**For students majoring in computer science, required courses from all disciplines and all CSCI courses that may be applied to the major are included in the determination of the grade point average in the major.**

Students contemplating a major in computer science should take MATH 150C in their first year.

Computer science majors are expected to demonstrate a serious attitude toward the College's liberal arts **Core Requirements** and to select their elective courses with care.

### **Minor:**

## **Computer Science Minor**

The minor in computer science consists of:

<b>Foundation Courses</b>		<b>(6)</b>
CSCI 161	P4 Foundations of Computer Science I	
CSCI 162	Foundations of Computer Science II	
<b>Intermediate Courses</b>		<b>(6)</b>
Choose <b>two</b> :	CSCI 231 Data Structures and Algorithms	
	CSCI 241 Computer Architecture	
	CSCI 251 Introduction to Computer Security	
	CSCI 290 Theory of Computation	
	CSCI 303/304/307 C/Visual Basic®/Python	
<b>Advanced Courses</b>		<b>(6)</b>
Choose <b>two</b> :	CSCI courses numbered 310 or higher	
<b>Total</b>		<b>(18)</b>

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

## Courses

### **CSCI-130 Cyber Law (3)**

Legal regulation inside the Internet appears to require a different approach than the physical world, since most of traditional entities like boundaries and property do not apply in the same way. In addition, simple assumptions do not hold anymore. In the virtual world, a person (at least his or her online presence) can actually be in multiple places at the same time. The Internet has only recently become a place where everyone has some type of online presence (if only an e-mail account) and a forum to gather and exchange data and information. As such, many legal questions are still unanswered. The class will provide an overview of legal issues that arise within the use of networked computing services, among them: virtual jurisdiction, freedom of speech on the Internet, virtual search and seizure and trespassing, copyright and hacking/cracking and the rights and responsibilities of software developers and users. The class encompasses the study of regulations and case law, as well as an introduction to the workings of computing equipment.

**Attributes:** YLIB

### **CSCI-140C P2 Computer/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 Intro High Technology (3)**

This course is a broad survey of data manipulation and visualization. Several different tools are introduced with which students will solve real-world problems. This course provides an examination of Excel, Access, and other relevant software as means of manipulating data. These tools are then used to show different ways that data can be visualized and organized, as well as providing paradigms by which data can be used in the solution of problems.

**Attributes:** P4 YLIB

### **CSCI-152 P4 Intr Prog Visual BASIC (3)**

This course uses Visual BASIC to introduce the beginning programmer to problem-solving in a computer language. Topics covered are: events, I/O, numbers, strings, use of functions and procedures, relational and logical operators, IF statements, repetition (DO loops, FOR NEXT loops), arrays, sequential files, and Visual BASIC controls.

**Attributes:** P4 YLIB

### **CSCI-155 P4 Foundations of IT (3)**

What is IT? Within this course, the various areas that comprise IT are explored. The course begins with an exploration of the history of IT from the first computer to the Internet. By learning about the past history of IT, students are able to use the past to "think about the future." Students then learn about the wide variety of subject areas and ways in which IT is applied. The course also assesses how IT affects the world and society as a whole from both a societal and ethical context.

**Attributes:** P4 YLIB

### **CSCI-158 Intro Media Computing (3)**

Students will explore the creative possibilities of code and gain a working knowledge of variables, conditionals, loops, functions and objects as they learn the fundamentals of procedural thought. This course focuses on the design and creation of computer graphics and other media-related applications. No previous programming experience assumed. Cross listed with DIGC 158.

**Attributes:** DCCO DCTM P4 YLIB

### **CSCI-158 P4 Intro Media Computing (3)**

Students will explore the creative possibilities of code and gain a working knowledge of variables, conditionals, loops, functions and objects as they learn the fundamentals of procedural thought. In different semesters, this course may focus on the design and creation of computer graphics, mobile apps, computational objects, or web applications. No previous programming experience assumed. Cross listed with DIGC 158. Formerly titled P4 Intro to Media Computing.



**Attributes:** P4 YLIB

### **CSCI-158 P4 Int Computational Media (3)**

Students will explore the creative possibilities of code and gain a working knowledge of variables, conditionals, loops, functions and objects as they learn the fundamentals of procedural thought. In different semesters, this course may focus on the design and creation of computer graphics, mobile apps, computational objects, or web applications. No previous programming experience assumed. Cross listed with DIGC 158. Formerly titled P4 Intro to Media Computing.

**Attributes:** P4 YLIB

### **CSCI-161 P4 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. An appropriate programming language is used to support these paradigms and facilitates an introduction to the concept of classes and objects. Students gain considerable experience with fundamental language constructs and types (classes), such as expressions, decisions, iteration, functions, structures, and strings.

**Attributes:** P4 YLIB

**Prerequisites:** MATH-150C Y C

### **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. A major part of the course is an introduction to fundamental data structures such as linked lists, stacks, and queues. These structures are implemented in an appropriate object-oriented language. The pointer concept is used, and recursion is used as a fundamental problem-solving tool. The course includes a two-hour formal, scheduled laboratory. The course is conducted in a UNIX environment.

**Attributes:** YLIB

**Prerequisites:** CSCI-161 D- AND (MATH-120C Y D- OR MATH-150C Y D-)

### **CSCI-170 P4 Internet Resources (3)**

This course examines the history and overall structure of the Internet. Topics include: current scope and future direction of the Internet; resources and tools used in the methodical approach to gathering virtual information; and virtual trends relative to tools used in compiling information gathered from the Internet and the use of those tools. Basic understanding of HTML and CSS technologies.

**Attributes:** P4 YLIB

**Prerequisites:** CSCI-150 C OR CSCI-155 C

### **CSCI-220 P4 Media Technologies (3)**

This course is an overview of media technologies applications in profit and nonprofit organizations and media authoring. Topics include: the principles of current trends in media; application and implication of media hardware and software as it relates to convergence; current and new media technologies to create and meet industry purposes. Basic understanding of various technologies and concepts include: podcasting, webcasting, animation, video, virtual tours, JavaScript, PowerPoint, freeware or shareware programs for audio manipulation and editing, low-bandwidth movie tools.

**Attributes:** P4 YLIB

**Prerequisites:** CSCI-150 C OR CSCI-155 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.

**Attributes:** YLIB

**Prerequisites:** CSCI-161 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.

**Attributes:** YLIB

**Prerequisites:** CSCI-161 Y C

### **CSCI-251 Intro to Computer Security (3)**

In this course, students will learn the fundamentals of computer security. 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.

**Attributes:** YLIB

**Prerequisites:** CSCI-152 C OR CSCI-161 C

### **CSCI-260 Int Databases&Applications (3)**

This course presents an overview of database organization and management. Topics include database organization, querying techniques, data extraction and manipulation, and application development and design. Students work with databases in multiple environments, including PCs, networks, and the WWW, and design and develop a database application using Microsoft Access.

**Attributes:** YLIB

**Prerequisites:** CSCI-150 C OR CSCI-155 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.

**Attributes:** YLIB

**Prerequisites:** MATH-200C Y 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.

**Attributes:** NLIB

**Prerequisites:** CSCI-150 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.

**Attributes:** NLIB

**Prerequisites:** 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.

**Attributes:** NLIB

**Prerequisites:** CSCI-162 C

### **CSCI-306 C++ Module (1)**

This course is a rapid but thorough study of the syntax and features of C++. Aimed at the Computer Science major, this course provides the experienced programmer with a working knowledge of this important high-level language.

**Attributes:** DCCS YLIB

**Prerequisites:** CSCI-162 Y 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.

**Attributes:** NLIB

**Prerequisites:** CSCI-162 D-

### **CSCI-310 Advanced C&System Program (3)**

This course covers topics in the C programming language beyond those covered in an elementary course. Among the topics covered are: the preprocessor, pointers, command line arguments, and unions. The interface of C to the operating system is seen in the discussion of system calls, process creation, exec, fork, and pipes, among others. Some of the C libraries are covered. Prerequisite may be waived if a course in C programming language has been successfully completed.

**Attributes:** YLIB

**Prerequisites:** CSCI-303 C

### **CSCI-313 UNIX Shell Programming (3)**

Operating systems such as UNIX have a command line interpreter called a shell which acts as an interface between the user and the operating system. Effective use of this interface requires knowledge both of the utilities available and the syntax and semantics of the shell. In this course, both the C shell and the Bourne shell families are examined. Useful utilities such as awk and sed are also discussed.

**Attributes:** YLIB

**Prerequisites:** CSCI-162 C

### **CSCI-342 Operating Systems (3)**

This course explores operating systems concepts and concurrent programming using Java. Discussed are multithreaded programming, synchronization, classic synchronization problems and their solutions, and distributed programming.

**Attributes:** YLIB

**Prerequisites:** CSCI-231 C AND CSCI-241 C

### **CSCI-351 Secure Software Dev (3)**

Students learn advanced techniques in secure software development. This course covers classification of secure software development within different techniques for protecting software from exploitation. The material focuses on a set of software problems, including overflows, access control, rate conditions, and input validation, and examines the reasons for their introduction with respect to the software development process, as well as the techniques and methods that can be used to avoid the introduction of such security problems. Operating systems concepts and concurrent programming using Java are also explored. Discussed are multithreaded programming, synchronization, classic synchronization problems and their solutions, and distributed programming.

**Attributes:** YLIB

**Prerequisites:** CSCI-231 C AND CSCI-251 C AND CSCI-303 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 Oracle SQL, QBE, and Ingres, 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:** YLIB

**Prerequisites:** CSCI-231 Y 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

**Prerequisites:** CSCI-162 C

### **CSCI-365 Computer Graphics (3)**

This course is an introduction to graphics hardware and software. Topics include vector and raster graphics, viewing and window coordinates, segmenting, two-dimensional and three-dimensional transformations, clipping, hidden surface algorithms, and graphics packages and systems. Students do extensive programming in developing a graphics package.

**Attributes:** NLIB

**Prerequisites:** CSCI-162 C

### **CSCI-375 Programming World Wide Web (3)**

This course focuses on the WWW and the various languages and technologies used to provide interactivity and dynamic content to web pages. Markup languages (HTML, XHTML, XML) and scripting languages (JavaScript, PHP, Perl) are studied. Additional topics include: client/server databases, multimedia (Flash), browser and web server technologies. Students build and maintain a web site and complete several programming projects using available technologies.

**Attributes:** YLIB

**Prerequisites:** 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 (HTML, XHTML, XML) and scripting languages (JavaScript, PHP, Perl) are studied. Additional topics include: client/server databases, multimedia (Flash), browser and web server technologies. Students build and maintain a web site and complete several programming projects using available technologies.

**Attributes:** YLIB

**Prerequisites:** 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

**Prerequisites:** CSCI-353 OR CSCI-260

### **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

**Prerequisites:** CSCI-231 C

### **CSCI-400 Special Topics (3)**

This course presents a special topic that would not regularly be offered, such as compiler construction. May be taken only once. Fall2014 Topic: Mobile Computing This three-hour course introduces application development for mobile computing devices such as the iPhone, iPad or Android. Students learn 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 create a small mobile app of their choosing for both iOS and Android.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Applied Information Technology, Computer Science -Class: Junior, Senior

### **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

**Prerequisites:** 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:** YLIB

**Prerequisites:** CSCI-353 C

### **CSCI-461 Programming 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.

**Attributes:** YLIB

**Prerequisites:** CSCI-231 C AND CSCI-290 C AND CSCI-303 C AND CSCI-304 C AND CSCI-306 C

### **CSCI-470 Computer Network&Internet (3)**

This course discusses the basic paradigms and technologies of data communications, computer networks, and the Internet. Data transmission techniques, communication codes and protocols, and data communication hardware are discussed. Networking topics include: topologies in LANs and WANs, interconnection hardware, addressing and routing techniques, and wireless networks protocols.

**Attributes:** YLIB

**Prerequisites:** CSCI-241 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.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Computer Science -Class: Senior

### **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 working in teams. Each team produces a non-trivial software system, discusses the project and implementation options with a client, presents their accomplishments and progress, as well as documents the product and its development process throughout the semester.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Computer Science -Class: Senior

### **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.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Applied Information Technology, Computer Science -Class: Junior, Senior

### **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

**Restrictions:** Including: -Major: Computer Science, Computer Science, Computer Science, Computer Science -Class: Senior

# Criminology

## Overview

Barbara Rockell, *Program Director*

David Baronov, *Chair*

David Bell, Kevin Clarke, Marta Rodríguez-Galán, Patricia Tweet, Pao Vue

The Criminology major provides students with a solid background in the core concepts and theories shaping the larger field of Criminology. Of particular emphasis are the scientific study of crime and its causes, related social policies, criminal law, the origins and ongoing development of the U.S. criminal justice system, and comparisons of criminal justice systems across societies and cultures. Coursework requires students to develop their writing and research skills, while engaging in critical thinking through the study of particular topics. For those students interested in careers in law enforcement, this major will ground them in a deep appreciation for the complexity and nuance of work within the criminal justice system. Such students will leave Fisher more self-aware and circumspect with respect to their responsibilities and the consequences of their actions when carrying out their functions and when supervising others. At the same time, exposure to the breadth of opportunities and careers beyond law enforcement across the criminal justice system (and tangential fields) will expand our students' understanding of their broader options. For those students interested in advanced studies in Criminology, this major will provide a strong foundation for pursuing graduate work and/or entering the policy arena with respect to crime, law, and the criminal justice system.

The Criminology major features a curriculum with forms of inquiry that are grounded in the liberal arts traditions and coursework that makes use of a vast critical literature that has emerged over the past four decades. Our faculty strives to integrate sociological, historical, and anthropological themes across the curriculum. Hence, the Criminology major addresses a broad range of issues pertaining to the social and historical origins of those activities designated as criminal in society, the means of policing and punishing persons engaged in such activities, and the laws and legal institutions administering the criminal justice system. Framing inquiry across Criminology as an admixture of an analysis of human behavior and of broad socio-historical developments is a central goal of the major. For example, study abroad is strongly recommended for all Criminology majors.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Expose students to the fundamental concepts, theories, values, perspectives and methodological traditions that comprise Criminology as a discipline.

- Demonstrate an understanding of core concepts and theories within the discipline.
- Recognize and reflect on care values and beliefs within the discipline
- Analyze and apply core methodological traditions within the discipline

Goal #2 Cultivate engaged, critical thinking that contributes to life-long intellectual flexibility.

- Analyze, interpret, and apply critical perspectives within the discipline.

## Program Requirements

### Required Courses for the Criminology Major

Required courses		(21)
CRIM 112	Criminology	
CRIM 115	CC Crime and Punishment	
CRIM 230	CC Prison Nation	



SOCI 101D	P3 Introduction to Sociology	
SOCI 223	Sociology of the Family	
SOCI 280C	Social Research Methods	
CRIM 415	Capstone	
<b>Advanced Criminology</b>		<b>(9)</b>
Choose <b>three</b> :	CRIM 308 Women and Crime	
	CRIM 312 Punishment Perspectives	
	CRIM 322 Socio-Legal Foundations of U.S. Criminal Justice	
	CRIM 330 Special Topics in Criminology	
	CRIM 342 Convict Criminology	
	CRIM 343 Juvenile Justice	
	CRIM 362 Police and the Law	
<b>Electives</b>		<b>(12)</b>
Choose <b>four</b> :	ANTH 221C P4 Bones, Bodies, and Detection	
	ANTH 226 P2 Anthropology of Law	
	BIOL 117 P4 Forensics: CSI Science	
	CHEM 132 P4 The Chemistry of Crime	
	CRIM 335 Crime and the Media	
	CRIM 490 Internship	
	CRIM 496 Independent Study	
	SOCI 111C P3 Sociology of Crime	
	SOCI 232C P3 Sociology of Juvenile Delinquency	
	SOCI 238 Deviant Behavior	
	SOCI 307C Sociology of Law	
	SOCI 314 U.S. Race Relations	
	SOCI 315 Our Gendered World	
	SOCI 381 Thinking Sociologically	
	SOCI 385 Regulating the Addicted and Impaired	
STAT 160 P4 Data Analysis and Social Research		

There is no minor in Criminology.

Students who major in Criminology and minor in Sociology may only apply SOCI 101D to both; all other courses in the Sociology minor must be different from those courses applied to the Criminology major.

**For students majoring in Criminology, all courses that may apply to the major requirements are included in the determination of the grade point average in the major.**

### Recommended Progression

## B.A. Criminology

*Recommended progression of courses **required** for a **B.A. Criminology major**. Students should consult [Core Requirements](#) for a complete description of the College's Core.*

	FALL	SPRING
<b>FR</b>	SOCI 101D (3) CRIM 112 (3) CRIM 115 (3)	CRIM 230 (3)
<b>SO</b>	SOCI 223 (3)	SOCI 280C (3)
<b>JR</b>	General Criminology Elective (3) Advanced Criminology Elective (3)	General Criminology Elective (3) Advanced Criminology Elective (3)
<b>SR</b>	General Criminology Elective (3) Advanced Criminology Elective (3)	General Criminology Elective (3) CRIM 415 (3)

## Courses

### CRIM-112 Criminology (3)

This course examines the nature, location, and impact of crime in the United States by exploring a broad range of issues related to criminology. Topics focused on in the course include the historical foundations of crime, the theoretical underpinnings of criminality, how we measure criminal acts, the development of criminal careers, the various typologies of offenders and victims, and a critical analysis of public policies concerning crime control in society.

**Attributes:** YLIB

**Restrictions:** Excluding: -Class: Junior, Senior

### CRIM-115 CC Crime and Punishment (3)

A systematic study of the administration of criminal justice in the United States. The course focuses on: historical origins of present systems; the police; the courts; adult corrections; and current issues relative to the administration of justice. Formerly SOCI 115.

**Attributes:** CC PLAW YLIB

**Restrictions:** Excluding: -Class: Junior, Senior

### **CRIM-222 Topics in Criminology (3)**

This course provides an opportunity to study topics in Criminology not regularly offered.

Fall 2015 Topic: Issues in Policing This class will explore the scholarship and research relating to the many and changing issues of policy and practice facing contemporary American law enforcement at both the administrative and operational levels. Topics may include, but not be limited to, the impact of technology on criminalistics and crime scene investigation, organizational models and styles and their influence on communities, the impact of judicial actions on police behaviors, police recruitment and retention, and models and methods for police oversight.

**Attributes:** YLIB

### **CRIM-230 CC 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. Formerly offered as SOCI 230.

**Attributes:** CC YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **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

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **CRIM-312 Punishment Perspectives (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 Kirchheimer, 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.

**Attributes:** YLIB

**Prerequisites:** (SOCI-101D D- OR SOCI-101T D-) AND (CRIM-112 D- OR SOCI-111C D-) AND (CRIM-115 D- OR SOCI-115 D-)

**Restrictions:** Including: -Major: Criminology

### **CRIM-322 Foundations Crim Justice (3)**

This class will take a critical, in-depth look at the creation and development of the criminal justice system and process in the United States. A sociological and legalistic perspective will provide the analytical framework for the interpretation of the past, present, and future. As a result, the student will gain insight as to why the system and process operate as they do at particular points in time, and where, given present and probable social and ideological developments it will be in the future.

**Attributes:** YLIB

**Prerequisites:** (SOC1-101D D- OR SOC1-101T D-) AND (CRIM-112 D- OR SOC1-111C D-) OR (CRIM-115 D- OR SOC1-115 D-)

**Restrictions:** Including: -Major: Criminology

### **CRIM-330 Special Topics-CRIM (3)**

This course offers the professor and students an opportunity to explore in depth an issue or topic not generally covered to any great extent in existing courses. Examples might include classes on comparative (international) criminology, correctional law, gangs in America, the new organized crime, drugs and crime, or white collar/enterprise crime. Spring 2015 Topic: Community Corrections The course will examine the philosophical underpinnings and practical applications of community corrections programs in the United States and elsewhere. The political and social origins of these intermediate sanctions will be discussed, as will pertinent research relative to their implementation, effectiveness, and other systemic impacts.

**Attributes:** YLIB

**Prerequisites:** (SOC1-101D D- OR SOC1-101T D-) AND (CRIM-112 D- OR SOC1-111C D-) AND (CRIM-115 D- OR SOC1-115 D-)

### **CRIM-335 Crime and the Media (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 SOC1 335.

**Attributes:** YLIB

### **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

**Prerequisites:** (SOC1-101D N D- OR SOC1-101T D-) AND (CRIM-112 D- OR SOC1-111C D-) AND (CRIM-115 D- OR SOC1-115 D-)

### **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

**Prerequisites:** (SOC1-101D D- OR SOC1-101T D-) OR (CRIM-112 D- AND SOC1-111C D-) OR (CRIM-115 D- OR SOC1-115 D-)

### **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.

**Attributes:** YLIB

**Prerequisites:** (SOC1-101D D- OR SOCI-101T D-) AND (CRIM-112 D- OR SOCI-111C D-) AND (CRIM-115 D- OR SOCI-115 D-)

**Restrictions:** Excluding: -Class: Freshman

### **CRIM-415 CRIM Capstone Seminar (3)**

The purpose of this course is to provide students in the Criminology major with a cumulative experience that requires them to analyze certain topics within the conceptual framework of the discipline.

**Attributes:** YLIB

**Prerequisites:** (SOC1-101D D- OR SOCI-101T D-) AND CRIM-112 D- AND CRIM-115 D- AND CRIM-230 D- AND SOCI-280C D-

### **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.

**Attributes:** YLIB

**Prerequisites:** CRIM-112 D- AND CRIM-115 D-

**Restrictions:** Including: -Major: Criminology

### **CRIM-496 Independent Study (1 TO 3)**

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.

**Attributes:** YLIB

**Prerequisites:** CRIM-112 D- AND CRIM-115 D-

**Restrictions:** Including: -Major: Criminology

# Digital Cultures and Technologies

## Overview

Jeremy Sarachan (Media and Communication), *Program Director*

Monica Hodis (Management/Marketing), Elizabeth Leboffe (Mathematical and Computing Sciences),\*\* Farrokh Mamaghani (Accounting/Finance), Joellen Maples (Education/Literacy),\* David Pate (Economics), Bernard Ricca (Mathematical and Computing Sciences), Wendi Sierra (English).

\*On leave, Fall 2015

\*\*On leave, Spring 2016

Digital Cultures and Technologies combines Media and Communication, English, and coding to create a multidisciplinary course of study in which students critically analyze the effects of emerging media and computing on society. Students also develop a practice of production and innovation through the creation of web and mobile experiences, video games, interactive museum exhibits, multimedia narratives, and computational objects.

Students also may choose to focus on data science, network and web analytics, and data visualization.

Overall, the Digital Cultures and Technologies program offers small classes and a creative and collaborative community. Students may partake in internships, tutoring and teaching opportunities, exhibitions, and service-learning opportunities in order to develop a personalized and comprehensive experience.

Digital Cultures and Technologies majors apply the concepts of digital cultures and media production to a second discipline. To fulfill this objective, all DIGC majors complete a second major. This provides our graduates a competitive advantage upon entering the workforce. Students also are prepared to enter a variety of graduate programs, including communication, media study, information science, visual or game design, law, and business.

While there are no formal concentrations, students may choose to focus in one of the following areas:

- **Interactive Media:** Students create websites and mobile apps to prepare for careers as interactive media designers and programmers for a variety of corporate and media-related companies.
- **Games:** Students study game design and production to prepare for positions as game designers, programmers, and scriptwriters; to create indie games; to prepare for careers in interactive advertising; and to apply for graduate school in game design.
- **New Media Art and Physical Computing:** Students develop their skills and aesthetic judgment as new media artists with the opportunity to experiment with computer graphics programming, web technologies, and physical computing (e.g., sensor-embedded installations, wearable computing). After graduation a student may pursue a master of fine arts degree, a career as an exhibit designer, or as an entrepreneur.
- **Analytics and Data Visualization:** Students study data visualization, data art, social network analysis, statistics, and web analytics to obtain employment as an SEO specialist, infographic designer, or data analyst in a variety of corporate and media organizations.
- **Digital Cultural Studies:** Students focus on issues related to privacy and community; identity, class, and gender; media industries; and visual rhetoric and communication.

Additionally, a focus on **Networked Journalism and Interactive Documentary** is available to students who double-major with Media and Communication. Students learn to write as journalists and tell non-fiction stories using video, photography, interactive media and news games. Students also learn to conduct journalistic research both through interviewing and the skills associated with the emerging field of data journalism.

The major in Digital Cultures and Technologies leads to a Bachelor of Arts degree.

## Learning Outcomes

# Program Goals and Student Learning Outcomes

Goal #1 Students will develop skills in coding, allowing them to adapt to new languages and techniques during their career.

- Students will learn the syntax and techniques of coding, including an understanding of logic statements, functions, and objects
- Students will be able to apply coding techniques to the creation of a unique project

Goal #2 Students will learn techniques for designing and creating web and mobile sites for a variety of commercial, journalistic, and artistic purposes.

- Students will be able to implement HTML, CSS, and digital imaging techniques to create a functional website.
- Students will implement techniques of information design to create sites appropriate for a particular demographic.

Goal #3 Students will develop skills in one or more areas of interactive media, including, but not limited to video games, digital storytelling, mobile apps, web sites, interactive art installations, and educational applications; and/or in network analysis, data mining and creating data visualizations.

- Students will produce work that will demonstrate competency and professionalism in their chosen medium.
- Students will understand the relevance and meaning of their work and how it fits into the digital environment.

Goal #4 Students will be able to write and speak about issues related to digital cultures and digital technologies, analyzing issues related to the field and demonstrating competence in critically reading academic literature and applying theory and research methodology to discipline-specific problems.

- Students will demonstrate competency in reading and analyzing the research literature.
- Students will apply the methodologies of critical analysis, content analysis, or ethnography to write an academic analysis of an issue related to digital cultures.

Goal #5 Students will develop and complete an independent or client-based project to demonstrate their comprehension and acquisition of the critical and technical skills developed in the major.

- Create a high quality project that uses coding, web development, or other relevant technique in its execution.
- Satisfy the expectations and usability requirements of a client or potential audience.

## Program Requirements

### Digital Cultures and Technologies Major Requirements

In addition to the 33 credits required for the DIGC major, students must declare a **second major** as part of this B.A. degree.

Foundations of Media Authoring		(6)
CSCI/DIGC 158	P4 Intro to Computational Media*	
COMM 269	Web Design	
Foundational Design and Math		(3)
	MATH 150 Discrete Mathematics –OR– MATH 200 Discrete Structures	
	STAT 160 P4 Data Analysis for Social Research –OR–	

Choose <b>one</b> :	ECON 221 SQ Statistics I – <b>OR</b> – MATH 260 Applied Mathematical Statistics	
	ARTS 112 Digital Art	
	ARTS/COMM 236 Photo I: Art Photography	
	COMM 231 Intro to Video Production	
	COMM 309 Design and Publishing	
<b>Cultural Approaches</b>		<b>(9)</b>
Choose <b>three</b> :	COMM 367 Emergent Media and Web Culture	
	DIGC 181 LC Intro to Digital Studies	
	DIGC 240 P4 The Networked World	
	ENGL 346 Narrative and New Media	
	ENGL 380 Visual Rhetoric	
	ENGL 382 Digital Literacies	
<b>Advanced Production</b>		<b>(6)</b>
Choose <b>two</b> :	ARTS/DIGC 258 Intro to Physical Computing	
	ARTS/DIGC 259 P1 Algorithmic/Data Art	
	COMM 362 Interactive Media Design	
	COMM 468 Advanced Web Design	
	CSCI 375 Programming the Web	
	DIGC 271 Video Game Design I	
	DIGC 371 Video Game Design II	
	ENGL 361 Writing with New Media	
<b>Electives</b>		<b>(6)</b>
	AMST 220 P3 Ranking America	
	ARTS/COMM 336 Photo II: Media and Documentary	
	COMM 261 P1 Documentary Film	
	COMM 267 Social Media Management	
	COMM 322 COMM Career Seminar (1 credit)	
	COMM 363 Web Analytics	



Choose <b>six credits**</b> :	COMM 431 Advanced Video Production	
	CSCI 161 P4 Foundations of Computer Science I	
	CSCI 162 Foundations of Computer Science II	
	CSCI 303/304/307 C/Visual Basic/Python	
	CSCI 353 Database Structures	
	CSCI 365 Computer Graphics	
	CSCI 395 Artificial Intelligence	
	DIGC 265 P1 Topics in Digital Cultures	
	DIGC 267 P4 Topics in Digital Technologies	
	DIGC 475 Children & Creative Learning	
	DIGC 480 Pedagogy and Technology I (2 credits)	
	DIGC 481 Pedagogy and Technology II (1 credit)	
	DIGC 495 Internship (1-3 credits)	
	DIGC 496 Independent Study (1-3 credits)	
	DIGC 498H Honors Thesis	
	EDUC 204 Educational Technology	
	ENGL 218 P1 Theater and Design	
	ENGL/WGST 272 P2 Digital Feminisms	
	ENGL 356 Editing and Publishing	
	MKTG 415 Internet Marketing	
PSYC 282 Cognitive Psychology		
<b>Capstone</b>		<b>(3)</b>
DIGC 490	Senior Project	
<b>Total</b>		<b>(33)</b>

\*DIGC majors who double-major in computer science, or students interested in a focus on computer science may replace CSCI/DIGC 158 with CSCI 161, with permission of the program director.

\*\*Students may also select additional courses from Cultural Approaches and Advanced Production to meet their elective requirement as well as **one** additional course from Foundational Design and Math. In addition, any new courses in DIGC which may be offered in the course of the academic year which are not included in this list at the time of catalog publication, may be used as elective credit in the major.

**Note:** No more than two courses may overlap between the DIGC and the second major.

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

**Minor:**

Cultural Approaches		(6)
Choose <b>two</b> :	DIGC 181 LC Intro to Digital Studies	
	DIGC 240 P4 The Networked World	
	COMM 367 Emergent Media and Web Culture	
	ENGL 346 Narrative and New Media	
	ENGL 380 Visual Rhetoric	
	ENGL 382 Digital Literacies	
Production/Technical Approaches		(6)
Choose <b>two</b> :	ARTS 112 Digital Art	
	ARTS/DIGC 258 Intro to Physical Computing	
	ARTS/DIGC 259 P1 Algorithmic and Data Art	
	COMM 269 Web Design	
	COMM 362 Interactive Media Design	
	COMM 363 Web Analytics	
	COMM 468 Advanced Web Design	
	CSCI/DIGC 158 P4 Intro to Computational Media	
	CSCI 161 P4 Foundations of Computer Science I	
	CSCI 162 Foundations of Computer Science II	
	CSCI 260 Introduction to Databases and Applications	
	DIGC 271 Video Game Design I	
	DIGC 371 Video Game Design II	
	ENGL 361 Writing with New Media	
Electives*		(0-6)
	ARTS/COMM 236 Photo I: Art Photography <b>–OR–</b> COMM 231 Intro to Video Production <b>–OR–</b> COMM 309 Design & Publishing	
	AMST 220 P3 Ranking America	

Choose up to <b>two</b> :	ARTS/COMM 336 Photo II: Media & Documentary	
	COMM 261 P1 Documentary Film	
	COMM 267 Social Media Management	
	COMM 431 Advanced Video Production	
	CSCI 130 Cyber Law	
	CSCI 303/304/307 C/Visual Basic/Python	
	CSCI 353 Database Structures	
	CSCI 365 Computer Graphics	
	CSCI 375 Programming the Web	
	CSCI 395 Artificial Intelligence	
	DIGC 265 P1 Topics in Digital Cultures	
	DIGC 267 P4 Topics in Digital Technologies	
	DIGC 475 Children & Creative Learning	
	DIGC 496 Independent Study (1-3 credits)	
	EDUC 204 Educational Technology	
	ENGL/WGST 272 P2 Digital Feminisms	
	ENGL 218 P1 Theater and Design	
	ENGL 356 Editing and Publishing	
	MATH 150 Discrete Math <b>-OR-</b> MATH 200 Discrete Structures <b>-OR-</b> MATH 260 Applied Mathematical Statistics	
	MKTG 415 Internet Marketing	
PSYC 282 Cognitive Psychology		
<b>Total</b>		<b>(18)</b>

\*Students may also use additional courses under Cultural or Production/Technical Approaches as electives. In addition, any new courses in DIGC which may be offered in the course of the academic year which are not included in this list at the time of catalog publication, may be used as elective credit in the minor.

**Note:** Only one course from the student's major may also be used to satisfy a requirement in the Digital Cultures and Technologies minor.

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

## Recommended Progression

### B.A. Digital Cultures and Technologies

Recommended progression of courses **required** for a **B.A. Digital Cultures and Technologies major**. **Please note that a second major is required.** Students should consult **Core Requirements** for a complete description of the College's Core.

	FALL	SPRING
FR	DIGC/CSCI 158 (3)	COMM 269 (3) Foundational Design & Math (3)
SO	Advanced Production (3)*	Advanced Production (3)*
JR	Cultural Approaches (3)* Elective (3)	Cultural Approaches (3)* Elective (3)
SR	Cultural Approaches (3)	DIGC 490 (3)

\*Courses in these areas may be taken in any of these terms.

## Courses

### DIGC-158 Intro Media Computing (3)

Students will explore the creative possibilities of code and gain a working knowledge of variables, conditionals, loops, functions and objects as they learn the fundamentals of procedural thought. This course focuses on the design and creation of computer graphics and other media-related applications. No previous programming experience assumed. Cross listed with CSCI 158.

**Attributes:** DCCO DCTM P4 YLIB

### DIGC-158 P4 Intro Media Computing (3)

Students will explore the creative possibilities of code and gain a working knowledge of variables, conditionals, loops, functions and objects as they learn the fundamentals of procedural thought. In different semesters, this course may focus on the design and creation of computer graphics, mobile apps, computational objects, or web applications. No previous programming experience assumed. Cross listed with CSCI 158. <><> Formerly titled P4 Intro Media Computing.

**Attributes:** P4 YLIB

### DIGC-158 P4 Int Computational Media (3)

Students will explore the creative possibilities of code and gain a working knowledge of variables, conditionals, loops, functions and objects as they learn the fundamentals of procedural thought. In different semesters, this course may focus on the design and creation of computer graphics, mobile apps, computational objects, or web applications. No previous programming experience assumed. Cross listed with CSCI 158. <><> Formerly titled P4 Intro Media Computing.

**Attributes:** P4 YLIB

### DIGC-181 LC Intro Digital Studies (3)

The class will consider the effect of digital technologies on culture. Students will read essays by new media theorists and write their own critiques of technology, while completing creative projects (utilizing video, photography, social media, mobile phones, blogs and programming) related to several majors themes: coding, collaboration, community, curation, ubiquitous computing, and data.

**Attributes:** LC YLIB

### DIGC-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **DIGC-240 P4 The Networked World (3)**

This course will examine the particular issues surrounding the network structure of relationships, and how that structure impacts our experience of and study of various entities, including search engines, social networks, the spread of technologies and the spread of viruses (both human and computer).

**Attributes:** P4 YLIB

### **DIGC-245 SQ Visualizing Data (3)**

This course introduces design and statistical principles as well as programming languages and tools for exploring, analyzing, and displaying information. Students will gain an understanding of the role of data visualizations in analyzing complex data and societal trends.

**Attributes:** SQ YLIB

### **DIGC-258 Intro Physical Computing (3)**

Physical computing can be defined as interactive physical systems built using hardware and software that can "sense" the world, helping us to redefine how we interact with technology. Tools like the Arduino and the LilyPad wearable microprocessor can be programmed to use a variety of sensors to detect the world and respond in particular ways, and can lead to the invention of new devices, nontraditional means to communicate with the web, and wearable computing (such as clothing that illuminates based on lighting conditions in a room). This course will teach students the basics for working with these systems, including an introduction to using the hardware (wiring, soldering, etc.) and the software (coding in the Arduino development environment). No prior experience is needed. By the end of the course students will complete an interactive physical computing artifact. Cross listed with ARTS 258

**Attributes:** YLIB

### **DIGC-259 Algorithmic & Data Art (3)**

In this course, students study video art, computer graphics, and data-based installations. They also continue to develop the coding skills using the Processing language learned in previous courses to create screen-based and installation art. To produce this creative work, students will learn to manipulate video at the pixel level; study particle systems, cellular automata, and fractals; and develop the skills to collect and visualize data gathered via social media APIs. Cross-listed with ARTS 259.

**Attributes:** P1 YLIB

**Prerequisites:** CSCI-158 D- OR CSCI-161 D- OR DIGC-158 D- OR DIGC-258 D-

### **DIGC-259 P1 Algorithmic & Data Art (3)**

In this course, students study video art, computer graphics, and data-based installations. They also continue to develop the coding skills using the Processing language learned in previous courses to create screen-based and installation art. To produce this creative work, students will learn to manipulate video at the pixel level; study particle systems, cellular automata, and fractals; and develop the skills to collect and visualize data gathered via social media APIs. Cross-listed with ARTS 259.

**Attributes:** P1 YLIB

**Prerequisites:** CSCI-158 D- OR CSCI-161 D- OR DIGC-158 D- OR DIGC-258 D-

### **DIGC-265 P1 Tpc: Digital Cultures (3)**

This course will cover topics not otherwise offered in the interdisciplinary field of digital cultures, with a focus on artistic production. Courses topics will vary, and may include 3-D Modeling, Animation, Virtual

Performance, and Cyberpolitics.

**Attributes:** P1 YLIB

### **DIGC-267 P4 Tpc: Digital Technologies (3)**

This course will cover topics not otherwise offered in the interdisciplinary field of digital technologies. Courses topics will vary, and may include include: `Learning Digitally? and Mobile Application Programming. This course may be repeated with a different topic.

**Attributes:** DCCO DCTM P4 YLIB

### **DIGC-267 Tpc: Digital Technologies (3)**

This course will cover topics not otherwise offered in the interdisciplinary field of digital technologies. Courses topics will vary, and may include Remix Production and Mobile Application Programming. This course may be repeated with a different topic. Fall 2013 Topic: The Networked World This course will examine the particular issues surrounding the network structure of relationships, and how that structure impacts our experience of and study of various entities, including search engines, social networks, the spread of technologies and the spread of viruses (both human and computer).

**Attributes:** DCCO DCTM P4 YLIB

### **DIGC-267 P4 Tpc: Digital Tech (3)**

This course will cover topics not otherwise offered in the interdisciplinary field of digital technologies. Courses topics will vary, and may include include: `Learning Digitally? and Mobile Application Programming. This course may be repeated with a different topic.

Spring 2016 Topic: Modding

Students will study video game theory while developing mods to be used with popular games, such as Minecraft.

**Attributes:** P4 YLIB

### **DIGC-271 Video Game Design I (3)**

This course acts as an introduction to the basics of game design. Students will develop a theoretically grounded understanding of the game design process, including developing a theme, understanding genre conventions, and designing for an audience. The course will culminate with the development of a simple digital game.

**Attributes:** YLIB

### **DIGC-370 Computer Game Design (3)**

Students will learn to create computer games for the web and mobile devices. Applying game design techniques with newly developed programming skills, students will produce games for both entertainment and education.

**Attributes:** DCCO DCTM YLIB

**Prerequisites:** APIT-369 D- OR COMM-369 D-

### **DIGC-371 Video Game Design II (3)**

This course extends the conceptual framework developed in Video Game Design I. Students will learn to use a game engine and work through all stages of the game design process, including concept development, design, implementation, play-testing, and deployment. The final product for this course will be a multistage game.

**Attributes:** YLIB

**Prerequisites:** DIGC-271 D-

### **DIGC-475 Children&Creative Learning (3)**

Students will read and evaluate philosophies and techniques of teaching coding and technology skills to children, with a focus on constructivist methods. A significant portion of the class will require students to prepare, teach, and serve as mentors to middle-school students attending a summer camp at St. John Fisher focusing on coding and/or video game design. The camp will be held for one week in late July for

several hours each day and students will be expected to attend all sessions, in addition to the regular classroom meetings held in the weeks prior to and immediately after the camp week.

**Attributes:** YLIB

### **DIGC-480 Technology and Pedagogy I (2)**

Students will read and evaluate philosophies and techniques of teaching coding and technology skills to undergraduates. The class will meet informally, focusing on the students' experiential work as a lab assistant, attending most (if not all) of a specified class throughout the semester and providing tutoring during open lab periods.

**Attributes:** NLIB

**Restrictions:** Including: -Class: Junior, Senior

### **DIGC-481 Technology and Pedagogy II (1)**

Students will continue their experience as a lab assistant that began in DIGC 480, attending most (if not all) of a specified class throughout the semester and providing tutoring during open lab periods.

**Attributes:** NLIB

**Prerequisites:** DIGC-480 D-

**Restrictions:** Including: -Class: Junior, Senior

### **DIGC-490 DIGC Senior Project (3)**

Seniors will develop a proposal for a substantial project and then see it through to completion, exhibiting their work at a poster session at the end of the semester. The work may involve a research paper or the creation of a website, mobile app, museum exhibit, interactive art installation or physical computing project, interactive media experience, entrepreneurial social media innovation, blog or video game.

**Attributes:** YLIB ZCAP ZEXL

**Prerequisites:** (DIGC-158 D- OR CSCI-158 D- OR CSCI-161 D-) AND (COMM-269 D- OR COMM-369 D-)

**Restrictions:** Including: -Class: Senior

### **DIGC-495 Internship (1 TO 3)**

This course allows qualified students to gain professional experience in areas related to Digital Cultures and Technologies. The program maintains a list of internships, or students may find their own opportunities, subject to the approval of the Internship Director. Interns generally work 10 hours a week and complete additional requirements, including attending meetings with the Internship Director, writing progress reports, and creating a portfolio. Permission of the Internship Director is required to register.

**Attributes:** YLIB ZEXL

**Restrictions:** Including: -Class: Junior, Senior

### **DIGC-496 Independent Study (1 TO 3)**

Under faculty direction, qualified students may undertake an in-depth study of particular topic in digital cultures and technologies. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB

### **DIGC-498H Honors Thesis (1 TO 3)**

Qualified Digital Cultures and Technologies majors develop a research project that will result in a traditional or multimodal thesis. Projects will be presented and defended. Students will be advised by the honors committee, consisting of a Digital Cultures and Technologies faculty advisor and one additional faculty member who may come from outside of the DIGC program. The intent to pursue an honors thesis

must be declared before the senior year. Permission of the instructor is required to register.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Digital Cultures and Technol -Class: Senior



# Economics

## Overview

Gary Maggs, *Chair*

Monica Cherry, Lauren Kocman, Ben Niu, Clair Smith

Economics as a liberal arts discipline emphasizes the study of analytical and critical skills. Such skills are in heavy demand in today's fast-changing work world, and newly graduated economics majors will find that their flexibility, global perspectives, and analytical abilities are great assets for whatever career choices are made. As evidence of the way in which an economics background builds analytical ability, studies have shown that economics majors score among the highest on the Law School Admission Test. Furthermore, economics majors are also highly valued in education, business, government, finance, and human services. Therefore, career possibilities for economics majors are almost limitless and are projected to further improve as a significant number of baby boomers begin to retire and vacate senior positions in all sectors of the economy.

## The Washington Experience: Fisher Semester in Washington

Economics majors may avail themselves of The Washington Experience, a semester in Washington, DC. Please refer to [The Washington Experience](#) for details.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Acquire a comprehensive understanding of the basic economic tools and principles used by practitioners in the economics profession

- Describe the historical and cultural contexts in which specific theories were developed.
- Compare and contrast basic theoretical orientations.

Goal #2 Obtain the expertise to effectively apply quantitative tools to empirically analyze microeconomic and macroeconomic issues

- Be able to demonstrate how to use empirical evidence to evaluate an economic argument.
- Conduct appropriate statistical analysis of data, and explain the statistical problems involved.
- Obtain and/or collect relevant data using specific qualitative and/or quantitative research.

Goal #3 Communicate effectively in written, spoken and graphical form within and across disciplines

- Formulate a well-organized written argument that states assumptions and hypotheses, which are supported by evidence.
- Complete independent research paper with scholarly sources and uses at least one fundamental economic concept.
- Present an economic argument orally.

Goal #4 Be able to address contemporary problems and issues by using an accepted paradigm or framework of analysis used by the economics profession

- Apply economic analysis to evaluate everyday problems.
- Apply economic analysis to evaluate specific policy proposals

Goal #5 Be receptive to and comprehend alternative approaches to answering economic questions when formulating their own opinions

- Compare two or more arguments that have different conclusions to a specific problem.
- Understand the role of assumptions in arguments.

## Program Requirements

## Requirements for a Major in Economics

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)
ECON Electives*		(12)
<b>Total</b>		<b>(36)</b>

*\*Electives are chosen from the Economics course offerings to match a student's interests and career goals. The range of electives includes courses such as Economics of Sport, International Economic Policy, and Law and Economics. Students can also choose to do an internship as an elective, and a well-chosen program can give excellent experience and useful contacts in their chosen career fields.*

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, Sociology, 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.

**For students majoring in Economics, all courses designated as economic courses (ECON) are included in the determination of one's grade point average within the major.**

### Minor:

## Minor in Economics

Students from other majors who minor in economics will take:

ECON 105C	P3 Principles of Microeconomics	(3)
ECON 106C	P3 Principles of Macroeconomics	(3)
Choose one:	ECON 201C Intermediate Microeconomics	(3)
	ECON 202 Intermediate Macroeconomics	
	ECON 301C Money and Banking	
Three additional ECON electives		(9)
<b>Total</b>		<b>(18)</b>

**Note:** Only two courses taken to meet major requirements may also be applied to the Economics minor.

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

Further information can be obtained from any member of the Economics Department.

## Recommended Progression

### B.A. Economics

Recommended progression of courses **required** for a **B.A. Economics major**. Students should consult *Core Requirements* for a complete description of the College Core.

	FALL	SPRING
FR	ECON 105C (3)	ECON 106C (3)
SO	ECON 201C (3) ECON 221 (3)	ECON 202 (3)
JR	ECON Elective (3) ECON 317C (3)	ECON Elective (3) ECON 314 (3)
SR	ECON Elective (3) ECON Elective (3)	ECON 416 (3)

## Courses

### ECON-105C P3 Intro 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

**Attributes:** AMSS P3 YLIB

### 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

**Attributes:** AMSS P3 YLIB

### ECON-106C P3 Intro 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

**Attributes:** AMSS P3 YLIB

**Prerequisites:** -

### **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

**Attributes:** AMSS P3 YLIB

**Prerequisites:** -

### **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 HHD WGST YLIB

### **ECON-120C 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.

**Attributes:** YLIB

### **ECON-201C Microeconomic Theory (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

**Attributes:** YLIB

**Prerequisites:** ECON-105C D-

### **ECON-201C IntermediateMicroeconomics (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

**Attributes:** YLIB

**Prerequisites:** ECON-105C D-

### **ECON-202 Macroeconomic Theory (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

**Attributes:** YLIB

**Prerequisites:** ECON-106C D-

### **ECON-202 Intermediate Macroeconomics (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

**Attributes:** YLIB

**Prerequisites:** 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. Significant use is made of the Internet as a source of up-to-date economic information and data.

**Attributes:** YLIB

**Prerequisites:** -

### **ECON-208D Econ of Social Issues (3)**

This course considers a number of social issues facing communities, including poverty, family structures, education attainment, work patterns, health status, and crime. In studying these phenomena, we consider the impact of and interactions among individual behaviors, economic conditions, and cultural influences. This course includes a service-learning component.

**Attributes:** AMSS YLIB

**Prerequisites:** -

### **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.

**Attributes:** HHSM SQ YLIB

### **ECON-222 Applied Statistics (3)**

This course provides students with the opportunity to use statistical tools of analysis that generate information used in the planning and evaluative processes of organizations. Topics covered include: chi-square analysis; analysis of variance; regression and correlation analysis; time series analysis; index numbers; and decision making under uncertainty.

**Attributes:** YLIB

**Prerequisites:** ECON-221 D-

**ECON-222 Nonparametric Statistics (3)**

Basic nonparametric methods will be covered, including binomial and sign tests, rank tests for 1-sample and 2-sample designs, and Kolmogorov-Smirnov type tests. Nonparametric analysis of contingency tables and bivariate association will also be covered. The course will emphasize data analysis and interpretation as well as statistical computing skills. Cross listed with STAT 222.

**Attributes:** YLIB

**Prerequisites:** ECON-221 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.

**Attributes:** HHCF YLIB

**Prerequisites:** ECON-105C D-

**ECON-230C Econ of Voluntary Sect (3)**

This course considers the impact of the voluntary sector upon the American economy. It examines the history of philanthropy and voluntarism in the United States and their role in present-day society. It describes the institutions and organizations that make up the voluntary sector and the relationships that exist among the voluntary sector and the private (business) sector and the public (government) sector. It considers the relationship of the individual to the voluntary sector; in particular, it examines how altruistic behavior can be incorporated into the consumer choice model of economics. This course includes a service-learning component.

**Attributes:** YLIB

**Prerequisites:** ECON-105C D-

**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.

**Attributes:** YLIB

**Prerequisites:** ECON-105C D-

**Restrictions:** Excluding: -Class: Freshman

**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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** 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

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** ECON-105C D- AND ECON-106C D- AND ECON-221 D-

### **ECON-315C Beyond Capitalism (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:** YLIB

**Prerequisites:** ECON-106C D-

### **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:** YLIB

**Prerequisites:** ECON-106C D-

### **ECON-316 Economics of Third World (3)**

This course considers the socioeconomic obstacles to the economic development of the Third World. The course also examines and evaluates the various development strategies that have been propounded by economists to encourage economic development in the Third World.

**Attributes:** YLIB

**Prerequisites:** ECON-105C D- OR ISPR-100D D-

### **ECON-316 Economics of Development (3)**

This course considers the socioeconomic obstacles to the economic development of the Third World. The course also examines and evaluates the various development strategies that have been propounded by economists to encourage economic development in the Third World.

**Attributes:** YLIB

**Prerequisites:** 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

**Prerequisites:** ECON-105C D- AND ECON-106C D-

### **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

**Prerequisites:** ECON-105C D-

### **ECON-340C International Econ Policy (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

**Attributes:** YLIB

**Prerequisites:** ECON-105C D- AND ECON-106C 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

**Attributes:** YLIB

**Prerequisites:** ECON-105C D- AND ECON-106C D-

### **ECON-350 Managerial Economics (3)**

This course applies microeconomic theory to real-world business decision-making. Three areas of concentration are: analysis of consumer behavior as expressed in demand for products and the revenue implications for firms; analysis of technological constraints on production and the cost implications for firms; and analysis of input and output markets as a means of determining profit-maximizing price and output for products.

**Attributes:** YLIB

**Prerequisites:** ECON-105C D- AND ECON-221 D- AND (MATH-112C D- OR MSTI-130C D-)

### **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. To pursue this, the class relies upon the extensive use of intermediate microeconomic theory.

**Attributes:** YLIB

**Prerequisites:** ECON-201C D-

### **ECON-402 Advanced Economics (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 pursue 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

**Attributes:** YLIB

**Prerequisites:** ECON-105C D-

### **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 pursue 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

**Attributes:** YLIB

**Prerequisites:** ECON-105C D-

### **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

**Prerequisites:** 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.

**Attributes:** YLIB ZCAP ZRES

**Restrictions:** Including: -Major: Economics -Class: Senior

### **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.

**Attributes:** YLIB ZCAP ZRES

**Restrictions:** Including: -Major: Economics -Class: Senior

### **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 Cherry) is required to register.

**Attributes:** YLIB

**Prerequisites:** ECON-476 Y D-

**Restrictions:** Including: -Major: Economics -Class: Junior, Senior

### **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 Cherry) is required to register.

**Attributes:** YLIB

**Prerequisites:** ECON-477 Y D-

**Restrictions:** Including: -Major: Economics -Class: Junior, Senior

**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 Cherry) is required to register.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Economics -Class: Junior, Senior

**ECON-491 Internship (3)**

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.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Economics -Class: Junior, Senior

**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

**Restrictions:** Including: -Major: Economics -Class: Senior

**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

**Restrictions:** Including: -Major: Economics -Class: Junior, Senior

# English

## Overview

Deborah Uman, *Chair*

Melissa Bissonette, James Bowman, Stephen Brauer, Lisa Cunningham, Sharon Delmendo, M. J. Iuppa, Lisa Jadwin, Wendi Sierra, Jebaroha Singh, Arlette Miller Smith, Jill Swiencicki, Deborah Vanderbilt, William Waddell, Stephen J. West

## Why Study English at Fisher?

English majors and minors find themselves well prepared for graduate school and careers in business, law, teaching, marketing, public service, non-governmental work, and many other areas.

The department supports experiential learning through internships, service learning, public presentation, independent study, and honors theses.

Courses provide students with practice in reading and writing a rich array of textual forms: fiction, poetry, plays, academic and personal essays, speeches, visual rhetoric, and new media.

English majors and minors develop expertise in critical reading and writing - the ability to engage meaningfully with diverse texts from a range of cultural traditions and historical periods.

## The English Major

English majors choose from more than 60 courses in literature, creative writing, rhetoric, composition studies, and professional and technical writing. English majors choose one of two concentrations, **literature** or **writing**, but electives within the program invite students to explore both areas and develop a lifelong interest in reading, as well as a versatile set of writing skills. A number of English courses also meet several areas of the College Core.

All English majors develop skills in and knowledge of **Analysis, Technique, Publication, Traditions, and Process**.

### Literature

The literature concentration focuses on producing critical thinkers and writers, using the study of English, American, and world literature to promote an understanding of how language shapes history and everyday life.

Literature majors learn to:

- Explicate literary texts closely in order to interpret accurately;
- Understand formal elements such as diction and tone by considering such external influences as biography and culture in their readings of poetry, drama, and prose works;
- Go public with written work in and out of class;
- Identify major genres and essential texts; understand the relationship between critical methods and literary theory; connect literature to individual and social concerns;
- Become fluent and thoughtful writers.

### Writing

The writing concentration focuses on producing versatile writers capable of responding to diverse environments and ever-changing landscapes for communication.

Writing majors learn to:

- Respond to texts with attention to their strategies, effects, and assumptions;
- Develop the writer's craft in a range of genres with attention to purpose, audience, aesthetics, and materials;

- Go public with written work in and out of class;
- Identify rhetoric and its links to various cultural contexts, histories, and theories;
- Understand and practice writing processes in a variety of academic, professional and public situations.

## Learning Outcomes

### Program Goals and Student Learning Outcomes (Writing)

Goal #1 Develop knowledge of rhetoric and literacy and their links to various cultural contexts, histories, and theories.

- Identify and apply key terms and concepts in rhetoric and literacy studies.
- Identify and contextualize particular schools of thoughts.

Goal #2 Acquire and implement the aesthetic tools necessary for competent writing in drama, poetry, and prose

- Be able to use concrete images to develop purpose of a text.
- Be able to use effective tropes, figures, voice, and other elements of style that develop the purpose of the text and are appropriate to that purpose and the text's audience.

Goal #3 Apply theoretical approaches to the study of texts and/or artifacts.

- Demonstrate knowledge of rhetorical, critical, and/or literacy theory in one or more social and/or historical contexts.
- Apply knowledge of a rhetorical, critical, and/or literacy theory and tradition in on or more social and/or historical contexts.

Goal #4 Find, retrieve, evaluate, and present information relevant to a question.

- Student demonstrates understanding of secondary sources.
- Student shows evidence of wide reading on the subject and engagement with selected sources.
- Student integrates sources and documents them accurately.

Goal #5 Acquire and apply knowledge and skills from the major in professional and public writing situations.

- Extend classroom learning in extra-curricular and co-curricular contexts (English Club, Courier, Angle, local/national publications and conferences; internships, writing center, service learning.
- Effectively represent the skills and knowledge gained in professional documents (resume, personal statement, other public opportunities).

Goal #6 Formulate and support well-developed arguments using language appropriate to the subject and occasion.

- Student makes and supports an effective argument (thesis).
- Student provides appropriate and sufficient evidence to support claims.
- Student analyzes a text or artifact closely in order to interpret persuasively.
- Student structures paper in a logical and organized manner.
- Student writes a paper relatively free of errors, and uses a register appropriate for the assignment.

### Program Goals and Student Learning Outcomes (Literature)

Goal #1 Know the main outlines of British and American literary history, including the history of formerly marginalized writers, and be able to place works in that context, with informed references to the cultural forces that produce and influence literature and other forms of art.

- Be able to identify major literary periods and authors and works associated with those periods.
- Be able to define and recognize major literary genres.

- Know the nature of debates about literary canons.
- Be able to articulate the connections between culture and literature.

Goal #2 Students will discern how design or form influences meaning.

- Students will understand the discipline-specific terminology connected with each art form.
- Students will know the elements, principles, and form inherent to a work of art.
- Students will understand that writers use design/form to communicate meaning.

Goal #3 Apply theoretical approaches to the study of literature.

- Identify major theoretical schools of criticism.
- Apply a theoretical approach towards literary interpretation.

Goal #4 Find, retrieve, evaluate, and present information relevant to a question.

- Student demonstrates understanding of secondary sources.
- Student shows evidence of wide reading on the subject and engagement with selected sources.
- Student integrates sources and documents them accurately.

Goal #5 Acquire and apply knowledge and skills from the major in professional and public writing situations.

- Extend classroom learning in extra-curricular and co-curricular contexts (English Club, Courier, Angle, local/national publications and conferences; internships, writing center, service learning.
- Effectively represent the skills and knowledge gained in professional documents (resume, personal statement, other public opportunities).

Goal #6 Support a well-developed, well-written argument with evidence.

- Student makes and supports an effective argument (thesis).
- Student provides appropriate and sufficient evidence to support claims.
- Student analyzes a text or artifact closely in order to interpret persuasively.
- Student structures paper in a logical and organized manner.
- Student writes a paper relatively free of errors, and uses a register appropriate for the assignment.

## Program Requirements

### Course and Core Requirements

A Learning Community and a 199C Writing and Research course from any department are prerequisites for most English courses. First-year students may take any 200-level English course concurrently with a Learning Community or 199C.

### Major Requirements: Literature Concentration

The requirements for the English major with a literature concentration are:

**Note:** *The requirements for the literature concentration are slightly different for English majors who are also Inclusive Adolescence Education majors. Please refer to those specific requirements below under [Additional Requirements for Students Seeking Adolescence Teaching Certification in English](#) and to the appropriate course progression for [B.S. Inclusive Adolescence Education: English Literature](#).*

Introductory courses		(6.5)
ENGL 200C	Literary Analysis	
ENGL 201	Career Seminar (.5)	
ENGL 259	Argument and Persuasion	

Survey courses		(9)
Choose <b>three</b> :	ENGL 293 P1 Early English Literature*	
	ENGL 294 P1 Milton Through the Romantics*	
	ENGL 295 P1 British Literature Since 1700	
	ENGL 297 P1 Readings in American Literature*	
	ENGL 298 P1 Modern American Literature	
<i>*Two of these courses must be included in the survey course selection.</i>		
Additional courses		(21)
One ethnic American or world literature course (See course listings within <i>Additional Requirements for Students Seeking Adolescence Teaching Certification in English</i> below.)		
One additional English courses at or beyond the 200 level		
Four additional English courses at or beyond the 300 level		
ENGL 420	Senior Literature Seminar	
<b>Total</b>		<b>(36.5)</b>

## Major Requirements: Writing Concentration

The requirements for the English major with a writing concentration are:

Introductory courses		(12.5)
ENGL 200C	Literary Analysis	
ENGL 201	Career Seminar (.5)	
Choose <b>one</b> :	ENGL 251 P1 Introduction to Creative Nonfiction <b>–OR–</b>	
	ENGL 253 P1 Introductory Creative Writing	
ENGL 266	Writing As Social Practice	
ENGL 259	Argument and Persuasion	
FOUR 300-level writing courses		(12)
One <i>Advanced Practices</i> course		
One <i>Theories, Contexts, Communities</i> course		
Two additional courses from <i>Advanced Practices –AND/OR– Theories, Contexts, Communities</i>		

See course listings for categories of writing courses.

### Additional courses

(12)

Two **Literature** courses, one at or beyond the 200 level; one at or beyond the 300 level

One additional English course at or beyond the 200 level

ENGL 425

Senior Writing Seminar

Total

(36.5)

**For students majoring in English, all courses designated as English courses (ENGL) that may apply to the major are included in the determination of the grade point average in the major.**

## Major's Portfolio

In the course of their studies, English majors in both concentrations develop a Major's Portfolio. The portfolio represents the student's skills and interests and should contain those items which best represent the student's accomplishments in thinking and writing for a broad audience. Some items may be assigned while others may be freely chosen. Students at the 300 and 400 level collect material that demonstrates what they know about writing, what sorts of writing they do for their courses, and what sorts of writing they do on their own. Students may choose work from a variety of genres, including: fiction, poetry, drama, creative nonfiction, literary analysis, cultural analysis, rhetorical analysis, and technical/professional/business writing. The portfolio may also contain a Personal Statement that synthesizes the student's goals and accomplishments (books read, projects completed, writing-related experiences) and a résumé.

## English Courses

English courses are divided into several categories. For a complete listing of these categories and the courses contained within each, refer to [Additional Information](#).

## Additional Requirements for Students Seeking Adolescence Teaching Certification In English

Students seeking Adolescence Teaching Certification in English dual major in Inclusive Adolescence Education and English Literature and earn a Bachelor of Science degree. They must complete the courses outlined for an English major with a literature concentration and also complete the following specific requirements:

- **Inclusive Adolescence Education Major (46)**

The major includes Education courses, field experiences, student teaching and courses for Certification in Students with Disabilities (7–12) and Middle School Extension in the content area (5–6). See [Inclusive Adolescence Education](#) for details.

- ENGL 203C History of English Language (3)
- ENGL 211 P1 Young Adult Literature (3)
- One ethnic American literature course chosen from:\* (3)
  - ENGL 220D P1 Black Writers in U.S.
  - ENGL 236D CC The American Dream
  - ENGL 262P CC Topics in Ethnicity and Literature
  - ENGL 335 Studies in African American Literature
  - ENGL 336 Studies in Native American Literature
  - ENGL 337 Ethnicities in/and Literature
- One World literature course chosen from:\* (3)
  - ENGL 248 P5 World Literature
  - ENGL 347 Studies in Postcolonialism



- One Shakespeare course chosen from: (3)  
ENGL 212C P1 Shakespeare at the Movies  
ENGL 312C P1 Shakespeare

Please refer to the recommended progression for **B.S. Inclusive Adolescence Education: English Literature** for more information.

*\*These requirements may add additional credits to the content area of the English major. In order to keep the number of English Literature major required credits at 36.5, Inclusive Adolescence Education majors need to choose from the 300 level offerings for both of these areas. As early as possible, students should consult with an Education advisor to set up a program leading to certification.*

### Minor:

## Minor in English

The English minor requires 18 credits as follows:

ENGL 200C	Literary Analysis	(3)
ENGL 201	Career Seminar	(.5)
ENGL 259	Argument and Persuasion	(3)
Four ENGL electives, at least two must be at the 200 level or beyond and two must be at the 300 level or beyond		(12)
<b>Total</b>		<b>(18.5)</b>

**Note:** Only one course applied to a student's major may also be used to meet a requirement in the student's English minor. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

### Recommended Progression

## B.A. English (Literature Emphasis)

Recommended progression of courses **required** for the **B.A. English major with a literature emphasis**. Students should consult **Core Requirements** for a complete description of the College's Core. There are additional requirements for those literature majors also seeking Adolescence Teaching Certification.

	FALL	SPRING
<b>FR</b>	Learning Community (6)	Any Dept. 199C (3) ENGL Elective (3)
<b>SO</b>	ENGL 200C/201 (3.5) or ENGL 259 (3)** ENGL Elective (3)*	ENGL 259 (3) or ENGL 200C/201 (3.5)** ENGL Survey (3)
<b>JR</b>	ENGL Survey (3) ENGL 300 Elective (3)	ENGL Survey (3) ENGL 300 Elective (3)
<b>SR</b>	ENGL 300 Elective (3) ENGL 300 Elective (3)	ENGL 420 (3)

**Note:** English majors are encouraged to include an experiential learning component in their programs, such as internship, honors thesis, student teaching, Writing Center tutoring, service-learning, or staff work on The Angle.

## B.S. Inclusive Adolescence Education: English Literature

Recommended progression of courses **required** for the **English Literature major seeking Adolescence Teaching Certification**. Students should consult *Core Requirements* for a complete description of the College Core.

	FALL	SPRING
FR	Learning Community (6)	Any Dept. 199C (3) ENGL Survey (3)
SO	ENGL 200C/201 (3.5) or ENGL 259 (3)** ENGL 211 (3)	ENGL 259 (3) or ENGL 200C/201 (3.5)** ENGL 203C or World Lit* (3)*** ENGL Survey (3)
JR	ENGL Survey (3) ENGL 212C or 312C (3)	World Lit* or ENGL 203C(3)*** ENGL 300 Elective (3)
SR	Ethnic Lit* (3) ENGL 420 (3)	Student Teaching

\*Students need to select all of these courses wisely to maximize course use in meeting requirements. The World and Ethnic Literature choices should be made at the 300 level to ensure meeting the required number of 300 level courses in the English major without going beyond the number of credits required in the major. If these courses are not chosen at the 300 level, then additional coursework in the major is necessary.

\*\*ENGL 200C and 201(which must be taken together) AND ENGL 259 are required for the literature concentration, but a student may choose in which semester to enroll in the courses based on schedule and availability.

\*\*\*Both World Lit and ENGL 203C are required, but student may choose in which semester to enroll in each course based on schedule and availability.

## B.A. English (Writing Concentration)

Recommended progression of courses **required** for a **B.A. English major with a writing concentration**. Students should consult *Core Requirements* for a complete description of the College Core.

	FALL	SPRING
FR	Learning Community (6)	Any Dept. 199C (3) ENGL Lit. Elective (3)*
SO	ENGL 266 (3) ENGL 200C/201 (3.5) or ENGL 259 (3)**	ENGL 251 or 253 (3) ENGL 259 (3) or ENGL 200C/201 (3.5)**
JR	ENGL 300 Writing (3) ENGL 300 Writing (3)	ENGL 300 Literature (3) ENGL 300 Writing (3)

SR	ENGL 300 Writing (3) ENGL Elective (3)*	ENGL 425 (3)

*\*Majors should carefully choose English electives that also carry the P1 Core designation to reduce the number of credits needed for program completion.*

*\*\*ENGL 200C and 201(which must be taken together) AND ENGL 259 are required for the literature concentration, but a student may choose in which semester to enroll in the courses based on schedule and availability.*

**Note:** *English majors are encouraged to include an experiential learning component in their programs, such as internship, honors thesis, student teaching, Writing Center tutoring, service-learning, or staff work on The Angle.*

## Academic Opportunities

### 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 3.30 GPA overall. Candidates must fulfill the following requirements:

- Enroll in ENGL 498H and/or ENGL 499H and receive an “A” on the honors thesis. The paper should display originality and sophistication of thought, as well as stylistic excellence.
- Successfully defend the thesis at an open colloquium. Although anyone from the academic community may attend the colloquium, the student meets primarily with a committee of readers who will decide whether to award honors. The committee is composed of the project director, a second reader from the English department, and the chair of the department. The colloquium is usually held during the week of final exams.

### The Washington Experience: Fisher Semester in Washington

English majors may avail themselves of The Washington Experience, a semester in Washington, D.C. Please refer to [The Washington Experience](#) for details.

### What English Majors Do After Graduation

English majors will be prepared for careers in a number of fields. English majors from St. John Fisher College are currently employed in advertising, public relations, fundraising and grant writing, publishing, law, technical writing, public administration, and teaching. The work an English major does in his or her courses builds many valuable skills that the student can offer prospective employers, such as:

- Clear, correct, and forceful writing.
- Careful, analytical thinking and a creative approach to problem-solving.
- Research and organizational skills, such as knowing how to find information, how to separate relevant from irrelevant facts and issues, how to synthesize material from varied sources, and how to organize and present material to particular audiences with different expertise and interests.
- The ability to learn new information quickly and to adapt to it, a flexibility that is very important in a working world where technical training is apt to become obsolete in three to five years and where most people change careers several times.

## Additional Information

### Course Offerings

English course offerings are divided into the following categories:

### **First Year Writing Courses - not counted toward English Major Requirements**

- ENGL 101C – College Writing
- ENGL 103 – Writing Workshop (1)
- ENGL 104 – Writing Workshop (1)
- ENGL 199C – RW Research Based Writing

### **Literature Courses**

- ENGL 150C – P1 Literary Types\*
- ENGL 152 – LC WWI & Modern Literature\*
- ENGL 153 – LC Writing in/around Games\*
- ENGL 154 – LC Reading the Court\*
- ENGL 165 – LC Images of Disability\*
- ENGL 170 – LC Fantasy and/in History\*
- ENGL 200C – Literary Analysis
- ENGL 201 – Career Seminar (.5)
- ENGL 203C – History of English Language
- ENGL 204 – P1 Nature Writing
- ENGL 207C – P1 The Bible as Literature
- ENGL 210 – P1 Literature and Healing
- ENGL 211 – P1 Young Adult Literature
- ENGL 212C – P1 Shakespeare at the Movies
- ENGL 214D – P1 Reading Gender
- ENGL 215C – P1 Getting the News from Poems
- ENGL 218C – P1 Theater and Design
- ENGL 220D – P1 Black Writers in the U.S.
- ENGL 226C – P1 Arthurian Legend
- ENGL 230 – P1 Literature of Travel
- ENGL 231C – P1 Detective and Mystery Narratives
- ENGL 235D – P1 Irish Literature
- ENGL 236D – CC The American Dream
- ENGL 239D – P1 Haunted House
- ENGL 247C – P1 War in Literature
- ENGL 248 – P5 World Literature
- ENGL 261C – Topics in Sexuality and Literature
- ENGL 262P – CC Topics in Ethnicity and Literature
- ENGL 263C – P1 Topics in Literature and the Arts
- ENGL 264D – P5 Topics in Literature and Politics
- ENGL 268 – P1 The Fundamentals of Film

\* These 100-level courses may not be counted toward English Major requirements

### **Literature Survey Courses**

- ENGL 293 – P1 Early English Literature
- ENGL 294 – P1 Milton Through the Romantics
- ENGL 295 – P1 British Literature Since 1700
- ENGL 297 – P1 Readings in American Literature
- ENGL 298 – P1 Modern American Literature

### **Advanced Literature Courses**

When any of the following upper-division courses is offered, it will have a specific focus within the general rubric of its catalog title. May be repeated for credit with the permission of the department chair, if the focus is different. These courses are designed primarily for English majors and minors. ENGL 200C is a prerequisite for all of the following:

- ENGL 306 – Law and Literature

- ENGL 312C – P1 Shakespeare
- ENGL 318 – English Lit Renaissance
- ENGL 325 – The Romantic Tradition
- ENGL 327 – Studies in Victorian Literature
- ENGL 329 – Film and Television Analysis
- ENGL 335 – Studies in African American Literature
- ENGL 336 – Studies in Native American Literature
- ENGL 337 – Ethnicities in/and Literature
- ENGL 339 – American Literatures
- ENGL 341 – Studies in Poetry
- ENGL 342 – Studies in the Novel
- ENGL 343 – Studies in Drama
- ENGL 344 – Popular Genres
- ENGL 346 – Narrative and New Media
- ENGL 347 – Studies in Postcolonialism
- ENGL 348 – Women Writers
- ENGL 349 – Major Authors
- ENGL 350 – Literary Theory
- ENGL 351 – Literature and Other Discourses

### **Seminar for Literature Majors**

- ENGL 420 – Senior Literature Seminar

### **Writing Courses**

- ENGL 249 – P1 Open Book: Read to Write
- ENGL 251 – P1 Introduction to Creative Nonfiction
- ENGL 253 – P1 Introductory Creative Writing
- ENGL 259 – Argument and Persuasion
- ENGL 266 – Writing as Social Practice
- ENGL 270C – Becoming a Writing Tutor (1)
- ENGL 271 – Legal Writing
- ENGL/WGST 272 – P2 Digital Feminisms
- ENGL 290 – Science, Rhetoric, and the Public

### **Advanced Practices Writing Courses**

- ENGL 355 – Professional Writing: Topics
- ENGL 356 – Editing and Publishing
- ENGL 361 – Writing with New Media
- ENGL 371 – Creative Writing: Fiction
- ENGL 372 – Creative Writing: Poetry
- ENGL 374 – Creative Writing: Drama
- ENGL 376 – Creative Writing: Nonfiction
- ENGL 378 – Special Topics in Advanced Writing

### **Theories, Contexts, Communities Writing Courses**

- ENGL 352 – Rhetorical Theory
- ENGL 353 – Rhetorical History and Traditions
- ENGL 370 – Gender and Writing
- ENGL 380 – Visual Rhetoric
- ENGL 381 – The Rhetoric of Hate
- ENGL 382 – Digital Literacies

### **Seminar for Writing Majors**

- ENGL 425 – Senior Writing Seminar

### **General English Electives**

- ENGL 273 – Topics: History of Film and Television

## Special Courses

- ENGL 490 – Internship
- ENGL 496 – Independent Study (1-3)
- ENGL 498H – Honors in English
- ENGL 499H – Honors in English

## Courses

### ENGL-101C College Writing (3)

This course requires students to write personal and expository essays in response to texts and class discussion on a range of issues. Its goal is to improve students' writing and critical thinking. Students work toward understanding texts and exploring and communicating ideas, as well as toward mastery of the conventions of written English. The course design encourages active participation and collaborative learning. Students who have taken a Freshman Learning Community may not earn credit for ENGL 101C.

**Attributes:** YLIB ZTRA

### ENGL-101X LC College Writing (3)

This course requires students to write personal and expository essays in response to texts and class discussion on a range of issues. Its goal is to improve students' writing and critical thinking. Students work toward understanding texts and exploring and communicating ideas, as well as toward mastery of the conventions of written English. The course design encourages active participation and collaborative learning. Students who have taken a Freshman Learning Community may not earn credit for ENGL 101C.

**Attributes:** LC YLIB

**Restrictions:** Including: -Class: Freshman

### ENGL-103 Writing Workshop (1)

This course provides additional writing instruction designed to reinforce the student's classroom experience in ENGL 101C. It is intended for those students who are required to or who opt to register for it based on their ENG 101C writing assessment projects. Permission of the Writing Center Director is required for registration.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Freshman

### ENGL-104 Writing Workshop (1)

This course, a continuation of ENGL 103, provides additional writing instruction designed to reinforce the student's classroom experience in any of the 199C courses. It is intended for those students who are required to or who opt to register for it based on their experience in ENGL 101C. Permission of the Writing Center Director is required for registration.

**Attributes:** YLIB

### ENGL-150C P1 Literary Types (3)

This course introduces students, especially those majoring in disciplines other than English, to the principal genres of literature: poetry, drama, and prose fiction. (English majors, minors, and prospective majors should take ENGL 200C.) The course emphasizes the basic elements of literary analysis and interpretation and the imaginative power of language. It offers as well an introduction to seeing literature as a valuable means of understanding particular times, places, and cultures. Students with credit for ENGL 102C or its equivalent may not register for this class.

**Attributes:** P1 YLIB

### ENGL-152 WWI & Modern Literature (3)

This course will focus on the literature and culture of World War I, the "War to End All Wars," which transformed the hearts and minds of all those who participated and called into question traditional values

of militarism and patriotism. WW1 produced an unprecedented volume of reflective writing, both by participants and onlookers, and these writings capture the spirit of transformation that characterized the second decade of the twentieth century, including the advances in technology and communications that revolutionized the ways in which war was fought and perceived.

**Attributes:** LC YLIB

**Restrictions:** Including: -Class: Freshman

### **ENGL-153 LC Writing in/around Games (3)**

As a growing cultural force, electronic games serve several important functions. In addition to commercially-produced games designed for entertainment, gaming is increasingly being used for education, training, activism, and art. This course will take a multidisciplinary approach to the study of video games, encompassing both the humanities and social sciences. Students will turn a critical eye both toward games themselves, and toward the culture and texts that surround them. Questions we will explore may include: How do games impact players? How do the concepts of narrative, interaction, and play change in a gaming environment? How can we evaluate games critically, aesthetically, and procedurally?

**Attributes:** LC YLIB

**Restrictions:** Including: -Class: Freshman

### **ENGL-153 Writing in/around Games (3)**

As a growing cultural force, electronic games serve several important functions. In addition to commercially-produced games designed for entertainment, gaming is increasingly being used for education, training, activism, and art. This course will take a multidisciplinary approach to the study of video games, encompassing both the humanities and social sciences. Students will turn a critical eye both toward games themselves, and toward the culture and texts that surround them. Questions we will explore may include: How do games impact players? How do the concepts of narrative, interaction, and play change in a gaming environment? How can we evaluate games critically, aesthetically, and procedurally?

**Attributes:** LC YLIB

**Restrictions:** Including: -Class: Freshman

### **ENGL-154 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 will 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 will be largely discussion-based. Assignments will include traditional writing, legal writing, and mock trials.

**Attributes:** LC YLIB

**Restrictions:** Including: -Class: Freshman

### **ENGL-154 LC 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 will 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 will be largely discussion-based. Assignments will include traditional writing, legal writing, and mock trials.

**Attributes:** LC YLIB

**Restrictions:** Including: -Class: Freshman

### **ENGL-165 Images of Disability (3)**

Studying disability in literature, art, and film helps us to explore what our culture decides is 'normal,' and to consider what makes us human. This course will ask students to examine cultural messages about ability and disability, 'normal' and 'abnormal,' through recent works such as *Autobiography of the Face* and *Murderball*, as well as through photographs of carnival 'freak shows' from the nineteenth and twentieth centuries. Our readings will consist primarily of personal narratives, non-fiction essays, and autobiographical texts. As a whole, the reading and writing assignments for the course will allow students to explore their own understanding of disability while strengthening their use of analysis to determine what disability means in America today.

**Attributes:** LC YLIB

**Restrictions:** Including: -Class: Freshman

### **ENGL-165 LC Images of Disability (3)**

Studying disability in literature, art, and film helps us to explore what our culture decides is 'normal,' and to consider what makes us human. This course will ask students to examine cultural messages about ability and disability, 'normal' and 'abnormal,' through recent works such as *Autobiography of the Face* and *Murderball*, as well as through photographs of carnival 'freak shows' from the nineteenth and twentieth centuries. Our readings will consist primarily of personal narratives, non-fiction essays, and autobiographical texts. As a whole, the reading and writing assignments for the course will allow students to explore their own understanding of disability while strengthening their use of analysis to determine what disability means in America today.

**Attributes:** LC YLIB

**Restrictions:** Including: -Class: Freshman

### **ENGL-170 LC Fantasy and/in History (3)**

What do cultures value? How do their intellectual perspectives shift as change occurs in politics, religion and industry? What can literary fantasy tell us about these processes? This course examines the intellectual perspective of the Oxford Christians as represented primarily by J. R. R. Tolkien and C. S. Lewis, members of the literary circle known as "The Inklings." These writers responded to the major events of their time, such as WWI and WWII, as well as changes in the physical and cultural landscape of England, by emphasizing the values of an England of days long past.

**Attributes:** LC YLIB

**Restrictions:** Including: -Class: Freshman

### **ENGL-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **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.

**Attributes:** ENLT HHSM HHUM YLIB

**Prerequisites:** ENGL-201 Y S

### **ENGL-201 Sophomore Seminar (.5)**

The objective of this course is to foster the academic success of students who are beginning the English major at St. John Fisher College. 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.

**Attributes:** YLIB

**Prerequisites:** ENGL-200C Y D-

### **ENGL-201 Career Seminar (.5)**

The objective of this course is to foster the academic success of students who are beginning the English major at St. John Fisher College. 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.

**Attributes:** YLIB

**Prerequisites:** ENGL-200C Y D-

### **ENGL-203C History of English (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

**Attributes:** ENLT YLIB

### **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

**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:** ENLT P1 YLIB

### **ENGL-204 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:** ENLT P1 YLIB

### **ENGL-207C P1 Bible as Literature (3)**

In this course, we read from the all-time best-selling book, an anthology of stories, poetry, songs, history, law and building instructions. We read the Bible as a literary work, with special attention to the themes, structure, and style of biblical narrative. The course considers selected books of both Hebrew and Christian scripture, along with works that adapt biblical materials to modern purposes, demonstrating the ongoing life of biblical texts in our culture.

**Attributes:** ENLT P1 YLIB

### **ENGL-210 P1 Literature & Healing (3)**

Are mind, body, and spirit separate entities, and how are they reflected in literature and affected by self-expression? This course will examine how creative and analytical writers have addressed issues of health, illness, and healing. Texts and discussions may include issues such as cancer, AIDS, and mental illnesses; fertility issues; grief; epidemics and war; drugs and altered states of consciousness; stages of life and death; the ethics of healing; and different cultures' approaches to sickness, health, and healing.

**Attributes:** ENLT HHCF HHUM P1 YLIB

### **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.

**Attributes:** P1 YLIB

### **ENGL-212C P1 Shakespeare and Movies (3)**

Shakespeare wrote his plays to be seen on stage, and many people think if he were alive today he would be making movies. In this class, we spend plenty of time reading Shakespeare's works to understand his use of plot, character, structure, language, and genre, and we also put ourselves in the position of his audience. Viewing multiple film versions of plays such as Hamlet, Macbeth, Twelfth Night, and Henry V, 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:** ENBL ENLT P1 YLIB

### **ENGL-214D P1 Reading Gender (3)**

This course is an introduction to feminist literary theory. Students will learn some of the major schools of feminist thought over the centuries and learn to apply these perspectives to a number of literary works. Major issues will include concepts of authorship and voice, representations of gender roles, and ideas of identity and agency. In addition, students will develop skills in close reading and critical analysis. Cross-listed with WGST 214D.

**Attributes:** ENLT P1 WGST YLIB

### **ENGL-215C P1 News from Poems (3)**

"It is difficult to get the news from poems," wrote American poet William Carlos Williams late in his life, "yet men die miserably every day for lack of what is found there." This course investigates both the kind of news that poems bring "about who we are and what we do; about what we know and what we dream" and the challenges of getting that news. Readings include poems in English reaching back to medieval ballads, but the course emphasizes the work of poets writing the news of our own time and considers forms of poetry ranging from the epic to the popular song. No special prior knowledge of poetry or poetic forms is expected.

**Attributes:** ENLT P1 YLIB

### **ENGL-218C P1 Introduction to Drama (3)**

Is a play the same when performed by different actors? With very different scenery? Whether in front of an outdoor audience of 20 or a gala audience of 500? In this course, we imagine a range of productions for a range of plays, taking into account budgets and political moments, sounds and silences, interpretations and physical humor. The course considers cultural and performance histories, self-conscious literary traditions, and the ways a present-day audience might "read" the plays. Formerly titled: P1 Introduction to Drama

**Attributes:** ENLT P1 YLIB

### **ENGL-218C P1 Theater and Design (3)**

Is a play the same when performed by different actors? With very different scenery? Whether in front of an outdoor audience of 20 or a gala audience of 500? In this course, we imagine a range of productions

for a range of plays, taking into account budgets and political moments, sounds and silences, interpretations and physical humor. The course considers cultural and performance histories, self-conscious literary traditions, and the ways a present-day audience might "read" the plays. Formerly titled: P1 Introduction to Drama

**Attributes:** ENLT P1 YLIB

### **ENGL-220D P1 Modern African Amer Lit (3)**

Black writing in America is richly historical, international, and revisionary. We explore its sources in African culture, its often complicated relationship with traditional American culture, and its remarkable vitality. The primary focus of the course will be on Black writers of the 20th century, including Hughes, Dunbar, Hurston, Wright, Ellison, Brooks, Morrison, Walker, and Walcott.

Formerly titled: P1 Modern African Amer Lit

**Attributes:** AMHU ENEA ENLT P1 YLIB

### **ENGL-220D P1 Black Writers in U.S (3)**

Black writing in America is richly historical, international, and revisionary. We explore its sources in African culture, its often complicated relationship with traditional American culture, and its remarkable vitality. The primary focus of the course will be on Black writers of the 20th century, including Hughes, Dunbar, Hurston, Wright, Ellison, Brooks, Morrison, Walker, and Walcott.

Formerly titled: P1 Modern African Amer Lit

**Attributes:** AMHU ENEA ENLT P1 YLIB

### **ENGL-223C P1 Marriage in Contemp Lit (3)**

As a structure deeply important in both individual and social realms, marriage provides a rich setting for examining some enduring human concerns. With readings from contemporary literature by male and female writers, the course explores the dynamics of relationships extended over time, the connection between gender identity and personal identity, the evolution of gender roles, and the tension between individual desires and social pressures. Readings include poetry and prose fiction, and sometimes biography and autobiography.

**Attributes:** ENLT P1 PSJ WGST 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-230 P1 Lit of Travel (3)**

Martin Buber said, "all journeys have secret destinations of which the traveler is unaware." In this course, we investigate why humans willingly pull up stakes and travel to unfamiliar places - and write about the experiences. We read fiction and nonfiction narratives that investigate the human desire to leave home, see other lands and people, and learn about the self in the process. We also investigate anthropological theories about travel and its uses. Authors may include Mark Twain, Isabella Bird, Mary McCarthy, Bruce Chatwin, Mary Morris, Jon Krakauer, Andrew Harvey, Douglas Preston, and others.

**Attributes:** ENLT P1 WGST YLIB

### **ENGL-231C P1 Detective & Mystery (3)**

Detective and mystery narratives raise fascinating questions about the process of reading and interpretation; the detective, like the reader/critic, reads "signs" in order to transform chaos into order. Beginning with the Old Testament and ending with *The Silence of the Lambs* (both novel and film), this course considers detective and mystery narratives by such writers as Poe, Conan Doyle, Collins, Sayers, Christie, Du Maurier, Hillerman, and others. By giving highbrow and lowbrow mysteries equal footing, the course challenges traditional notions of canonicity, including the distinction between literature and film. Students are responsible for applying major theoretical arguments to texts that focus on "reading," while they study the changing cultural implications of "mystery."

**Attributes:** ENLT P1 YLIB

### **ENGL-235D Modern Irish Lit (3)**

This course will examine the evolution of Irish culture through a study of selected works by Irish writers, primarily from the 20th century. What does it mean to be an Irish writer? How do religion, family, and

nationalism feature in drama, short stories, poetry, and novels by Irish writers? Students will explore these themes through reading and writing about the literature of Ireland.

**Attributes:** ENLT P1 YLIB

### **ENGL-235D P1 Irish Literature (3)**

What does it mean to be an Irish writer? How do religion, family, and nationalism feature in drama, short stories, poetry, and novels by Irish writers? Students will explore these themes through reading and writing about the literature of Ireland. This course will examine the evolution of Irish culture through a study of selected works primarily from the 20th century.

**Attributes:** ENLT P1 YLIB

### **ENGL-236D CC The American Dream (3)**

What is the American Dream? What is "American"? This course explores the American Dream - the dream of financial success, independence, tolerance, religious freedom - through the eyes of disparate groups. We emphasize the problem of cultural integration/assimilation alongside attempts to define a diverse culture as "one nation, indivisible."

**Attributes:** AMHU CC ENEA ENLT YLIB

### **ENGL-238D CC Postcolonial Lit (3)**

A study of the writing from former colonies, mainly British, during the 20th century. The course explores the perspectives on their own and on Western culture of African, Caribbean, and Indian writers such as Achebe, Kincaid, Naipaul, Gordimer, Coetzee, Narayan, Walcott, and Rushdie.

**Attributes:** CC ENLT ENWL PSJ YLIB

### **ENGL-239D P1 Dev of Modern Gothic (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-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-241D CC Asian American Lit (3)**

This course will serve as an introduction to Asian American literature, offering both American perspectives on Asia and Asian perspectives on America. These perspectives will include both naturalized and native-born Asian Americans as well as Asian "aliens." Important themes in the course are the American myths which drew Asians in large numbers as well as their actual experiences on arriving; the American "melting pot" and the related issues of assimilation and acculturation; cultural transmission to the second and ensuing generations; the Asian diaspora; and the "model minority." Course readings will examine the interactions between the peoples of China, Japan, the Philippines, Korea, Vietnam, and India with Americans, and vice versa. Main texts include Amy Tan's *Joy Luck Club*, John Okada's *No-No Boy*, F. Sionil Jose's *Viajero*, and Anh Junghyo's *Silver Stallion*.

**Attributes:** CC ENEA ENLT YLIB

### **ENGL-247C P1 War in Literature (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. Because of the focus on literature (text and film), we also explore how the literary form affects the material.

**Attributes:** ENLT P1 YLIB

### **ENGL-248 P5 World Literature (3)**

This course introduces students to a wide variety of literature from around the world, in translation, with attention to how such literature communicates the values and traditions of the cultures in which the writers live. The course will help students learn to analyze literature through written and oral assignments.

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**Attributes:** ENLT ENWL P5 YLIB

### **ENGL-249 P1 Open Book: Read Write (3)**

We often hear that the more we read the better we write. In that spirit, this course will engage students in accomplishing two significant goals: to read actively and thoughtfully and to write creatively and critically. By analyzing a variety of written works that might range from a Shakespearean sonnet, to a popular novel or memoir, to a rap song, students will learn how close reading contributes to an understanding of the elements of the writer's craft, including point of view, characterization, dialogue, image, and voice. At the same time, they will seek to improve their writing through imitation and practice.

**Attributes:** ENWR 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 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.

**Attributes:** ENWR P1 YLIB

### **ENGL-255 Intro Professional Writing (3)**

How do professionals deliver bad news, handle delicate negotiations, and explain complicated policies in simple language? What's the smartest and most effective way to an important message in writing? This course introduces the basics of workplace writing, which include defining and establishing the writing situation, performing an audience analysis, using and developing effective modes and communication styles, and assessing the effectiveness of the communication. The course explores both traditional written communication as well as digital modes of communication. Class members examine how editing, grammar, structure, tone, and other conventions affect workplace writing. Through their own tasks and projects, writers begin the process of honing an effective professional style.

**Attributes:** ENWR YLIB

### **ENGL-258 The Essay and New Media (3)**

This course introduces the history, rhetoric, and art of essayistic discourse, starting with Montaigne, who invented the modern essay, and extending to the present day. After analyzing the essay as a diverse rhetorical form, students produce essays of their own.

**Attributes:** ENWR 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.

**Attributes:** ENWR YLIB

### **ENGL-261C Topics: Sexuality & Lit (3)**

Sometimes gender and sexuality are portrayed in literature in ways that reinforce traditional gender stereotypes and sometimes in ways that break or transcend them. How does language and literature

specifically?shape sexuality and sexual politics? The course looks at LGBTQ issues in a wide variety of types of texts, old and new.

**Attributes:** AMHU ENLT WGST YLIB

### **ENGL-262P CC Topics: Ethnicity & Lit (3)**

Since ethnicity is an important--and often contested--element of both individual and community identity, it should be no surprise that it's likewise an important element of literature, and has been for a long time. Examining both traditional literary works and works intended to challenge and redefine our expectations of literature, the versions of this course will explore the dynamic relations between ethnic identity and both literary expression and literary reception, including the possibility that ethnicity may be at times a support and at times a cage for a writer or a text. Spring 2015 Topic: Asian American Encounters From "Yellow Peril" to "Model Minority," how do Asian Americans function as a site of key debates about ethnic and national identity? Through the study of film and literature, this course examines American perspectives on Asia and Asian perspectives on America as well as the concept of the American "melting pot." Films include CAVITE, LETTERS FROM IWO JIMA and MY JAPAN; texts include Amy Tan's JOY LUCK CLUB, John Okada's NO-NO BOY, F. Sionil Jose's VIAJERO, and Anh Junghyo's SILVER STALLION.

**Attributes:** CC ENEA ENLT YLIB

### **ENGL-263C P1 Topic:Lit & the Arts (3)**

Spring 2016 Focus: Hollywood History Historical films are such a staple of the Hollywood industry and of American entertainment that some critics argue they are Americans' main source of historical "education." In this class we will focus on the debate between the need for accuracy in historical films and the cinematic requirement for drama when analyzing films based on real events and people. Films may include Jefferson in Paris, Amistad, World Trade Center, and Letters from Iwo Jima.

Cross-listed with ARTS 263C.

**Attributes:** AMHU ENLT P1 YLIB

### **ENGL-264D P5 Topic:Politics & Lit (3)**

As long as politics involves controversy and persuasion by words and images, literature will sometimes be inspired by, enlisted in, or blamed for these disputes and the social struggles they represent. Examining both traditional literary works and works intended to challenge and redefine our expectations of literature, the versions of this course will explore ways that books and authors, voluntarily and involuntarily, have been drawn into politics.

Spring 2016 Topic: Writing about War in the 21st Century

This course will examine prose fiction, memoirs, poetry, and blogs concerning the wars in Afghanistan, Iraq, and Chechnya that have marked this young century. Our material will be witnessed or imagined and written from several perspectives: male and female, military and civilian, Afghan and Iraqi as well as American. Our fundamental questions will be: what can contemporary texts add to our understanding of the complex and intense experience of war in our own time? And how does war shadow our experience of the world away from it?

**Attributes:** ENLT P5 YLIB

### **ENGL-266 Writing as Social Practice (3)**

Does developing reading and writing skills as a writer for the college newspaper differ from developing them in a prison writing group? How does your context--at home, work, school, and play?shape your work with texts? This course introduces students to some of the most important issues underlying contemporary studies of literacy. Typically, the general public, as well as many teachers and researchers, assumes that to be "literate" an individual has attained a particular level of reading and writing competence. However, since the 1980s "new literacy" research has successfully challenged that view. Literacy?the social practices surrounding texts?and our understanding of it is thoroughly entangled in a complex web of cultural values, beliefs, and practices. The objective of this course is to examine these interconnections and, in doing so, become more purposeful, stronger readers and writers. Note: Beginning Fall 2011, this course replaces ENGL 258 in the English major and Writing minor.

**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.

**Attributes:** ENLT P1 PROD YLIB

**Restrictions:** Excluding: -Class: Freshman

### **ENGL-270C Peer Consulting in Writing (4)**

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, editing, and critical reading skills necessary to become an effective writing consultant. Dedicated writers in all majors are welcome. An additional two hours per week working in the Writing Center are required to fulfill the 4th credit of this class.

**Attributes:** ENWR YLIB

**Restrictions:** Excluding: -Class: Freshman

### **ENGL-270C Becoming a Writing Tutor (4)**

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.

**Attributes:** YLIB

**Restrictions:** Excluding: -Class: Freshman

### **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.

**Attributes:** YLIB

**Restrictions:** Excluding: -Class: Freshman

### **ENGL-271 Intro to 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. Formerly titled: Intro to Legal Writing

Students must have successfully completed a 199C course to register.

**Attributes:** YLIB ZEXL

**Restrictions:** Excluding: -Class: Freshman

### **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. Formerly titled: Intro to Legal Writing

Students must have successfully completed a 199C course to register.

**Attributes:** YLIB ZEXL

**Restrictions:** Excluding: -Class: Freshman

### **ENGL-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.

**Attributes:** ENWR P2 YLIB

### **ENGL-273 Topics: Hist of Film & TV (3)**

This course will cover a topic not regularly offered from the perspective of film and television history, either focusing on the history of a specific genre or on film and television within a particular era.

Possible topics include the history of screen comedies, Hollywood film, silent film, movie musicals, the sitcom, avant-garde film, video art, science fiction film and television, British Film, French New Wave, and New German Cinema.

**Attributes:** YLIB

### **ENGL-284 P5 Global Business Writing (3)**

This course studies the many ways cultural practices and traditions inform public and professional writing throughout the world. The course examines how language, behaviors, attitudes, beliefs, traditions, customs, and values affect communication across cultures. With this knowledge, class members will develop awareness in how cultural perspectives influence and shape human interactions, including the work of writers. Course participants will select a foreign culture and workplace context to research and present to peers.

**Attributes:** ENWR YLIB ZCIV ZEXL

**Restrictions:** Excluding: -Class: Freshman

### **ENGL-290 Science, Rhetoric, Public (3)**

This course teaches the craft of writing and speaking about science research for general audiences. Our class sessions will cover how to read 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 to real audiences. Through course readings, class activities, group and individual writing and research projects, and a public oral communication contest, we will experiment in the range of work science writers and speakers do, develop an understanding about the ethical and civic challenges of the work, learn about science communication as a career, and enhance your writing and oral communication skills along the way.

**Attributes:** ENWR YLIB

### **ENGL-293 P1 Early Engl Literature (3)**

This course covers English literature written between the 10th and 17th centuries. Students become familiar with earlier forms of the English language, the genres which characterized literature of this period, and the cultural contexts which valorized and continue to valorize certain authors, subjects, and narrative styles in the literature of that period.



**Attributes:** ENBL ENLT P1 YLIB

### **ENGL-294 Milton to Romantics (3)**

John Milton, who published *Paradise Lost* in 1667 at the end of his career, influenced every major writer in English for the next 150 years, yet each responded differently to Milton as a literary forebear. What did Milton mean to writers as different as Alexander Pope and William Wordsworth, and what accounts for their differences? How do England's changing literary tastes reflect the social and economic changes that made it, by 1820, the world's foremost industrial power? Why do classical literary forms give way to native English models, lyric displacing satiric verse? How do the poems of Wordsworth and Blake reflect the revolutionary impulse felt throughout Europe? The course considers these among other questions. Besides Milton, it includes such writers as John Dryden, Alexander Pope, Jonathan Swift, Samuel Johnson, Thomas Gray, Robert Burns, William Blake, William Wordsworth, Samuel Taylor Coleridge, and John Keats.

**Attributes:** ENBL ENLT P1 YLIB

### **ENGL-294 P1 Milton to Romantics (3)**

John Milton, who published *Paradise Lost* in 1667 at the end of his career, influenced every major writer in English for the next 150 years, yet each responded differently to Milton as a literary forebear. What did Milton mean to writers as different as Alexander Pope and William Wordsworth, and what accounts for their differences? How do England's changing literary tastes reflect the social and economic changes that made it, by 1820, the world's foremost industrial power? Why do classical literary forms give way to native English models, lyric displacing satiric verse? How do the poems of Wordsworth and Blake reflect the revolutionary impulse felt throughout Europe? The course considers these among other questions. Besides Milton, it includes such writers as John Dryden, Alexander Pope, Jonathan Swift, Samuel Johnson, Thomas Gray, Robert Burns, William Blake, William Wordsworth, Samuel Taylor Coleridge, and John Keats.

**Attributes:** ENBL ENLT P1 YLIB

### **ENGL-295 P1 English Lit 1830-1950 (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 and P1 Victorians to Moderns

**Attributes:** ENBL ENLT P1 YLIB

### **ENGL-295 P1 Victorians to Moderns (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 and P1 Victorians to Moderns

**Attributes:** ENBL ENLT P1 YLIB

### **ENGL-295 P1 British Lit since 1700 (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 and P1 Victorians to Moderns

**Attributes:** ENBL ENLT P1 YLIB

### **ENGL-297 Emergence of American Lit (3)**

Beginning with the Puritan arrival in the "New World," this course traces the development of an American national literature through the national upheaval of the Civil War and Reconstruction. The course considers topics including the Puritan vision of the New World, conflicts between white colonists and

native peoples, tension between the ideal of republicanism and the presence of slavery, and the search for a national culture. Students read the works of a variety of Puritan figures, political writings of such important early Americans as Benjamin Franklin and Thomas Jefferson, the philosophical writings of Ralph Waldo Emerson and Henry David Thoreau, the poetry of Walt Whitman, and fiction by such writers as Washington Irving, James Fenimore Cooper, Catharine Maria Sedgwick, Harriet Beecher Stowe, Nathaniel Hawthorne, Herman Melville, and Louisa May Alcott.

**Attributes:** AMHU ENLT P1 YLIB

### **ENGL-297 P1 Emergence American 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

**Attributes:** AMHU ENLT 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

**Attributes:** AMHU ENLT P1 YLIB

### **ENGL-298 American Lit:1880-Present (3)**

This course surveys American literature representing a period that ranges from the consolidation of a national culture following the Civil War to the current paradoxical condition of a sole global superpower whose national culture has seldom seemed more fragmented. Topics to be explored include intellectual and imaginative responses to industrialization and urbanization, to the culmination of westward expansion and the loss of the frontier, to the integration of free African Americans and millions of immigrants into the culture and the economy, and to the challenges and responsibilities of world power. Readings include the work of such writers as Mark Twain, Henry James, Edith Wharton, Willa Cather, Robert Frost, Ernest Hemingway, Langston Hughes, F. Scott Fitzgerald, Wallace Stevens, Zora Neale Hurston, William Faulkner, Elizabeth Bishop, Ralph Ellison, Toni Morrison, Adrienne Rich, and others.

**Attributes:** AMHU ENLT P1 YLIB

### **ENGL-298 P1 Modern American Lit (3)**

This course surveys American literature representing a period that ranges from the consolidation of a national culture following the Civil War to the current paradoxical condition of a sole global superpower whose national culture has seldom seemed more fragmented. Topics to be explored include intellectual and imaginative responses to industrialization and urbanization, to the culmination of westward expansion and the loss of the frontier, to the integration of free African Americans and millions of immigrants into the culture and the economy, and to the challenges and responsibilities of world power. Readings include the work of such writers as Mark Twain, Henry James, Edith Wharton, Willa Cather, Robert Frost, Ernest Hemingway, Langston Hughes, F. Scott Fitzgerald, Wallace Stevens, Zora Neale Hurston, William Faulkner, Elizabeth Bishop, Ralph Ellison, Toni Morrison, Adrienne Rich, and others.

**Attributes:** AMHU ENLT P1 YLIB

### **ENGL-302 Writers as Close Readers (3)**

Avid writers are likely to be avid readers who practice reading and writing to hone their craft. This course emphasizes critical analysis centered on the writers' use of point of view, narrative styles and inventions, and other literary devices that are essential to the art of story-telling. Readings will include short fiction and novels.

**Attributes:** ENLT ENWR YLIB

**Prerequisites:** ENGL-200 D- OR ENGL-251 D- OR ENGL-253 D-

### **ENGL-305 Structures of Language (3)**

This course will allow students to study the English language by looking at its component parts syntax, morphology, semantics and how those elements help explain the power of language in the contemporary world. Possible topics include gender differences in language use, worldwide English as a colonial phenomenon, and the "science" of grammar.

**Attributes:** ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-306 Law & Literature (3)**

Law and Literature is a growing field that includes both literary analysis of legal texts as well as the study of legal structures depicted in works of fiction. In both cases, work in the field examines how language helps us make sense of the everyday lives of citizens. The content of the course will shift each time it is offered: it might, for example, focus on novels featuring courtroom dramas, the writings of Supreme Court justices, or the history of censorship internationally. As in all 300-level English courses, students will improve their critical reading and writing skills, ability to interact with scholarship, and oral or digital communication skills.

**Attributes:** ENLT LEST YLIB

**Prerequisites:** ENGL-200C D- OR ENGL-259 D- OR ENGL-271 D-

### **ENGL-312C P1 Adv Shakespeare Sem (3)**

This course explores the way Shakespeare's plays have been and are 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. In doing so, students read 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 P1 YLIB

**Prerequisites:** ENGL-200C D-

### **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 P1 YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-318 English Lit Renaissance (3)**

In the sixteenth and early seventeenth centuries, writers saw themselves as participating in a time of artistic rebirth. This course will offer an in-depth study of literature from this vibrant literary era. Reading literature of the time within a social and historical context, students will focus on issues such as the emerging ideas of authorship, nation, and gender in the English Renaissance.

**Attributes:** ENBL ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-319 Satire (3)**

Most often political, seen as destructive but claiming to be medicinal, satire is an old and respected literary form that goes far beyond the parody and sarcasm with which it is now most frequently associated. This course focuses on works from one of the great ages of satire, works that fall under many different generic categories: epic poetry, the epistolary poem, newspaper prose, short fiction, comedies, and tragedies.

**Attributes:** ENBL ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-325 The Romantic Tradition (3)**

Everything you think you know about poetry starts here. The expectation for strong emotion and unusual experience, the idea of poetic value, indeed poetic identity, as a matter not of education but of individual genius, particularly and even innately heightened sensitivity, and the dominance of the lyric mode ?these are significant and enduring innovations of the Romantic era, and they?re not the only ones. New conceptions of the natural world and our relation to it and a particular interest in the tensions between traditional ways of life, forms of community, and an increasingly industrialized and urban-centered modernity begin here, too. This course will explore the complex roots and branches of this broad cultural shift, with beginnings in the late 18th century and extensions well into the 20th, including its expression in the novel and other literary forms besides poetry, and sometimes in other arts as well.

**Attributes:** ENBL ENLT YLIB

**Prerequisites:** ENGL-259 D-

### **ENGL-327 Studies in Victorian Lit (3)**

Queen Victoria's sixty-four-year reign (1837-1901) witnessed sweeping social changes: the growth of industrialization, imperialism, nationalism, and the struggle for women's rights. At the same time, the writings of Marx and Engels, Darwin, Freud, and others challenged long-held ways of understanding the world. These profound social and intellectual changes paralleled the rise of narrative fiction and poetry, which achieved unequalled popularity with both writers and readers during this period. Because it is impossible in one semester TO comprehensively "cover" Victorian literature, and because literature is inextricably linked to culture, we study several writers' imaginative responses to the sense of dividedness and loss that characterized Victorian culture.

**Attributes:** ENBL ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-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.

Graded S/U.

**Attributes:** ENLT YLIB

**Prerequisites:** COMM-231 D- OR COMM-261 D- OR COMM-264 D- OR ENGL-268 D- OR ENGL-273 D-

**Restrictions:** Excluding: -Class: Freshman

### **ENGL-335 Studies in AFAM Literature (3)**

This course will explore the work of African American writers who sought, largely between about 1965 and 1975, to create what we might think of as a Black nationalist cultural movement that paralleled the Black

nationalist and Black Power political movements of the time. We'll read poetry, plays, novels, cultural analysis, and philosophical arguments by such writers as Amiri Baraka, Gwendolyn Brooks, Ishmael Reed, Nikki Giovanni, and several others. Beyond the individual works themselves, we will consider the political and social background of the movement, its similarities to and differences from the Harlem Renaissance of the 1920s, the idea of a "Black Aesthetic," and questions of the movement's enduring influence.

**Attributes:** ENEA ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **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:** ENEA ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-337 Ethnicities in/and Literature (3)**

Ethnicity, often linked to but not the same as race, has a complex history in this nation whose motto is "E Pluribus Unum" (from many, one). It has been an obstacle to achieving our motto's unity, and it has been a sustaining value to many of our citizens. Often it has been both these things simultaneously. This course examines literary representations of ethnic identity and culture, inviting students to explore definitions of ethnicity and their implications in the daily operations of peoples and nations. The course considers such questions as these: What is the difference between race and ethnicity? Do only "minorities" have ethnicity? How might we define ethnicity in an increasingly multiracial society? How do we handle the history of discrimination in today's world?

**Attributes:** ENEA ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **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 YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-341 Studies in Poetry (3)**

Poetry has a history that goes back nearly three thousand years that we know of, more than one thousand in English. The different versions of this course will range among many eras, poets, and structural plans, but all will focus on issues arising from the nature, resources, evolution, and cultural status of the art of poetry and its practitioners. One recent version explored the whole careers of two poets, American Gwendolyn Brooks and Irishman Seamus Heaney, trying to restore a sense of context and of development inevitably missing from anthology selections. Other versions have explored Modernism as an idea and a motive in early 20th century poetry and the Poetic Sequence as a genre.

**Attributes:** ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-342 Studies in the Novel (3)**

However the particular texts for any version of this course are chosen, it will focus on issues related to the nature and history of the novel, the literary form that has, over the last 250 years, become the dominant mode of literary production. The course will explore conventions, traditions, and innovations in point of view, narrative structure and style, and the cultural place of the novel in relation to its historical moment and its audience.

**Attributes:** ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-343 Studies in Drama (3)**

Writers of drama rely on living people "actors and auditors" to make their works fully real. Studies in drama therefore rely on an understanding of those contemporary audiences, the conditions of theater, and the politics of the day, as well as shifting generic conventions. In some semesters, this course will focus on Renaissance drama, of which Shakespeare makes only a portion, in others Restoration Comedies, or Theater of the Absurd, or any of a number of periods in which the English language theater flourished.

**Attributes:** ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-344 Popular Genres (3)**

While it is common to distinguish between "high" culture and mass culture, that distinction is often blurred, and more and more consistently, critics have devoted concentrated attention to the products of mass culture, arguing that their widespread popularity and large audiences suggest that they may be especially revealing about the structures and concerns of the public mind. Moreover, 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. This course focuses on such popular genres as (mass market) films, TV series, music videos, genre fiction (e.g., romances, detective novels, westerns), and comics to investigate both the nature of the forms themselves and what they may tell us about their social and cultural contexts.

**Attributes:** ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-346 Narrative and New Media (3)**

Technologies shape the way people read, create, and analyze texts. In this class we'll explore some of the new tools through which people are approaching literature in the digital age. Possible areas of focus include transformational media like online fan fiction, tools for multi-media presentations of a text, coding literary texts, and data mining resources for texts.

**Attributes:** ENLT YLIB

**Restrictions:** Excluding: -Class: Freshman

### **ENGL-347 Studies in Postcolonialism (3)**

This course will introduce students to postcolonial theory to help them develop an understanding of the historical forces and literary influences shaping writers in both the colonial and postcolonial eras. Reading classic literature of Empire along with emerging literature from the postcolonial world, students will put texts into dialogue with each other and examine how the experience of colonization affects individual authors and the process of cultural production.

**Attributes:** ENLT ENWL YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-348 Women Writers (3)**

An exploration of major works of English and/or American women writers often grouped by historical period. This course will attempt to discover common themes and images in women's writing that we will place in a cultural and historical context. Mindful of the astonishing variety in this literature, students will try to discern whether there is what Sandra Gilbert and Susan Gubar call "a strong continuity" in the writings of English-speaking women, and if so, to what degree, as Virginia Woolf contends, books (particularly by women) "continue each other".

**Attributes:** ENLT WGST YLIB

**Prerequisites:** ENGL-200C D-

### **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 YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-350 Literary Theory (3)**

This course focuses on methods of interpretation. Students will read works of theory and learn to apply their theoretical perspectives to works of literature. In some semesters, the course might focus entirely on one branch of literary criticism. In another, the course might more fully survey the history of literary theories, including new criticism, structuralism, deconstruction, feminism, critical race theory, and Marxism.

**Attributes:** ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-351 Literature & Other Discourses (3)**

Literature, by its very nature, incorporates a multitude of topics and discourses. This course will focus on the relationship between literature and other discourses, including such diverse expressive systems as law, medicine, foreign or imaginary languages, the visual arts, and the "languages" of animals. The course will feature a focus on these alternative systems as topics within works of literature and as a structuring element that may radically affect the way literature is perceived by the reader. We may also focus on the transformation of literary works into other forms of communication, such as films, television productions, works of art, and other phenomena.

**Attributes:** ENLT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-352 Rhetorical Theory (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 YLIB

**Prerequisites:** ENGL-259 D-

### **ENGL-353 Rhetorical History & Trad (3)**

Can the silence of a Quaker Meeting be rhetorical? What rhetorics are embedded in the patchwork quilts that helped fugitive slaves along the Underground Railroad? What are the main rhetorical strategies of the presidential campaigns and how have they appeared in the rhetorical choices of presidents? This course examines the rhetorical features of social, ethnic, religious, or political groups. We will read methods for analyzing cultural rhetoric in order to explore the underlying assumptions, beliefs, and values that shape the identities and purposes of groups. Central to this approach is that all artifacts from a group are rhetorical, and so we will "read" traditional artifacts like sermons, speeches, letters, and essays, but also art, film, clothes, photos, bumper stickers, and so forth in our work to make sense of the traditions of the groups under investigation.

**Attributes:** ENWR ENWT YLIB ZCIV

**Prerequisites:** ENGL-259 D-

### **ENGL-355 Adv Professional Writing (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 YLIB

**Prerequisites:** 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 YLIB ZCIV

**Prerequisites:** ENGL-200C D-

**Restrictions:** Excluding: -Class: Freshman

### **ENGL-356 Writing for a Living (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 YLIB

**Prerequisites:** -

**Restrictions:** Excluding: -Class: Freshman

### **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 YLIB ZCIV

**Prerequisites:** ENGL-200C D-

**Restrictions:** Excluding: -Class: Freshman

### **ENGL-358 Writing/Instr Design (3)**

The ability to write instructional documents (e.g., manuals and guides) that readers can understand and follow is one of the most useful skills a technical writer can have. It requires knowledge of learning theory as well as writing ability. Introduces students to the principles of instructional design, including theories of adult learning as well as practical applications of those theories for specific learning situations. In addition to the study of theory and history of adult education, students fine-tune their technical writing skills in audience, needs, and task analysis; objective and goal development; material design and/or selection and development; and assessment.

**Attributes:** ENWP ENWR YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-361 Writing for Websites (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 YLIB

**Prerequisites:** ENGL-200C D- OR COMM-263 D-

### **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 YLIB

**Prerequisites:** ENGL-200C D- OR COMM-263 D-

**Restrictions:** Excluding: -Class: Freshman

### **ENGL-364 Writing:Alternative Media (3)**

This course presents the history and logic of mainstream media, including ownership patterns, legislative influences, rhetorical strategies, and political effects and considers the contrastive character of "alternative" media. Students research a particular alternative information source and write for it.

**Attributes:** ENWP ENWR YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-370 Women's Autobiography (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 WGST YLIB

**Prerequisites:** ENGL-200C D-

### **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 WGST YLIB

**Prerequisites:** ENGL-259 D-

### **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 YLIB

**Prerequisites:** ENGL-251 D- OR ENGL-253 D-

### **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 YLIB

**Prerequisites:** ENGL-251 D- OR ENGL-253 D-

### **ENGL-374 Creative Writing: Drama (3)**

In this course, students will give and receive detailed critical evaluation of plays. Students will leave the course with several short plays or substantial scenes from a longer play.

**Attributes:** ENWP ENWR YLIB

**Prerequisites:** ENGL-251 D- OR ENGL-253 D-

### **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 YLIB

**Prerequisites:** ENGL-251 D- OR ENGL-253 D-

### **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 2015 Topic: Sports Writing Sports can sustain feelings of good will and create solidarity among members of a community as well as expose and exploit gender, racial, class and ethnic divisions. In this class, students will examine the literature of sports in an effort to understand its place in the canon. Students will also create a semester-long creative project.

**Attributes:** ENWP ENWR YLIB

**Prerequisites:** ENGL-251 D- OR ENGL-253 D-

### **ENGL-379 Rhetoric of Social Movements (3)**

This course introduces students to the history and rhetoric of a given social movement. Essays, speeches, literature, and propaganda associated with the movement are studied in historical, cultural, and democratic contexts. Students produce analytical papers and a research project.

**Attributes:** AFGE ENWR ENWT YLIB

**Prerequisites:** ENGL-200C D-

### **ENGL-380 Visual Rhetoric (3)**

Developing a critical awareness of the way images, both moving and still, are constructed to convey particular messages is an important part of rhetorical awareness in the digital age. This course will explore various theories of visual rhetoric, using them as a lens through which to approach a variety of texts. Artifacts being analyzed in the course include graphic novels, film and television, advertisements, memorial spaces and museums.

**Attributes:** ENWR ENWT YLIB

**Prerequisites:** ENGL-259 D-

**Restrictions:** Excluding: -Class: Freshman

### **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

**Prerequisites:** ENGL-259 D-

### **ENGL-382 Digital Literacies (3)**

The popularity of blogging, social networking sites, and Twitter mean more people are writing more words than ever before, and that writing can be read and commented on instantly. As a result, people are not just consuming media but also producing media. What it means to be a writer and reader is changing. Literacy is in a transitional period, and these new ways of writing and reading are called "new literacies." In our readings, discussions, and projects we will consider the social, cultural, and legal implications of digital media and the new conditions for literacy.

**Attributes:** ENWR ENWT YLIB

**Prerequisites:** ENGL-200C D- OR COMM-263 D-

**Restrictions:** Excluding: -Class: Freshman

### **ENGL-420 Senior Literature Seminar (3)**

This is the capstone course for senior English Department majors, culminating in an extensive research paper (20-25 pages) of each student's design, along with an oral presentation. During the semester, students read articles from academic journals in order to become familiar with critical perspectives on literary and cultural texts. In their research papers, the students then situate their own critical perspectives on a text (or texts) within the context of established critical discourse.

**Attributes:** ENLT YLIB ZCAP

**Prerequisites:** ENGL-200C D-

### **ENGL-425 Senior Writing Seminar (3)**

This capstone course for senior English Department majors is a writing seminar open only to senior English majors with a writing concentration and senior writing minors. The course culminates 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) within the context of established critical discourse.

**Attributes:** ENWR YLIB ZCAP

**Prerequisites:** 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.

**Attributes:** YLIB

**Restrictions:** Including: -Major: English, English -Class: Junior, Senior

### **ENGL-490 Internship (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.

**Attributes:** YLIB

**Restrictions:** Including: -Major: English, English -Class: Junior, Senior

### **ENGL-496 Independent Study (1 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

**Restrictions:** Including: -Class: Senior

### **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

**Restrictions:** Including: -Class: Senior

### **ENGL-498H Honors in English (3)**

A one- or two-semester sequence of independent study during the senior year, culminating in a thesis. Upon completion of the project, a student receives three or six hours of 400-level credit toward the major. The candidate should carefully select a member of the department to direct the project and work closely with him or her. The advisor evaluates the student's performance and determines a final grade. No later than the end of the junior year, the student should consult with his or her director and submit a detailed description of the project to the chair of the department for approval. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB

### **ENGL-499H Honors In English (3)**

A one- or two-semester sequence of independent study during the senior year, culminating in a thesis. Upon completion of the project, a student receives three or six hours of 400-level credit toward the major. The candidate should carefully select a member of the department to direct the project and work closely with him or her. The advisor evaluates the student's performance and determines a final grade. No later than the end of the junior year, the student should consult with his or her director and submit a detailed description of the project to the chair of the department for approval. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB

# Ethics

## Overview

Linda MacCammon (Religious Studies), *Program Director*

Faculty Advisors: Robert Brimlow (Philosophy), Fr. William Graf (Religious Studies), Jane Hicks (Religious Studies), Barbara Lowe (Philosophy), Timothy Madigan (Philosophy)

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, and law.

The goals of the minor are to:

- 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.

## Learning Outcomes

### Student Learning Outcome Goals and Objectives

Goal #1 Students will acquire a solid foundation of ethical principles, values, and norms within religious, philosophical, and/or ethical systems.

Goal #2 Students will acquire the skills necessary to identify and analyze the more dimensions of an issue and to engage in ethical problem-solving.

Goal #3 Students will take positions (both orally and in writing) on ethical issues and defend these positions by developing reasoned arguments based on evidence.

Goal #4 Students will critically examine their own ethics and values as they practice ethical decision-making in a variety of personal and professional contexts.

## Program Requirements

The Ethics minor consists of six courses (18 credit hours). These courses may count toward the College Core or another minor.

Required Introductory Courses		(6)
PHIL 124C	P2 Introductory Ethics	
REST 130	P2 Ethics in Action	
Electives		(12)
All the following elective courses have an emphasis on ethics and are offered in the areas of philosophy, international relations, legal studies, the environment, the media, health care, business, human relationships, social policy, peace and social justice, and religion.		
	COMM 205 P3 Media Issues in Contemporary Culture	

Choose <b>four</b> :	COMM 346 Media Law	
	CSCI 140C P2 Computer and Internet Ethics	
	PHIL 250C P2 Bioethics	
	PHIL 260C P3 Philosophy of Law	
	PHIL 273C Business Ethics	
	PHIL 301C Philosophy and Health Care	
	PSJS 212P CC Nonviolent Leadership	
	PSJS 250P P5 Social Change Through Service	
	PSJS 260P P5 Global Issues in Peace and Social Justice	
	PSJS 270 CC Ethics and World Ecology	
	PSJS 496 Independent Study	
	REST 177D CC Values, Leaders, and Religion	
	REST 183D P5 Church and Culture	
	REST 272P CC Martin and Malcolm	
	REST 284D P2 Christian Morality	
	REST 289P CC Alienation and Powerlessness	
	REST 301 P2 Law and Ethics	
	REST 325 P5 Spirituality and Health	
	REST 338 P2 Morality in Leadership	
	REST 352D P5 Marriage & Sexuality	
	REST 366C P2 Is God Just?	
	REST 386D Morality in Business	
REST 387D P2 Medical Ethics and Society		
SOCI 210 P2 Crimes and Corporations		
<b>Total</b>		<b>(18)</b>

Please refer to the appropriate department for descriptions of the above courses.

**Note:** No more than three courses used to satisfy the student's major requirements may also be applied to the Ethics minor. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.



## Independent Study Option

To complete the 12 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.

## Courses

### PSJS-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. Spring 2011: Topic: "Issues in Peace & Social Justice Studies."

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### PSJS-200D P2 Intro Peace&SocJus Stdy (3)

Peacemaking and social activism are some of the most challenging endeavors known to humanity. Peace, the affirmative condition of well-being, unity, and wholeness, is best expressed by the Hebrew 'shalom', not by the mere absence of war. The introductory course considers the thinking of great peacemakers and social activists throughout the world, the methods for establishing and maintaining peace, and the development of alternatives to violence and oppressive social control. The primary concern is with the affirmative idea of peace that comes from doing justice and extending that concern to the created order.

**Attributes:** P2 YLIB

### PSJS-210D Women and Peace (3)

This course examines the relationship between women, peace, and social justice as expressed in the development of women's actions and movements for peace. In the context of feminist thought, we examine war, violence and systemic oppression are analyzed to determine how they affect women as a particular group. The course also explores the development of pacifism, nonviolence, conflict resolution, and other strategies through which conflict can be managed in order to maximize justice and minimize violence. It includes national as well as global issues.

**Attributes:** PSJ WGST YLIB

### PSJS-212P CC Nonviolent Leadership (3)

In an effort to better understand how leaders can promote peaceful change for social justice in a multicultural democracy, this course examines significant social movements to achieve social justice and the strategies that have guided their struggles. Using case studies, interactive teaching tools, film clips, and selected readings, students examine models of peaceful social change and the leadership practices that sustain nonviolent social movements. Students are also introduced to the practices of 'social entrepreneurs' who offer creative models of peaceful change for the common good. Finally, students engage in self-reflection and discussion as they attempt to identify and compare the values within social movements of those of the society at large.

**Attributes:** CC YLIB

### PSJS-215 LC Literacies & Justice (3)

This course will explore notions of literacy and literacies, helping students broaden their understanding of what these terms might signify. Through a focus on where and how education happens, students will examine fundamental issues of identity and social justice.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Freshman

### **PSJS-215 Literacies & Justice (3)**

This course will explore notions of literacy and literacies, helping students broaden their understanding of what these terms might signify. Through a focus on where and how education happens, students will examine fundamental issues of identity and social justice.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Freshman

### **PSJS-220 CC Women, War & Peace (3)**

This course will examine the changing face of war and how women are affected by it both as victims and as human rights activists and peace brokers. The course will explore major conflict zones in the world and investigate how women have taken leadership roles in stopping the violence and in developing new strategies, policies, and laws to manage conflict locally and globally. Through this study, students will also critically examine their own culture-based values and beliefs about women, war, and the possibilities for peace.

**Attributes:** CC WGST YLIB

### **PSJS-230 P3 Sustainability Today (3)**

The course critically examines a range of perspectives on sustainability and the analytical tools and practices needed for sustainable development. Students explore the relationship between sustainability and current patterns of consumption, analyze the impact a community's consumption patterns has on a region's "carrying capacity," and consider sustainable alternatives in energy, farming, fishing, forestry, and "smart-growth" land use. Students also consider their own attitudes toward consumption and sustainability and examine the kinds of decision-making models, public policies, and behavioral changes needed to initiate sustainable practices locally and globally.

**Attributes:** P3 YLIB

### **PSJS-240 CC Gender, Crime & Justice (3)**

Social justice is grounded in the idea of creating and maintaining social institutions that are based on principles of equality, that understand and value human rights, and that recognize the dignity of every human being. As a Cultural Contrasts course, Gender, Crime & Justice addresses some of the injustices within the American criminal justice system, particularly those related to gender. In this course, students will explore how gender stereotypes influence the treatment of crime victims and the punishment of criminal offenders. Students will also consider how their own assumptions about gender color their perceptions of crime victims and the offenders who victimize them.

**Attributes:** CC YLIB

**Restrictions:** Excluding: -Class: Freshman

### **PSJS-250P P5 Soc Change Thru Service (3)**

This course explores the ways public service promotes social justice and creates positive and meaningful social change in communities. Students explore what it means to serve others through citizen activism and involvement, and compare and contrast different service-learning models with respect to issues of poverty, race and gender. Students enhance their learning through a 20-hour service learning project at a Rochester-area service site. Experience at the site is reflected upon through written assignments, class discussions, and presentations.

**Attributes:** P5 YLIB ZCIV

**Restrictions:** Excluding: -Class: Freshman

### **PSJS-260P P5 Global Issues in P&SJ (3)**

Through a series of articles, case studies, and films, the course will explore global issues in peace and social justice from an international perspective. Areas of study will include international politics and economics, poverty and hunger, differences in cultural norms and values, warfare and terrorism, and the possibilities for world peace. In engaging these issues, students will become globally educated citizens, critically engaging other cultures while developing respectful and realistic approaches to the pressing

problems that threaten human existence.

**Attributes:** ISFS P5 YLIB

### **PSJS-270 CC Ethics & World Ecology (3)**

This course explores the intersection of ethics, ecology, and religion as they play out in differing cultural contexts. Attention will focus understanding the current ecological state of the planet, and the part religion and ethics play in shaping human attitudes and rules of conduct for environmental care and preservation. Through the works of key religious and ecological ethics thinkers from around the world, students will examine how they employ different perceptions of the environment and different ethical and religious views to resolve major environmental challenges that affect us all.

**Attributes:** CC ISFS YLIB

### **PSJS-275 Sustainable Futures (3)**

This course explores the fundamentals of sustainability and analyzes the tools for sustainable development. The course provides an overview of the major aspects of living sustainably including sustainable energy, farming, fishing, forestry, and 'smart growth? land use. Students will explore what new decision-making models, public policies, and behavioral changes will be required to initiate sustainable practices that engage communities.

**Attributes:** YLIB

### **PSJS-400 Seminar in Peace Studies (3)**

This capstone course for the minor offers students an opportunity to reflect upon the coursework they have completed and apply what they have learned from their own experiences in peace and social justice studies. Enrollment requires that the student has recently completed or is concurrently participating in an approved volunteer activity related to the minor. Students must complete a seminar paper and make an oral presentation of the paper before the program director, faculty advisors, and other interested faculty and students. Approval of the volunteer experience from one of the faculty advisors or the program director is required.

**Attributes:** YLIB

### **PSJS-490 Internship Peace Studies (3 TO 6)**

This internship in a peace and social justice-related organization is offered to provide students with an opportunity to engage in activities and events related to the minor. At the end of the internship, students must complete a report and make an oral presentation of the report before the program director, the faculty advisors, and other interested faculty and students. The Peace and Social Justice Studies internship, as well as internships from other departments, may be used to satisfy the capstone requirement of the minor, as long as the written and oral requirements are met.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Peace & Social Justice Studies -Class: Junior, Senior

### **PSJS-496 Independent Study (1 TO 3)**

Students may initiate and carry out a proposal or project for independent work to complete the ethics minor under the supervision of a member of the Ethics Minor Advisory Committee. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB

# Film and Television Studies

## Overview

Todd Sodano (Media and Communication), *Program Director*

Faculty Advisors: Steven Brauer (English), Ruben Gomez (Modern Languages and Cultures), Lisa Jadwin (English), Jeremy Sarachan (Media and Communication), Cara Welch (Modern Languages and Cultures)

The Film and Television Studies program offers students a minor that brings together history, practice, and theory. This interdisciplinary minor focuses on formal, cultural, and historical analyses of filmmaking and television and video production.

Students take courses that focus on the history of these media, teach the craft of production, and engage in questions of film and video theory. By uniting these approaches, the program helps students recognize how visual texts produce meaning across social, cultural, technological, and historical contexts.

## Program Requirements

### Film and Television Studies Minor Requirements

Film TV Studies

Required Course		(3)
COMM/ENGL 329	Film and Television Analysis	
Choose at least one of the following:		(3-6)
COMM 231	Introduction to Video Production	
COMM 323	Screenwriting	
Choose at least two of the following:		(6-9)
COMM 264	P1 Television History	
ENGL 268	P1 The Fundamentals of Film	
ENGL 273	Topics: History of Film and Television	
Electives (if necessary)		(0-6)
AMST 203	P1 Hollywood Film Genres	
AMST 204	P1 Film, Television and Visual Culture	
COMM 211	P1 Irish and Scottish Film	
COMM 233	Television Studio Production	
COMM 261	P1 Documentary Film	
COMM 265	Cable and Cutting Edge Television	
COMM 332	Television Production	
COMM 361	Documentary Production	

COMM 431	Advanced Video Production	
ENGL 212C	P1 Shakespeare at the Movies	
ENGL 263C	P1 Topics in Literature and the Arts*	
POSC 122	P1 Politics at the Movies	
WGST 220	Women and Film	
WGST 258	P1 Gender in Popular Media	
<b>Total</b>		<b>(XXX)</b>

\*Applicable depending on topic; consult with program director.

Notes on the Film and Television Studies minor

- Excluding COMM/ENGL 329, no more than three courses may come from one discipline.
- Only one course applied to a student's major may also be used to satisfy a requirement in the Film and Television Studies minor.
- A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

### **Academic Opportunities**

Students who minor in Film and Television Studies might work in the field of film or television criticism, pursue graduate study in these areas, or explore careers ranging from development and writing to production and distribution. Film and Television Studies minors will have the opportunity to apply to the L.A. Semester through Syracuse University, through which they can spend a full semester in Hollywood. Please see the program director for details.

# First Generation Scholars

## Overview

Sally Vaughan, *Director of Community Service*  
Rick DeJesús-Rueff, *Academic Program Director*

Ryan Thibodeau (Psychology), Teah Terrance (Campus Life), Tyler Wheelock (Campus Ministry)

## Mission Statement

First Generation Scholars seek: “To encourage, challenge, and promote higher education in the Rochester community by being role models, mentors, educators, and leaders of tomorrow.” Grounded in the philosophy of “servant/leadership” and reflecting the College’s Basilian motto, “Teach me goodness, discipline, and knowledge,” the First Generation Scholars Program supports students’ leadership development through a series of academic and service opportunities that introduce students to principles of the Relational Leadership Model and how those principles can be applied in community service. The First Generation Scholars Program seeks to prepare students to take on leadership roles in which they can contribute to change for the common good in our society.

## Program Description

The Fannie and Sam Constantino First Generation Scholarship Program is designed to provide financial and academic 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. This scholarship, created as the College celebrated its 50th anniversary, reflects one of the original purposes of St. John Fisher College: to educate students who are the first in their families to attend college, much like the pioneer classes of St. John Fisher College.

Twenty-four scholarships are awarded annually to high school seniors who will enroll at the College. As part of the program, First Generation Scholars must successfully:

- Complete the two-course learning community entitled Leadership Through Self-Development during the fall semester of the freshman year.
- Complete the six service learning seminars offered by the program beginning with the spring semester of the freshman year; First Generation Scholars earn a 0.5 academic credit hour for each seminar completed. Seminars are letter graded.
- Complete at least 30 hours of community service during each semester of four years of enrollment.
- Maintain satisfactory academic progress toward the completion of degree requirements.

Community service hours are recorded on timesheets submitted at the end of each semester to the Community Service office. Service may be completed through the various service opportunities announced to First Generation Scholars each semester and additionally through other opportunities that scholars may identify, including service to a church, school, or community organization. Specific information about completion of community service hours is provided by the director of Community Service each semester.

Students who study abroad or enroll in off-campus internship programs during one or more semesters should make alternative arrangements with the director of Community Service to satisfy their service and seminar requirements. Such arrangements are subject to approval by the First Generation Scholarship Program Executive Committee.

Questions about the First Generation Scholars Program may be directed to the director of Community Service.

## Courses

### **FGEN-120C 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.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Freshman -Attribute: 1st Generation Scholar

**FGEN-130C FR First Generation Sem (.5)**

First in a sequence of service learning seminars required for students in the First Generation program. This experienced-based course allows students to confront social issues through their experience in community service projects.

**Attributes:** YLIB

**Prerequisites:** FGEN-120C D-

**Restrictions:** Including: -Attribute: 1st Generation Scholar

**FGEN-131P SO First Generation Sem (.5)**

Second seminar in the First Generation learning sequence. Provides continuing exposure to social issues and community service projects.

**Attributes:** YLIB

**Prerequisites:** FGEN-130C S

**Restrictions:** Including: -Class: Sophomore -Attribute: 1st Generation Scholar

**FGEN-132P SO First Generation Sem (.5)**

Third seminar in the First Generation learning sequence. Provides continuing exposure to social issues and community service projects.

**Attributes:** YLIB

**Prerequisites:** FGEN-131P S

**Restrictions:** Including: -Attribute: 1st Generation Scholar

**FGEN-330P JR First Generation Sem (.5)**

Fourth seminar in the First Generation learning sequence. Provides continuing exposure to social issues and community service projects.

**Attributes:** YLIB

**Prerequisites:** FGEN-132P S

**Restrictions:** Including: -Class: Junior -Attribute: 1st Generation Scholar

**FGEN-331P JR First Generation Sem (.5)**

Fifth seminar in the First Generation learning sequence. Provides continuing exposure to social issues and community service projects.

**Attributes:** YLIB

**Prerequisites:** FGEN-330P S

**Restrictions:** Including: -Attribute: 1st Generation Scholar

**FGEN-332P SR First Generation Sem (.5)**

Sixth seminar in the First Generation learning sequence. Provides continuing exposure to social issues and community service projects. Seniors are required to coordinate a class service project benefiting the Rochester community. Requires permission of Dr. DeJesus to register.

**Attributes:** YLIB

**Prerequisites:** FGEN-331P S

**Restrictions:** Including: -Class: Senior -Attribute: 1st Generation Scholar

**FGEN-333P SR First Generation Sem (.5)**

Seventh seminar in the First Generation learning sequence. Provides continuing exposure to social issues and community service projects. Serves as a make-up course for seniors studying abroad or who have other special circumstances.

**Attributes:** YLIB

**Prerequisites:** FGEN-332P S

**Restrictions:** Including: -Attribute: 1st Generation Scholar

**FGEN-495 First Gen Independ Study (1 TO 3)**

Involves a separate community service experience integrated with disciplinary readings. Completion of the Independent Study/Tutorial Authorization form is required.

**Restrictions:** Including: -Attribute: 1st Generation Scholar



# Foreign Study Program

## Overview

Cara Welch (Modern Languages and Cultures), *Program Director*

Commitment to international education is part of the liberal arts philosophy of St. John Fisher College. The Foreign Study 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), Central College Abroad, 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. In partnership with Hobart and William Smith College, we also offer a faculty-directed program in Galway, Ireland each spring semester.

More information is available on the [Foreign Study](#) website.

Study Abroad programs for a semester or year are open to all juniors and seniors with a minimum 2.75 grade point average. Sophomores with a minimum 3.00 grade point average who have declared a major and secured approval by their department may also participate. Students who apply for participation in a foreign study program must also be in good disciplinary standing at the College and must adhere to the Fisher Code of Conduct while abroad. Transfer students must have completed at least one semester at St. John Fisher College 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 London, England, Florence, Italy, and Perth, Australia, as well as at several other sites which require a foreign language. Nursing students may participate for a full semester provided that it is during the second semester sophomore year or they may select a summer placement option between the junior and senior years.

Through the affiliate programs, students are officially registered at St. John Fisher College and the grades earned abroad are calculated into the SJFC grade point average. The cost for participation in an affiliated program varies upon destination. All students are charged standard SJFC tuition plus an additional fee of \$350.00 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 foreign study opportunities.

Fisher conducts its own four-week summer programs (Fisher in France, Fisher in Italy, and Fisher in Spain) to encourage students to explore a cultural immersion experience with Fisher faculty. These programs all include language study plus an additional course for a total of seven credits.

The campus Foreign Studies Program Director, Dr. Cara Welch, also maintains a collection of reference materials to assist students in selecting programs throughout the world to meet their personal academic needs. Students attending programs other than official affiliates must make prior arrangements with the program director and the registrar for transfer of credit only.

In either case, all students are required to file a written report with the program director evaluating personal and academic experiences of the program before credits for study abroad may be transferred and recorded.

Students participating in Foreign Study automatically receive Incomplete grades at the end of the semester, as transcripts do not normally arrive in the St. John Fisher College Registrar's Office until two to three months later. Once the transcript arrives from abroad, students have three weeks to submit the required Foreign Study Evaluation to the Director of Foreign Study. (If the transcript arrives during the summer months, the student has three weeks into the start of the new semester to submit the report.) If the report is not submitted in that time frame, the grades from abroad will be changed from incomplete ("I") to failing ("F") grades. After this action, students must appeal to the Committee on Academic Standing for permission to file the report so that the failing grades on their records may be removed and replaced with credits and grades earned from study abroad.

Applications for spring are due October 15; for fall, March 15. Summer school programs and volunteer

and work programs are also available.

**Note:** *Completing a full semester in an approved foreign language-based study abroad program or an intensive Fisher summer program fulfills the **College Core** foreign language requirement for B.A. students.*

## **Program Requirements**

### **Program Goals and Student Learning Outcomes**

Goal #1 Students will have a new perspective on their **education** through exposure to coursework based in different cultural and **academic** frames of reference.

Goal #2 Students will complete unique course-work that is not available at St. John Fisher College **and have additional extra-curricular opportunities.**

Goal #3 Students will contextualize their learning by linking it to local realities and related global dimensions.

# Gerontology

## Overview

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 include biology, chemistry, economics, nursing, religious studies, and sociology. Gerontology is also notable for the integration of several disciplines in the study of various aging related topics, such as healthy aging, longevity, Alzheimer's disease, senior care, retirement, and death and dying.

The gerontology program at St. John Fisher College reflects both the multidisciplinary and interdisciplinary nature of the field as a whole. Thus, the minor is especially well suited as either a complement or specialized focus for students from all majors. It 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 and help connect them with various agencies and organizations serving older adults in the Rochester area.

## Learning Outcomes

The student learning goals are to:

- Demonstrate a broad understanding of the process of aging in its multiple dimensions: physical, social, societal, mental and spiritual.
- Reference relevant theories, key concepts, research issues, and findings in the field of gerontology/aging
- Be able to locate scholarly source material and evaluate its significance to the field of gerontology
- Possess knowledge of legal, economic, and social policies that affect individuals as they age, as well as society as a whole
- Recognize how age is used to discriminate, define, and stereotype a person; demonstrate an empathetic understanding of elders

## Program Requirements

### Gerontology Minor Requirements

Required Courses		(12)
BIOL 206	SQ The Science of Aging	
SOCI 260	Old Age, Senescence and Death	
SOCI 322	Sociology of Aging and Life Course	
Choose <b>one</b> :	GTLY 410 Advance Issues in Aging	
	GTLY 496 Independent Study in Gerontology	
Electives		(6)
Two elective courses chosen from the list below		
Total		(18)

Courses that satisfy the GTLY minor elective requirement include:

CHEM 133	P4 Aging and Geriatric Diseases
ECON 224	Economics of Health Care
NURS 312	Palliative/End of Life Care
NURS 317	Adult/Older Adult Health I
NURS 323	Adult/Older Adult Health II
REST 325	P5 Spirituality and Health
SOCI 226	Sociology of Health and Healing
GTLY 325	Contemporary Issues in Gerontology
GTLY 330	Cross Cultural Aging
GTLY 490*	Practicum in Gerontology
GTLY 496*	Independent Study in Gerontology
GTLY 497	Research in Gerontology

**Note:** Only two courses taken to meet major requirements may also be applied to the gerontology minor. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

\*Only one of these courses may be applied as an elective, and only one Independent Study may be taken for the 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

**Prerequisites:** 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

**Prerequisites:** GTLY-265 D-

### **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 take an interdisciplinary approach (combining two or more disciplinary perspectives), but it can also rely on one discipline as its primary perspective.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Gerontology -Class: Junior, Senior

### **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

**Prerequisites:** SOCI-322 D-

**Restrictions:** Including: -Major: Gerontology -Class: Senior

### **GTLY-496 Independent Study 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. Completion of the Independent Study/Tutorial Authorization form is required. See Policy on Independent Study.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Gerontology -Class: Senior

### **GTLY-497 Research in GTLY (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

**Restrictions:** Including: -Major: Gerontology -Class: Senior

# Health and Humanities

## Overview

Lisa Jadwin (English), *Program Director*

Faculty Advisors: David Baronov (Sociology), Bruce Blaine (Statistics), Edward Freeman (Biology), Rubén Gómez (Modern Languages and Cultures), Mary Loporcaro (Media and Communication), Barbara Lowe (Philosophy), Timothy Madigan (Philosophy), Dawn Rager (Psychology), Barbara Rockell (Sociology), Carolyn Vacca (History)

## Program Overview

- Is health care a human right?
- Should health care providers be entitled to refuse care that they feel is ethically questionable?
- How ethically sound are cloning, genetic testing, and fertility treatments?
- When does life begin and end, and should humans intervene in these natural processes?
- Should human population growth be engineered, controlled, or allowed to flourish unchecked?
- What roles do the mind and spirit play in disease, recovery, and wellness?
- What do the world's great religious traditions have to say about health and healing?

These questions remind us of the extent to which bioethics affects our lives. In our technologically sophisticated times, the pursuit of scientific knowledge for its own sake can sometimes lead to unintended consequences. The humanities and arts provide insight into the human condition, suffering, personhood, and our responsibility to each other and offer a historical perspective on medical practice. Attention to literature and other arts help to develop and nurture skills of observation, analysis, empathy, and self-reflection skills that are essential for humane medical care. The social sciences help us to understand how bioscience and medicine take place within cultural and social contexts and how culture interacts with the individual experience of illness and the way medicine is practiced.

Scientific research and practice has major social implications that bear on humanities disciplines ranging from ethics and history to religious studies and literature. Students electing the Health and Humanities minor will take a curriculum that includes 19 credit hours, beginning with an introductory course on basic ideas of bioethics, followed by a choice of other relevant courses, and capped with an integrative course involving original research by the student.

The minor is suitable for students in almost any major, especially students going on to further academic work or careers in teaching, research, health care, the life sciences, informatics, law, communications, accounting, and more.

## Program Requirements

### Minor Requirements

The Health and Humanities interdisciplinary minor consists of six courses and a seminar (19 credits) focused in four broad areas:

- Bioethics
- Skills and Methodologies
- Cultural Foundations
- Human Differences

An introductory course in bioethics provides students with the major principles that connect issues of health and healing to the humanities and social sciences.

The theme areas enlist courses chosen from different disciplines in the humanities and social sciences.

As a capstone course, minors must take one upper-division course with an experiential component (i.e., fieldwork or independent research). This course may be taken in the student's major (e.g., PSYC 490 Fieldwork or PSYC 496 Independent Readings/Research) and must be three credits. This course must also be combined with a one-credit Health and Humanities capstone seminar (facilitated by a member of the Health and Humanities advisory team) that features a written project integrating their

internship/fieldwork or research with the principles and skills acquired in the Health and Humanities minor.

## Required Courses for the Health and Humanities Minor

Choose <b>one</b> :	PHIL 250C P2 Bioethics <b>–OR–</b>	(3)
	REST 387D P2 Medical Ethics and Society	
<b>Four courses from three theme areas as follows*</b>		
Two courses from Skills and Methodologies		(6)
One course from Cultural Foundations of Medicine and Health		(3)
One course from Human Differences		(3)
One experiential course from student's major		(3)
HHUM 400	Capstone Seminar	(1)
<b>Total</b>		<b>(19)</b>

\*Minors must choose at least two humanities-based courses (bold-faced in the lists below) from the theme areas. Students must fulfill all prerequisites where appropriate.

**Note:** No more than two courses used to satisfy the student's major requirements may also be applied to the Health and Humanities minor. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

### Theme Areas

Of the four courses selected from the theme areas below, two must be humanities-based. The humanities courses are listed in bold-faced type.

#### Skills and Methodologies

At least two courses addressing analytical methodologies selected from the list below:

ECON 221	SQ Statistics I
<b>ENGL 200C</b>	<b>Literary Analysis</b>
MATH 260	Applied Mathematical Statistics
MSTI 130C	SQ Mathematical Modeling and Quantitative Analysis
<b>PHIL 100C</b>	<b>SQ Basic Logic</b>
<b>PHIL 324C</b>	<b>SQ Philosophy of Science</b>
PSYC 200	Research Methods and Writing in Psychology
PSYC 201	Basic Statistics
PSYC 205C	SQ Statistical Reasoning
SOCI 280C	Social Research Methods

## Cultural Foundations of Medicine and Science

At least one course selected from the list below:

ANTH 241D	P3 Medical Anthropology
ECON 224	The Economics of Health Care
<b>ENGL 210</b>	<b>P1 Literature and Healing</b>
PSYC 255	Health Psychology and Behavioral Medicine
<b>REST 325</b>	<b>P5 Spirituality and Health</b>
SOCI 226	Sociology of Health and Healing

## Human Differences

At least one course selected from the list below:

ANTH 201D	P4 The Human Animal
ANTH 251D	P4 Race and Human Variation
ECON 110P	CC Gender and Race in the American Workplace
<b>HIST 237D</b>	<b>P1 The Female Body: A Problem to Grow Into</b>
PSYC 211	P3 Society and Mental Illness
PSYC 350	Childhood Behavior Disorders
SOCI 217D	Sociocultural Foundations of Latino Health Care
SOCI 322	Sociology of Aging & Life Cycle

## Courses

### HHUM-400 HHUM Capstone Seminar (1)

The capstone seminar requires a written project in which students integrate their internship/fieldwork or research experiences with the principles and skills acquired in the Health and Humanities minor.

**Attributes:** HHUM YLIB

**Restrictions:** Including: -Major: Health & Humanities



# History

## Overview

Carolyn Vacca, *Chair*

Frederick H. Dotolo,\* Lawrence Fouraker, Oliver Griffin, Stephen Valone

*\*On leave, Spring 2016*

History is the record of civilization. In its broadest sense, history should be the chronicle of men and women, their failures and accomplishments, from the beginning of written times to the present. More than the memorization of facts and details, a study of history introduces students to those larger forces of change that have given form and substance to the modern world. It is an effort to provide the student with a perspective on the present by imposing some order on the chaos of the past.

To this end, the Department of History offers a curriculum which explores the issues and events which gave rise to the world's major civilizations. The approach emphasizes the conflicting interpretations and ideas that scholars have used to reconstruct the past. The aim is to encourage clarity in expression, precision in writing, and a critical, thoughtful analysis of ideas.

Many students have found the study of history to be an excellent foundation for a life of intellectual growth and professional development; it has also proved to be a sound basis for advanced work in teaching, law school, government service, graduate studies, the military, and other career goals. Students seeking certification in either **Inclusive Childhood Education** or **Inclusive Adolescence Education** in the field of social studies often major in history. Students are strongly encouraged to work closely with their advisors in planning a program of study that will lead to completion of certification requirements. All students who wish to discuss a major or minor in history are encouraged to consult with the department chair or appropriate departmental advisor.

## Internships

The History Department encourages students to pursue internships related to the field of History. In addition to the College-wide guidelines, the History Department has established the following requirements:

- The student must be a junior or senior History major or minor.
- The student must have at least a cumulative 3.00 grade point average.
- The student's written application to the internship director (Dr. Vacca) should be three to five pages in length.

## 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, an independent study research project resulting in an essay which 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. See **Honors in the Major**.

## The Washington Experience: Fisher Semester in Washington

History majors may avail themselves of The Washington Experience, a semester in Washington, D.C. See **The Washington Experience** section for more details.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Students will engage in historical inquiry, research, and analysis.

- Identify existing and compelling questions.
- Find appropriate sources online, in the library, or the community.
- Distinguish between primary and secondary sources and know when to use them.

Goal #2 Students will have the skills and knowledge to craft historical narrative and argument.

- Generate an historical argument that is reasoned and based on selected historical evidence.
- Write an effective narrative
- Defend a position

Goal #3 Student will be well practiced in historical thinking.

- Evaluate a variety of historical sources for their credibility, position, and perspective.
- Develop a methodological practice of gathering, shifting, analyzing, ordering, synthesizing, and interpreting evidence.

## Program Requirements

### History Major Requirements

Students majoring in history must complete a minimum of 33 credits.

**Note:** *There are additional specific requirements for history majors who are also majoring in Inclusive Education - Adolescence Level. Please refer to these specific course requirements in the box below under **Additional Requirements for Students Seeking Adolescence Teaching Certification in Social Studies**.*

Required courses (5 courses)		(15)
HIST 101D	P3 Europe and the World, 1500–1815	
HIST 102D	P3 Europe and the World Since 1815	
HIST 103D	P3 The United States to 1865	
HIST 104D	P3 The United States Since 1865	
Choose <b>one</b> :	HIST 291D P3 Japan Since 1800	
	HIST 292D P3 China Since 1800	
HIST electives (6 courses)		(18)
<b>Note: see the General Major, Departmental Concentrations, and Public History Concentration below.</b>		
At least two of the six elective courses must be at or above the 300 level.		
Total		(33)

For students majoring in history, all courses designated as history (HIST) courses are included in the determination of the grade point average in the major. At least 17 of the required 33 HIST credits must be taken at St. John Fisher College.

### The General Major

The student 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 concentration*. At

least two of the six elective courses must be at or above the 300 level.

## Departmental Concentrations

The student may elect a departmental concentration in North American Studies; European Studies; Strategic, Military, and Diplomatic Studies; or Asian 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.

### North American Studies

Dr. Stephen Valone, *Director*

Offering basic, thematic, and topical courses, North American Studies invites students to develop their analytical skills. Guiding its participants through the entire American historical experience, this program examines the significance of America's successes and failures in both domestic and foreign policies. Consequently, it provides a solid foundation for graduate study or American government service.

#### North American Studies Course Offerings

### European Studies

Dr. Frederick H. Dotolo III, *Director*

A European Studies concentration emphasizes the homeland of Western civilization. Though European powers no longer dominate the world, the culture of Europe is still enormously influential. The purpose of this concentration is to make the student aware of the richness and variety of the European tradition and its influence on the rest of the world. Particular emphasis is given to the concept of Europe, which includes a community of nations related by common bonds extending to the borders of Asia.

#### European Studies Course Offerings

### Strategic, Military, and 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, and Diplomatic Studies Courses

### Asian Studies

Dr. Lawrence Fouraker, *Director*

We are living in what some predict will be the "Pacific Century," when the countries of Asia exercise more power and influence than they have for hundreds of years. Yet many Americans have little accurate knowledge of the diverse countries and cultures of Asia, home to half of the world's population. This concentration seeks to challenge myths and stereotypes about the people of Asia through surveys, comparative studies, and advanced topics courses.

## Public History Concentration

Dr. Carolyn Vacca, *Director*

In addition to the four departmental concentrations listed above, a student may also choose a concentration in Public History, which is history practically applied and made available to a public audience. Museum presentations or exhibits, television documentaries, and historic preservation initiatives are among the many forms of public history. Public historians are employed by a wide variety of institutions such as archives, historical houses or societies, museums, government institutions, consulting firms, history libraries, and websites. They work with both primary and secondary source materials, not only in their own research but also to improve the resources' accessibility for others. As an academic discipline, public history focuses on the efficient and ethical management of historical resources and collective memories.

There are numerous graduate programs throughout the nation for students who wish to enter the profession, including the State University of New York at Albany, Columbia, Cornell, New York University, and the Cooperstown Graduate Program, all here in New York.

The National Council on Public History ([www.ncph.org](http://www.ncph.org)) has more information on the advanced educational and employment opportunities, as well as grant programs, in the field.

### Requirements for Public History

Unlike the departmental concentrations in North American Studies; European Studies; Strategic, Military, and Diplomatic Studies; and Asian Studies, there is no separate list of courses for Public History. Instead, students complete the following:

Concentration in Public History requires		
Choose <b>one</b> :	HIST 250C P2 History of the Papacy	(3)
	HIST 296D History of Rochester	
	HIST 298D New York State History	
	HIST Elective (with written approval of Dr. Carolyn Vacca)	
Choose <b>one</b> :	HIST 390 Public History: Historians and the Community	(3)
	HIST 395 The Usable Past	
HIST 490	Internship (in a local museum, archives, historical house/society)	(3)
<b>Total</b>		<b>(9)</b>

Remaining electives for the major must be chosen to ensure that at least one major course is completed from each of the four concentration areas. Students with questions about Public History should contact Dr. Carolyn Vacca.

## Additional Requirements for Students Seeking Adolescence Teaching Certification in Social Studies

History provides an outstanding foundation for Adolescence Teaching Certification in Social Studies. Students pursuing teaching certification dual major in Inclusive Adolescence Education and History and receive a *Bachelor of Science degree*. The following specific requirements must be completed:

- **Inclusive Adolescence Education: (46)**

The major includes education courses, field experiences, student teaching, and courses for Certification in Students with Disabilities (7–12), and Middle School Extension in the content area (5–6). See [Inclusive Adolescence Education](#) for details.

- In addition to the five required history courses for the major, the following courses must be taken as part of the required six electives for the history major:

Two electives from the [European Studies](#) area, one of which must be:

HIST 300 The Modern World: Geography and Politics

One elective from [Asian Studies](#)

One elective from [North American Studies](#)

One elective from [Strategic, Military, and Diplomatic Studies](#)

One elective from any of the Departmental Concentrations

- One economics course chosen from: (3)

ECON 105C P3 Principles of Microeconomics

ECON 106C P3 Principles of Macroeconomics

- POSC 111C P3 Introduction to American Government (3)

**Note:** *These requirements add only 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.*

## Minor:

### Minor in History

A minor in history consists of 18 credits of history courses with at least one of the classes at or above the 300 level.

**Note:** *Only one course already used to satisfy a major requirement may also be applied to the history minor. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.*

## Recommended Progression

### B.A. History

*A recommended progression of courses **required** for the **B.A. History major**. Please note that if you are also seeking Adolescence Teaching Certification in Social Studies, there are specific major courses and additional requirements which must be met in addition to the completion of the Inclusive Adolescence Education major. Refer to [Additional Requirements for Students Seeking Adolescence Teaching Certification in Social Studies](#) for these requirements. Students should consult [Core Requirements](#) for a complete description of the College's Core.*

	FALL	SPRING
FR	HIST 101D (3) HIST 103D (3)	HIST 102D (3) HIST 104D (3)
SO	HIST 291D or 292D (3)	HIST Elective (3) HIST Elective (3)
JR	HIST Elective* (3)	HIST Elective (3)
SR	300- <b>OR</b> 400-level HIST Elective (3)	300- <b>OR</b> 400-level HIST Elective (3)

*\*Students are encouraged to take additional History electives, especially in the junior and senior years*

## **Additional Information**

### **Course Offerings**

History course offerings are divided into the following categories:

#### **Introductory Courses**

- HIST 101D – P3 Europe and the World, 1500-1815
- HIST 102D – P3 Europe and the World Since 1815
- HIST 103D – P3 The United States to 1865
- HIST 104D – P3 The United States Since 1865
- HIST 199C – RW Research Based Writing

#### **North American Studies**

- HIST 117 – Latin America Since 1800
- HIST 201 – Women's History
- HIST 202 – P1 Women and Gender in the 19th Century
- HIST 203 – History of Sport
- HIST 205D – CC American Social History: The Family
- HIST 221 – P1 Women & the Arts
- HIST 237D – P1 The Female Body: A Problem to Grow Into
- HIST 242D – P3 Women in American History
- HIST 258 – History of Canada
- HIST 262 – Women in Science
- HIST 272P – CC Martin and Malcolm
- HIST 281D – Native American and United States Relations
- HIST 294 – The Irish in New York
- HIST 296D – The History of Rochester
- HIST 298D – New York State History
- HIST 305 – American Intellectual History
- HIST 310D – The New Republic, 1783-1829
- HIST 320 – The Crisis of the Union, 1829-1877
- HIST 330C – Populist and Progressive Era, 1877-1918
- HIST 340D – America Between the Wars, 1918-1941
- HIST 351P – The United States Since 1945
- HIST 390 – Public History: Historians and the Community
- HIST 395 – The Usable Past
- HIST 401 – Selected Topics in North American Studies
- HIST 430 – American Economic History
- HIST 441 – American Colonial History

#### **European Studies**

- HIST 208 – Ancient and Medieval Europe
- HIST 209 – Revolutionary and Totalitarian Europe
- HIST 216 – Modern France
- HIST 225C – CC Modern Italy
- HIST 228 – Gaming European History
- HIST 246C – CC Modern Russia
- HIST 250C – P2 History of the Papacy
- HIST 252D – British Empire, 1550-1950
- HIST 255 – Early Britain
- HIST 256 – CC Britain Since 1688
- HIST 257 – P5 History of Ireland
- HIST 265 – CC Eastern Europe in the 19th and 20th Centuries
- HIST 275D – Modern Germany: From Unification to Unification

- HIST 276D – History of the Holocaust
- HIST 300 – The Modern World: Geography and Politics
- HIST 315 – Napoleon’s Europe, 1789-1815
- HIST 333 – European Catholic Historical Thought
- HIST 371C – European Social History
- HIST 375 – The Italian Renaissance
- HIST 385D – War and State: European Foundations
- HIST 402 – Selected Topics in European Studies
- HIST 435 – Medieval Europe, 500-1500
- HIST 455 – Europe Between the Wars, 1918-1939
- HIST 458 – European Liberal Thought

### **Strategic, Military, and Diplomatic Studies**

- HIST 110C – P3 The American Revolution, 1763-1783
- HIST 120 – The Civil War
- HIST 130D – P3 American Military History
- HIST 131C – P3 Ancient Warfare
- HIST 140C – War and American Society
- HIST 150 – World War I
- HIST 160C – World War II in Europe
- HIST 161 – Hitler and Hollywood
- HIST 170D – World War II in the Pacific
- HIST 180P – P3 The Vietnam Conflicts
- HIST 189 – War at Sea in the Age of Sail
- HIST 190 – War at Sea in the Age of Steam
- HIST 244 – Women and War
- HIST 251 – The Cold War through Film
- HIST 260D – American Diplomatic History
- HIST 352C – History of the Cold War
- HIST 403 – Selected Topics in Strategic, Military, and Diplomatic Studies
- HIST 420 – American Foreign Policy Since 1898
- HIST 445 – Diplomatic History of Modern Europe
- HIST 450 – Russian Foreign Relations Since 1917

### **Asian Studies**

- HIST 116D – P2 Religious Traditions of Asia
- HIST 177D – Military Traditions of Asia
- HIST 218 – P5 Iran: Past and Present
- HIST 229 – Caliphs, Khans, and Communists
- HIST 234 – Rise of Asian Economies
- HIST 240D – CC Women in East Asia
- HIST 280P – CC E Pluribus Unum? The Asian American Experience
- HIST 287 – Cold War Asia
- HIST 291D – P3 Japan Since 1800
- HIST 292D – P3 China Since 1800
- HIST 301 – P1 Japanese History Through Film
- HIST 302 – P1 Chinese History Through Film
- HIST 303 – P1 Indian History Through Film
- HIST 404 – Topics in Asian Studies

### **Advanced Study Courses**

- HIST 490 – Internship (1-15)
- HIST 496 – Independent Study (1-3)
- HIST 498H – Honors in 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.

**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.

**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.

**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.

**Attributes:** AMUS P3 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.

**Attributes:** HISM P3 YLIB

### **HIST-110C The 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.

**Attributes:** HISM P3 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. Cross-listed with REST 116D.

**Attributes:** HINW P2 YLIB

### **HIST-117 Latin America Scin (3)**

An introductory survey of modern Latin American history. We will trace the evolution of the major countries of the region from late colonial times through emergence as independent nations and subsequent participation in an increasingly global economy and society.

**Attributes:** HINA 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.

**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 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?

**Attributes:** HISM P3 YLIB

### **HIST-189 War at Sea:Age of Sail (3)**

This course explores the evolution of war at sea from antiquity to the advent of steam-powered warships in the 19th century in Europe, Asia, and America and examines the relationship between naval warfare and cultures, technology and politics.

**Attributes:** HISM YLIB

### **HIST-190 War at Sea:Age of Steam (3)**

This course explores the evolution of war at sea from the advent of steam-powered warships in the 19th century to the present day in Europe, Asia and America and examines the relationship between naval warfare and cultures, technology and politics.

**Attributes:** HISM YLIB

### **HIST-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. Spring 2011 sections: HIST 199C-01 Topic: ?WWII in Europe? HIST 199C-02 Topic: "Topics in Local History"

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **HIST-201 Women's History (3)**

This course examines the role of women in modern politics, culture, and economic development.

**Attributes:** HINA WGST 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 between gender, politics, culture, science, and economics. Format combines lecture and class discussion of the assigned readings.

**Attributes:** HINA MUST P1 WGST YLIB

### **HIST-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. Cross-listed with SPST 203.

**Attributes:** HINA 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 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 YLIB

### **HIST-209 Rev & Totalitarian Europe (3)**

This is a lecture and discussion class on the nature of modern European revolutionary and totalitarian movements from the French Revolution to the end of the Soviet Union. While the class focuses on the politics and ideology of revolutionary movement and totalitarianism, social and cultural components will also be included.

**Attributes:** HIES YLIB

### **HIST-216 Modern France (3)**

Traces the historical development of the modern French state and society from the Revolution to the contemporary period. Emphasizes France's intellectual and political contributions to modernity both within and outside of Europe.

**Attributes:** HIES YLIB

### **HIST-218 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 P5 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 P5 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 will 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 will 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 P1 YLIB

### **HIST-225C CC Modern Italy (3)**

Investigates the significant socioeconomic, political, and ideological developments in Italian history since 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.

**Attributes:** CC HIES 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 will play and analyze various historical based games and then compare this experiential knowledge with associated primary and secondary sources to critically analyze those areas of European history.

**Attributes:** HIES 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 YLIB

### **HIST-234 Rise of Asian Economies (3)**

An examination of the world's fastest-growing economies, this course seeks to unearth the roots of the extraordinary success stories of Asia, both individual and national. Starting with Japan's "economic miracle" of the post-World War II period, we will then consider the economic history of student-selected countries lining the Pacific Rim from Malaysia, Indonesia, and Vietnam in the South to China, Taiwan, Singapore, Hong Kong, and the Republic of Korea in the North, as well as India and Pakistan in South Asia. The course structure includes presentations by students and the instructor, case studies, and group work.

**Attributes:** HINW 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:** HHHH HHUM HINA 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:** P3 YLIB

**Restrictions:** Including: -Major: Interdisciplinary Studies

### **HIST-240D CC Women in East Asia (3)**

An introductory comparison of the historical experiences of women in East Asia with an emphasis on China and Japan. Class time is split equally between traditional times (before 1800) and the modern period. Additional recommended reading for students with no background in Asian history. Cross-listed with WGST 240D.

**Attributes:** CC HINW WGST YLIB

### **HIST-242D P3 Women in American Hist (3)**

Explores the transformations in women's productive, political, and personal lives in the context of the nation's history. Readings cover the dimensions of women's experience from colonial times through the early republic, the Victorian era, and the 20th century and describe how these relate to our social and cultural history. Topics include education, legal status, family dynamics, and activism. Differences between women related to race, ethnicity, and class are also considered.

**Attributes:** AMUS HINA P3 WGST 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 War until the present. The course emphasizes the Russian radical tradition and the origin of communism, the problem of modernization, Russia's relationship with the West, and the rise, consolidation, and collapse of the Soviet Union.

**Attributes:** CC HIES 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.

**Attributes:** HIES P2 YLIB

### **HIST-251 The Cold War Through Film (3)**

An examination of the salient issues and events of the Cold War era through the medium of film.

**Attributes:** HISM 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 YLIB

### **HIST-255 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:** HIES 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 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 P5 YLIB

### **HIST-257 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 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 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 YLIB

### **HIST-262 Women in Science (3)**

This course will explore the roles and contributions of women in scientific research. Students will first understand what the scientific method comprises, as well as the various historical methodologies that have been applied. Students will recognize the similarities and differences in the approaches to research, and will explore the lives of these female scientists in light of both the scientific and the historical approach. The scientific discoveries and contributions will be evaluated in terms of their technical/theoretical worth, as well as their impact on current scientific understanding. Hands-on science experiments, poster sessions, and classroom discussions will contribute to the student's understanding of the scientific accomplishments achieved by these female scientists, as well as allow for a personal connection to/understanding of the obstacles and hardships the female scientists had to face to achieve success.

**Attributes:** HINA YLIB

### **HIST-265 CC Eastern Europe 19-20thC (3)**

Analyzes the socioeconomic, political, and ideological developments of Eastern Europe and the Balkans from the height of the Habsburg and Ottoman empires to the post-Soviet era. A major theme is the emergence of independent nation-states from larger imperial systems.

**Attributes:** CC HIES 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 YLIB

### **HIST-275D Modern Germany (3)**

Political, social and cultural developments that transpired in Germany between 1871 and the present. Topics include the unification of 1870-71, socialism, women, ethnic minorities, the First World War, the Weimar Republic, National Socialism, World War II, Allied occupation, the emergency of the Federal Republic and the German Democratic Republic, and unification in 1989-90.

**Attributes:** HIES YLIB

### **HIST-276D History of the Holocaust (3)**

Examines the salient issues pertaining to the attempted and actual physical annihilation of European Jewry by the National Socialist regime of Germany and its allies during World War II. Topics include the history of anti-Semitism, Adolf Hitler's rise to power, discriminatory prewar legislation in Germany, the

unfolding extermination, Jewish responses to the Holocaust, and Allied knowledge of and reactions to the Holocaust.

**Attributes:** HIES YLIB

### **HIST-280P CC Asian American History (3)**

The extraordinary diversity of the Asian-American experience provides a fascinating perspective on 20th century U.S. immigration history and contentious issues such as racism, assimilation, and multiculturalism. Without downplaying the hardships many Asian Americans faced as they struggled to become accepted members of American society, we also highlight some of their personal achievements and contributions to the lives of all Americans.

**Attributes:** AMUS CC HINW 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:** AMUS HINA 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 YLIB

### **HIST-291D P3 Japan 1800-2000 (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 ISRS P3 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 ISRS P3 YLIB

### **HIST-292D P3 China 1800-2000 (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.

**Attributes:** HINW 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.

**Attributes:** HINW ISRS P3 YLIB

### **HIST-294 The Irish in New York (3)**

This course will explore 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 will examine 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 will be comparative work to 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 will also draw connections between the Irish experience and the current views of immigrant populations, and will work with primary and secondary sources as they explore research methodologies.

**Attributes:** HINA 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:** HINA 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:** HINA 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.

**Attributes:** AMSS HIES 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.

**Attributes:** HINW 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 will 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 will be additional reading assignments for those without any prior college-level work in Chinese history.

**Attributes:** HINW 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 ISRS P1 YLIB

### **HIST-305 Amer Intellectual Hist (3)**

Examines some of the major strands of American intellectual history, ranging from the theocracy of the Puritans to the multiculturalism of the late 20th century. A central feature of the American intellectual tradition has been to try to understand what it means to be an American, a response to changing social, economic, political, and cultural realities over the past 400 years. Consequently, as the class moves forward in time, students look for points of connection as well as points of rupture in the intellectual history of the United States. Although this is a survey course, students are responsible for engaging in additional research on a particular topic covered in the class.

**Attributes:** AMUS HINA 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:** AMUS HINA 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 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:** AMUS HINA 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:** AMUS HINA YLIB

### **HIST-333 Euro Cath Hist Thought (3)**

Since the advent of St. Augustine, Catholic historians and writers have long influenced the understanding of historical issues. This seminar examines and evaluates the selected writings and ideas of self-identifying Catholic scholars to determine how their faith shaped the writing of European history. The course explores questions concerning the relationship between an individual's faith and reason and the broader implications of the institutional Church's influence, if any, over the historical opinions of Catholic intellectuals.

**Attributes:** HIES RHIS 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 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.

**Attributes:** AMUS HINA YLIB

### **HIST-352C History of the Cold War (3)**

This course examines the global impact of the East and West struggle after 1945. It studies the roots of the conflict and then considers the influence of cold war policies in North America, Europe, and the Middle and Far East.



**Attributes:** HISM YLIB

### **HIST-371C European Social History (3)**

Studies European social history from the early modern to the contemporary periods. It considers the effects of modernity (urbanization, industrialization, and democracy) on traditional European social groups and the emergence of modern social classifications.

**Attributes:** HIES 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 YLIB

### **HIST-385D War&State:European Found (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: War&State:European Found)

**Attributes:** HIES YLIB

### **HIST-385D Sword & Robe:Foundations (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: War&State:European Found)

**Attributes:** HIES 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 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 MUST YLIB ZEXL

### **HIST-401 Topics in North Amer Studies (3)**

Spring 2009 Topic: U.S. Colonial History. In this seminar we will analyze the social, cultural, economic, and political development of the New England, Middle, and Southern colonies. We will also discuss those factors that contributed to the growth of an American consciousness that eventually led to the outbreak of the Revolutionary War.

**Attributes:** HINA YLIB

### **HIST-402 Topics in European Studies (3)**

A concentrated examination of themes, issues, and ideas in European history.

**Attributes:** HIES YLIB

### **HIST-403 Topics:Mil&Dipl Studies (3)**

A concentrated examination of themes, issues, and ideas in strategic, military, and diplomatic studies.

**Attributes:** HISM YLIB

### **HIST-404 Topics in Asian Studies (3)**

A concentrated examination of themes, issues, and ideas in Asian and non-Western studies.

**Attributes:** HINW YLIB

### **HIST-404 Topic:Asian/Non-Western (3)**

A concentrated examination of themes, issues, and ideas in Asian and non-Western studies.

**Attributes:** HINW YLIB

### **HIST-420 Amer Foreign Pol Since 1898 (3)**

An in-depth examination of American foreign policy during its most active period. The course emphasis is placed on understanding the basis for modern American international relations and how each generation of Americans has answered the question regarding the proper world role for the United States.

**Attributes:** HISM 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:** YLIB

### **HIST-435 Medieval Europe 500-1500 (3)**

This course is a broad examination of the sociopolitical and cultural formation, spread, and decline of Western Christendom, from the fall of Rome to the Protestant Reformation. Through the reading and discussion of textual, literary, and artistic sources, the course explores the institutions of the "First" Europe.

**Attributes:** HIES 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.

**Attributes:** HINA 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-450 Russian Foreign Rel (3)**

A history and analysis of the Soviet role in international affairs from the 1917 revolution. The role of the Russian historic tradition and Marxist ideology is discussed.

**Attributes:** HISM ISRS YLIB

### **HIST-455 Europe Btwn Wars:1918-39 (3)**

The causes of World War I; the Treaty of Versailles; the League of Nations; Russia and Bolshevism; Nazism and Fascism; the Spanish Civil War; World War II.

**Attributes:** HISM YLIB

### **HIST-458 European Liberal Thought (3)**

This course is a reading and discussion course on the origins and development of European Liberalism and its influence on European history. The course will examine classical political and economic Liberalism, which emphasizes individual rights, free market capitalism, and limited constitutional governments, and, where appropriate, will contrast these concepts with collectivist and reactionary European politics. It covers Liberalism from the Enlightenment to the Interwar Period and will include a brief overview of Liberal thought and politics in contemporary Europe.

**Attributes:** HIES 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

**Prerequisites:** 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

**Prerequisites:** 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.

**Attributes:** YLIB ZEXL

**Restrictions:** Including: -Major: History, History

**HIST-496 Independent Study (1 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.

**Attributes:** YLIB ZRES

**Restrictions:** Including: -Major: History, History -Class: Junior, Senior

**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:** YLIB

**Restrictions:** Including: -Major: History, History -Class: Senior

# Honors Program

## Overview

Melissa Bissonette (English), *Program Director*

Faculty Advisors: Lauren Kocman (Economics), Robert Dunbar (Religious Studies), Maryann Herman (Biology), Sebastien Lazardeux (Political Science), Todd Sodano (Media and Communication), Deborah Vanderbilt (English)

Effective and responsible intellectual leadership, on campus and post-graduation, begins with curiosity and knowledge in and beyond one's own field of mastery, requires the responsibility to encourage and support that curiosity in others, and relies upon a well-developed ability to speak with authority, fairness, and persuasiveness across different fields of study.

Through coursework and events, the Honors Program stresses challenging interdisciplinary work, so that students can understand their own majors within a larger context; research, so that students' intellectual curiosity can lead them to explore the strongest ideas and work of others; communication that is visual, textual, and verbal, so that students can share their knowledge and curiosity beyond the classroom; and community, within the Honors Program, St. John Fisher College, and beyond, so that students always know that their work has implications outside of the classroom.

To graduate from the College Honors Program, students who have been admitted to the program must maintain a 3.00 cumulative grade point average their freshman year and a 3.30 cumulative grade point average thereafter, as well as complete six Honors courses. Students may complete their requirements with a Senior project linked to their major, as approved by the Honors Program director. Honors courses may not be taken S/U.

For transfer students admitted to the program, the required number of Honors courses is determined by the number of semesters the student has to complete at St. John Fisher College to graduate.

## Courses

### **HNRS-100 Honors Seminar (1)**

This one-credit required course supplements learning communities for new freshmen in the Honors Program. May be used as one of the required Honors courses.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Freshman -Attribute: Honors Student

### **HNRS-102D Culture, Id. & Responsibility (3)**

This course explores multiculturalism from the perspective of the individual wrestling with identity (who and what am I?) and responsibility (to whom and where should I place my loyalty?) in a multicultural context.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-104C P1 Medieval World (3)**

This course introduces students to European culture of the Middle Ages, including the literature, art, music, and architecture of England and the Continent from c. 500 to 1400.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-106C American Lit in Film (3)**

Through the analysis of several novels and corresponding films, this course examines major themes of American literature and culture, as well as theories of American literature itself.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-107C Legends and Lore (3)**

History, legend, fiction: In both the ancient and the modern worlds, distinguishing between these three is not always easy. Explores works of literature that incorporate legend and lore through their retelling of the past, both historical and fictional. Focuses on the literary, historical, and cultural origins of J. R. R. Tolkien's *The Lord of the Rings*. Reading of the trilogy as well as some medieval texts. Studying the history of Britain in its earliest centuries to understand the influences on Tolkien's work. Some attention to the author's life and scholarly work.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-111 P1 Caught On Film (3)**

The course explores how different disciplines can be used to interpret film. The primary task for students will be to compare and contrast interpretations of film from the perspective of multiple disciplines.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-114P P1 Caribbean Diaspora (3)**

Food and music have always played an integral part of life on the islands. This course will explore what transpires when exile severs these crucial lifelines. Samples the topic in film and literature.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-116C May the Force Be W/ You (3)**

Modern physics is built on the premise that everything in the universe can be traced to one of the four fundamental forces. In 1977, George Lucas introduced the world to a fifth force, unleashing one of the most celebrated epics of all times. This course examines the "Star Wars" phenomenon in detail, as only academia can. Throughout the course, we examine the technical aspects of the movie, from the science behind the special effects to what real science tells us about hyperspace, light-sabers, and blaster rifles. The course also researches other aspects of the epic: moviemaking and special effects, characters' mythic and religious connections, merchandising, fanaticism, and methods of storytelling. One of the main goals is to experience the power of the scientific method to critically examine material from popular culture.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-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 Honors Program new students. Note:

199C courses may not be taken for credit more than once.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore -Attribute: Honors Student

### **HNRS-201 Politics of Virtue (3)**

An in-depth look at the political philosophy of Machiavelli, with special focus on some of his predecessors.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-208D Economics of Gender (3)**

A focus on economic differences that exist between men and women. An historical analysis of the changes in gender roles followed by use of economic theory to better understand these changes. Primary focus on gender differences in the U.S. workplace with a review of gender differences in other areas of society as well as cross-cultural gender differences.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior -Attribute: Honors Student

### **HNRS-209 CC Undrstnd Contemp Africa (3)**

Most people in America know very little about sub-Saharan Africa, and most of what they do know is only partially correct or based on stereotypes or an inadequate historical or conceptual framework for understanding and interpretation. This course will provide the essential information, basic concepts, and theoretical frameworks from an interdisciplinary perspective, so that the students may be equipped with the necessary intellectual tools for understanding the dynamic and complex region that is Africa today. Major issues to be explored in this course 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 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-211C P4 Geol Natural Disaster (3)**

This course examines earthquakes and volcanoes, water quantity and quality, the coastal setting and ocean processes, and wildfires, including the aftermath of landslides. The geologic processes that create threats to global populations are studied, as well as possible mitigation of these geologic hazards.

**Attributes:** P4 YLIB

**Restrictions:** Including: -Attribute: Honors Student; Excluding: -Class: Freshman, Sophomore

### **HNRS-213 P1 Crime and Literature (3)**

The outlaw, the criminal, and the rebel have maintained a central place in Western Literature since at least the 15th century. How does this fit with our general understanding of literature as an exercise that teaches morals and makes us better people? How does the characterization of the outlaw change with the generations, and what does that change reveal about the desires and fears of a culture? In this course we will read literature from England and America which celebrates or explores the outlaw, and watch films which glorify or expose the criminal, both alongside historical documentation and legal literature regarding real life criminals.

**Attributes:** P1 YLIB

**Prerequisites:** ENGL-101C D- OR ENGL-101X D-

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-214 P4 The Theory of Games (3)**

The course will focus on combinatorial games. A robust theory will be developed from scratch, including theories of partizan games, non-partizan games, numbers versus numbers, the "mex" function, and basic Sprague-Grundy theory. Several games will be introduced, including Nim, Hackenbush, Kayles, White Knight, and Chomp. Randomness will be added to these games, which is an active area of ongoing mathematical research.

**Attributes:** P4 YLIB

**Restrictions:** Including: -Attribute: Honors Student; Excluding: -Class: Freshman

### **HNRS-215P Crime & the City (3)**

This course explores crime narratives as commentaries on the socioeconomic realities of contemporary Los Angeles. Through films and novels, the course investigates issues of race and class, the power struggle over the shifting landscape of the city, and the politics of Los Angeles in the 1980s and 1990s, examining how writers and filmmakers use narratives and metaphors for crime as a means of social critique.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-217 P3 Inside HBO's America (3)**

This course looks at the premium cable channel that has dominated the primetime television landscape for the last decade-plus. Whether it is through its original series, documentaries, miniseries, comedy specials, or sports programs, HBO has raised the bar on what storytellers who wish to work in television can do. This course will take a critical look through the last 10-15 years of HBO's cutting-edge, award-winning programming to examine how it has been such a successful juggernaut. We will study the production, distribution, and reception of programs through contexts (artistic, economic, political, social, cultural) that offer a deeper explanation, understanding, and appreciation of them.

**Attributes:** P3 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-218 P1 Chocolate & Its Impact (3)**

The course traces the impact chocolate has had in world cultures since its mythical/botanical origin to the present day. The material includes select readings as well as multi-national films. In addition to the obvious presence/absence of the product, students explore important social issues such as human trafficking, immigration conflicts, societal infrastructures and gender and sexual identities.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-220C Society & the Person (3)**

Explores the liberal conceptions of the person arising from the views of the Enlightenment, "communitarianism," and a view to be developed in class. Examines the structure and functions of societies and social institutions, responsibilities of community membership, and the issue of fairness.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-221 P1 God and Modernity (3)**

This course will examine the shift in Western culture from a God-centered to a more secular way of viewing the world. This change in thinking began in the intellectual sphere and over time moved into the larger culture, and it can be seen in both the literature and film of the twentieth century. Literature studied will include T.S. Eliot's "The Waste Land" and F. Scott Fitzgerald's "The Great Gatsby". We will also view such films as "Creation," which focuses on Darwin's struggle to publish "On The Origin of Species," and "Howard's End," a dramatization of E.M. Forster's 1910 novel, "Howard's End."

**Attributes:** P1 YLIB

**Restrictions:** Including: -Attribute: Honors Student; Excluding: -Class: Freshman

### **HNRS-222C A Tradition of Heroes (3)**

This course surveys the long heroic tradition in Western culture, reading selected works from ancient Greek and Roman, European and American literatures, considering questions such as: What makes a hero? What qualities, what circumstances and situations require or call forth heroic actions? How has the heroic idea changed through history? Has anything remained constant amidst these changes? Must a hero embody past ideals? Who can be a hero? How do issues of race and gender affect this category? Has the heroic ideal survived in contemporary literature?

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-225C P2 What is Justice Anyway? (3)**

What is justice, anyway? Is it a moral standard that has its source in God, or is it an invention of human reason? Is it a personal virtue or the basis for the social contract? Is it a universal standard that holds across cultures or is it relative to particular times and places? Part One of the course attempts to answer the central question through exploring classic and contemporary theories of justice in a variety of contexts. In engaging primary texts from diverse religious and philosophical traditions, students discover that justice is something that defies uniform definition, and yet there are some basic characteristics of justice that must be present if all persons are to participate fully in society. Part Two of the course explores how justice is applied (or not applied) to contemporary issues through a series of Frontline documentaries.

**Attributes:** P2 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-230 P1 Seeing Metaphor (3)**

This course examines metaphor as it is represented in twentieth-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 will allow us to analyze the conflicts and moral dilemmas confronting the individual in society. Restricted to Honors program students.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-231 P1 Out of the Wild (3)**

Stories of children raised in the wild (often supposedly by animals) go back to earliest times and have inspired such legends as Romulus and Remus, the founders of Ancient Rome, who were said to have been brought up by wolves. In this course, we'll explore such questions as: why do tales of feral children continue to fascinate us? What is the reality behind such stories? How do these tales connect with the philosophical concepts of Enlightenment versus Romanticism? How do they relate to such issues as language acquisition, the need for civilization, the desire to be independent versus the desire for



companionship, and the issues of parental and societal responsibility for proper child-rearing?

**Attributes:** P1 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-232 P3 Anglo-American World (3)**

This course is a cross-disciplinary examination of the ideological, institutional and cultural forces that have shaped the post-WWII world from an Anglo-American perspective. Focusing on events in Britain and the United States, it examines developments in the political, cultural, and media realms across both societies. In addition, it charts the impact of these developments across the globe.

**Attributes:** P3 YLIB

**Restrictions:** Including: -Attribute: Honors Student; Excluding: -Class: Freshman

### **HNRS-235 P2 Environ Ethics&Sustain (3)**

A variety of decision procedures may be and have been used to determine what to do regarding various environmental issues. We might make the choice that has the least worst alternatives, or the best alternatives, or is approved by the majority of those who vote or of those who are affected, etc. Each alternative can determine what is reasonable and moral, and assessing them presents a theoretical problem. We examine each in terms of morality, examine their presuppositions and consequences, determine whether we can assess them, and if so, how. Students begin to learn to be conscious of and assess the decision procedures that are often buried in policy recommendations regarding particular environmental problems. The course will place an emphasis on the meaning of 'sustainability' and also will be interdisciplinary in its focus.

**Attributes:** P2 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-242 P1 Moby Dick Plus (3)**

This course will study Herman Melville's great American novel, Moby Dick. Roughly half the term will be spent on a close reading and discussion of this encyclopedic work. Reflecting on the book's expansive reach, the rest of the term will be devoted to a look at issues relevant to its social-historical context and diverse intellectual concerns. These may include such topics as the 19th-century oil industry and the abolitionist movement, literary connections to Shakespeare and the Bible, and many other topics in fields as different as philosophy, art, and biology. Each of these "expansions" will be led by faculty members visiting from other departments and disciplines. Each student will write a term paper and a number of short response papers.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Attribute: Honors Student; Excluding: -Class: Freshman

### **HNRS-246C CC Eros, Philia, and Agape (3)**

All humans love; in fact, all animals exercise at least one form of love. Though Western cultures use (and abuse) the word, other cultures (old and new) distinguish between the various forms of love while recognizing their affinity with each other. For example, the Christian scriptures use one particular Greek word for love - agape. This course explores, among other things, why this is the case and seeks to give reasons for the appreciation and enjoyment of all varieties of love, including this unique form of agape love.

**Attributes:** CC YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-252C P4 Mathematics of Games (3)**

The world of "games" provides a rich environment for mathematical discussions. Throughout the history of mathematics, mathematicians have been inspired to analyze games and to invent games. These analyses have led to the development of whole new areas of mathematics and have enriched many existing areas. Alas, much of this material seldom finds its way into the curriculum of either the primary or secondary school or the college and university level. However, that fact has a hidden advantage for us. Exactly because most of us have had little opportunity to analyze games, novel problems will occur when we begin to do so. This novelty necessitates "out-of-the-box" thinking and provides a novel collection of problems for us to examine. For some of the work in this course, we see new and surprising applications of familiar tools. Elsewhere, we see very new (to us) tools developed to analyze games which turn out to have amazing other uses.

**Attributes:** P4 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-255 Resampling Methods (3)**

The course will introduce descriptive, inferential, and estimation statistics through the use of resampling. Resampling methods such as bootstrapping, permutation tests, and decision trees are common statistical tools in scientific fields from medicine to sociology to business. Resampling methods are intuitive and conceptually simple but computationally intensive; for that reason the course will cover how to write and run code in R, a statistical computing environment. Students will learn to generate and interpret basic resampled statistics, and use them to answer questions from a variety of scientific fields. No math prerequisite is assumed beyond high school algebra, and no prior experience with R is assumed or required.

**Attributes:** P4 YLIB

**Restrictions:** Including: -Attribute: Honors Student; Excluding: -Class: Freshman

### **HNRS-255 P4 Resampling Methods (3)**

The course will introduce descriptive, inferential, and estimation statistics through the use of resampling. Resampling methods such as bootstrapping, permutation tests, and decision trees are common statistical tools in scientific fields from medicine to sociology to business. Resampling methods are intuitive and conceptually simple but computationally intensive; for that reason the course will cover how to write and run code in R, a statistical computing environment. Students will learn to generate and interpret basic resampled statistics, and use them to answer questions from a variety of scientific fields. No math prerequisite is assumed beyond high school algebra, and no prior experience with R is assumed or required.

**Attributes:** P4 YLIB

**Restrictions:** Including: -Attribute: Honors Student; Excluding: -Class: Freshman

### **HNRS-256C P4 Cryptology (3)**

An introduction to the basic techniques and underlying mathematics of cryptology. We will explore a variety of historical methods for creating secret messages (from the time of Caesar to the modern era), as well as various means of deciphering a coded message that has been intercepted. We will develop the necessary mathematical techniques (modular arithmetic, probability and statistics, matrix arithmetic, and number theory) as we progress. Honors Program students only. May be used for Old Core Mathematics/Natural Science requirement.

**Attributes:** P4 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-260 P2 Applied Feminist Thought (3)**

A key objective of this course will be to survey four main schools of feminist political philosophy that

developed either in tension with or out of critical reconstructions of liberal and Marxist thought. These four schools of thought include: liberal feminism, Marxist feminism, radical feminism and socialist feminism. As part of our explorations in gender and society, we will look at issues of gender, power, and privilege as they apply to various areas of our social, economic, and political lives. We will discuss some or all of the following topics: gender and the family; gender and politics; gender and work; gender and issues of diversity; and gender as seen in literature and film. Contemporary connections to our daily lives will be emphasized and encouraged.

**Attributes:** P2 WGST YLIB

**Restrictions:** Including: -Attribute: Honors Student; Excluding: -Class: Freshman

### **HNRS-270 P1 Write Cntr-Write Margin (3)**

This course is an interdisciplinary, cross-cultural analysis of texts, topics and tensions based on the African American experience. At least four critical issues ---medical experimentation, schooling-education, law and work---will be examined using two texts on the same topic, one written by a White author and one by an African American author. A number of genres will be used--- memoir, fiction, critical essays and film etc.--- to conduct a comparative analysis of how authors at the center and authors on the margin address race, gender and class challenges through the motifs of representation, agency, appropriation and identity. Texts being considered include, but are not limited to, the following: *The Immortal Life of Henrietta Lacks*; *To Kill a Mockingbird*; *The Help* and *PUSH*.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-306C Current Issues in Psyc (3)**

This discussion-based course explores topics in psychology that are the subject of scholarly debate or controversy. Past topics have included "Creativity," "How the Mind Works," and "Zeitgeist: Psychology Between Wars."

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-307C Intro to Symbolic Logic (3)**

Symbolic logic is the basis of computer languages; it is also indispensable for learning how to analyze arguments and to think with exactness. The course teaches students the basics of symbolic logic, as well as explores such issues as the limitations of logic, alternative logics, and logical paradoxes.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-310D Patriarchy&Violnce:Bible (3)**

Through an exploration of the historical, cultural, theological, and literary development of the Bible and close readings of selected Biblical texts, students discover that the Bible does not condone or support the excesses of patriarchy; rather, it shows "in realistic and dramatic fashion" the negative effects of patriarchy for both men and women. In the sinful, patriarchal world of the Bible, all human beings are victimized, all are violated, all are made less than human. Yet despite this grim reality, the Bible also reveals alternative modes of existence that can free all human beings from the pathologies of sin. Read within its proper contexts, the Bible thus serves as a legitimate source of liberation for both men and women.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-311 Mental Illness in Memoir (3)**

Some courses on mental illness are subject to the shortcoming that they largely divorce the extensive database of knowledge of psychiatric problems from "real people" struggling with these challenges in the "real world." In this course, students will learn about mental illness through the lens of a variety of prominent memoirs written by individuals coping with a wide range of psychiatric problems. In embracing this "person-centered" approach, the course affords students a unique perspective on the lived experience of individuals with mental illness. Student reflection on their reading, accomplished via writing and in-class discussion, is a critical element of the course. This is a reading-intensive course.

**Attributes:** P3 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-311 P3 Mental Illness Memoir (3)**

Some courses on mental illness are subject to the shortcoming that they largely divorce the extensive database of knowledge of psychiatric problems from "real people" struggling with these challenges in the "real world." In this course, students will learn about mental illness through the lens of a variety of prominent memoirs written by individuals coping with a wide range of psychiatric problems. In embracing this "person-centered" approach, the course affords students a unique perspective on the lived experience of individuals with mental illness. Student reflection on their reading, accomplished via writing and in-class discussion, is a critical element of the course. This is a reading-intensive course.

**Attributes:** P3 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-311D Issues in Bioethics (3)**

Social ethics of selected topics in contemporary medicine and treatment, including end-of-life care, assisted reproduction, genetic testing, HIV/AIDS, and the health care delivery system.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior -Attribute: Honors Student

### **HNRS-315C Doing Good, Doing Right (3)**

This course examines recent and controversial developments in the nonprofit services sector. Potential topics: How did the Bush administration's support of faith-based organizations as social service providers impact communities? How do agencies such as the United Way make funding decisions in controversial cases? How effective is the new volunteerism movement among American students?

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-316 A Fungus Among Us (3)**

More than just the fuzzy fruit in your fridge, fungi have molded life as we know it. This course will investigate fungal influences throughout history, illustrate how they 'infect' all aspects of the world around us, and explore the interdisciplinary nature of science. Students with credit for BIOL 116C cannot earn credit for HNRS 316.

**Attributes:** P4 YLIB

**Restrictions:** Including: -Attribute: Honors Student; Excluding: -Class: Freshman

### **HNRS-316 P4 A Fungus Among Us (3)**

More than just the fuzzy fruit in your fridge, fungi have molded life as we know it. This course will

investigate fungal influences throughout history, illustrate how they 'infect' all aspects of the world around us, and explore the interdisciplinary nature of science. Students with credit for BIOL 116C cannot earn credit for HNRS 316.

**Attributes:** P4 YLIB

**Restrictions:** Including: -Attribute: Honors Student; Excluding: -Class: Freshman

### **HNRS-319C P2 Christianity&Life Sci (3)**

This course examines key issues in the development of the life sciences seen in relation to cultural conceptions concerning the human person, nature, and God. Particular attention will be given to philosophical, ethical and theological issues raised by contemporary biological theory and biotechnology, but notice will also be taken of the historical roots to contemporary debates. An effort will be made to trace the matter in which belief commitments influence theory and practice in the life sciences.

**Attributes:** P2 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-320P P1 Amer Media Since 50s (3)**

This seminar-style pluralism course explores the relationship between significant events in American cultural history and the media (TV, radio, film, music) that responded to those events from the 1950s to the 1990s. The course looks at the theory of social movement and rhetorical theory to engage in critical analysis of the ways in which the media process and deliver cultural information.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-322C 1905:Origin of Contemp. (3)**

An interdisciplinary approach is used to examine intellectual and artistic endeavors happening around the year 1905, the year in which Albert Einstein published the theory of relativity. From physics to psychology to music, ethics, art and architecture, the course looks at the emphasis on interiority that resulted from the literal and metaphorical application of Einstein's theory.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-323C P3 France Since 1789 (3)**

This course examines the salient social and political developments that have transpired in France from the French Revolution until the present. Topics covered include revolution, Napoleonic rule, the world wars, imperialism and decolonization, and France's role within the European Union. The format of this seminar consists of discussion and lecture.

**Attributes:** P3 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-325D P3 Swastika on Celluloid (3)**

This seminar examines cinematic/television portrayals of Adolf Hitler in Europe and the United States before and after 1945. Topics covered include the nature of Hitler's rule, his influence on European and global political developments, his personality, and the reasons for the enduring scholarly and popular interest in his person.

**Attributes:** P3 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-330P P1 Crime in Latin Amer Lit (3)**

This course examines the notion of crime and criminal behavior as they are represented in seminal works of twentieth-century Latin American fiction and film. The works in question span the course of the century and come from Argentina, Chile, Colombia, Cuba, Guatemala, and Mexico. Bearing in mind the varied sociocultural and historical contexts from which each work emerges and the different kinds of crimes that are dealt with (petty crimes, crimes of the heart, crimes against the nation, etc.), we will analyze the question of how the societies depicted decide what constitutes a crime and what makes one a criminal; how punishments and justice are determined; and what the repercussions of the crime are for both the criminal and the victim. More importantly, with each work, we will examine how the individual writer or director's representational techniques help determine our understanding of the previously mentioned issues, looking at elements of form and style, the use of literary and cinematic devices, and the overall aesthetic vision. May be used for Old Core Literature/Language requirement.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-335 P2 The Dirty Thirties (3)**

This course is a cross-disciplinary examination of the major intellectual and cultural trends of the 1930s. We will examine the developments in politics, economics, art (paintings and movies), music (especially jazz and swing), and literature and science during this decade and explore how they intersect and influence each other. We will give particular emphasis to social movements and public morality.

**Attributes:** P2 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-344 P2 Capitalism&Soc Respons (3)**

This course will trace the religious roots and societal values of capitalism as a transformational force in America and compare its current ethical underpinnings as practiced in the United States to the manner in which capitalism is currently practiced in other areas of the world (specifically countries in Europe, Asia and the Middle East). The concept and meaning of corporate social responsibility and its emerging use as an ethical buffer between multinational firms and their shareholders and consumers will be explored, as well as the religious and ethical rationales for capitalism across geographies.

**Attributes:** P2 YLIB

**Restrictions:** Including: -Class: Junior, Senior -Attribute: Honors Student

### **HNRS-355C P3 Stress and Illness (3)**

This is a topics course focused on the dynamic relationships between stress, illness, and healthy behavior. The course will consider stress, the role of stress in causing and moderating illness, coping, and psychophysiological disorders in which stress plays a prominent role. May be used for Old Core Social Science requirement.

**Attributes:** P3 YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-356 P1 Pres Spkg & Rhet Comp (3)**

This course will focus on a study of rhetorical competence in oral communication as a way to learn to effectively prepare and deliver oral presentations. The study of historic and modern speakers will be used to develop a framework for rhetorical competence to guide the students' work on individual and team presentations. In addition, the class will work together to prepare a presentation toolkit for students and instructors to use in future classes.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Class: Junior, Senior -Attribute: Honors Student

### **HNRS-383 P3 Dog Days of Psychology (3)**

Within the field of psychology and related disciplines (e.g., anthropology, ethology), there has been a recent surge of research on human-animal interactions (HAI), and on domestic canine behavior and social cognition in particular. Because dogs were the first animals to be domesticated, humans have interacted closely with them for thousands of years. For this reason, many scientists, especially those interested in social cognition and behavior, have recently been turning their attention to the study of dogs. Some argue that domestic dogs and humans represent an example of convergent evolution, and that consequently, humans and dogs have evolved to exhibit similar socio-cognitive and behavioral traits. Others argue that because humans often share their lives with canine companions, humans and dogs develop similar cognitive and behavioral traits as a result of common learning experiences. This course will explore some of the current questions and controversies in the area of canine social cognition and behavior, including: How do dogs perceive their world? Do dogs have a concept of self or others? Do they think and solve problems like we do? How do dogs communicate with us and with other dogs? Can dogs be helpful in improving our physical and/or psychological well-being?

**Attributes:** P3 YLIB

**Prerequisites:** HNRS-199C D-

**Restrictions:** Including: -Class: Junior, Senior -Attribute: Honors Student

### **HNRS-393 P3 Psych of Anger (3)**

In our often adversarial world, anger seems all too common. Indeed, anger is fundamental to human emotional experience. Scientific investigations of anger have yielded a large body of important, interesting, and useful insights. This course surveys the scientific literature devoted to the psychology of anger. A number of key questions will be explored, including: What is anger, and under what conditions does it arise? To what extent is anger adaptive, and to what extent is it destructive? How does culture influence the experience and expression of anger? What is the physiological basis of anger? How do psychological scientists study anger in the laboratory?

**Attributes:** P3 YLIB

**Restrictions:** Including: -Class: Junior, Senior -Attribute: Honors Student

### **HNRS-402D Politics,Lit&Arts Latin Am (3)**

A survey of the ideas, attitudes, and beliefs of Latin American and Caribbean authors, artists, and cinematographers, as manifested in representative samples of their major works. We develop an appreciation of the ideas and aspirations inherent in the works studied.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-411C Dem&Hum Rts in Lat Amer (3)**

Examines the obstacles confronting the pursuit of democracy and human rights with special reference to Latin America. Students conduct research to respond to basic questions regarding the theory and practice of democracy and human rights. How are human rights defined? Are they universal or culturally relative? How can human rights be protected? How can abusers be sanctioned? What is democracy? How is democracy related to human rights? Is it possible for a nation to assist the process of democratization in another? Are there preconditions? How do democracy and human rights fit into international relations?

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-425 Undergraduate Review (3)**

This course focuses on the value of research in the undergraduate education, for both students who are and who are not going on to graduate school. We will learn the differences in standards and expectations across fields, will canvas institutions similar to Fisher to explore the range of undergraduate research publications currently available, and will research possible platforms, budgets, and audiences. Students will create a publicity campaign both to encourage submissions to the Undergraduate Review and to make the work in the published review visible on and off campus. The work we do will be practical, creative, statistical, theoretical, financial, and active, and will culminate in the publication of the Undergraduate Review in the spring.

**Attributes:** YLIB ZEXL

**Restrictions:** Including: -Attribute: Honors Student

### **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

**Restrictions:** Including: -Attribute: Honors Student; Excluding: -Class: Freshman

### **HNRS-496 Independent Research (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.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Honors Student

### **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.

**Attributes:** YLIB ZEXL ZRES

**Restrictions:** Including: -Attribute: Honors Student

### **HNRS-496 Independent Study (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.

**Attributes:** YLIB ZEXL ZRES



**Restrictions:** Including: -Attribute: Honors Student

# Information Technology

## Overview

Kris H. Green, *Chair*

Bruce Blaine,\*\* Daniel Cass, Ryan Gantner, Anne K. Geraci, Scott Harrison,\* Erica Johnson,\*\* Elizabeth Leboffe,\*\* Mark McKinzie, Donald L. Muench, Bernard Ricca, Erik Winarski

\**On leave, Fall 2015*

\*\**On leave, Spring 2016*

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 the general student with 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 about 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 Information Technology minor lies within the Department of Mathematical and Computing Sciences at St. John Fisher College. The courses in this administrative department emphasize critical thinking, problem-solving, and communication while stressing interdisciplinary learning.

## Program Requirements

### Information Technology Minor Requirements

CSCI 150	P4 Introduction to High Technology	
CSCI 251	Introduction to Computer Security	
CSCI 260	Introduction to Databases and Applications	
CSCI 300	Networking	
Choose <b>two electives</b> from:	CSCI 140C P2 Computer and Internet Ethics	
	CSCI 152 P4 Introduction to Programming with Visual Basic	
	CSCI/DIGC 158 P4 Introduction to Computational Media	
	CSCI 161 P4 Foundations of Computer Science I	
	COMM 269 Web Design	
<b>Total</b>		<b>(18)</b>

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

# Interdisciplinary Studies

## Overview

Theresa Westbay, *Dean of the School of Arts and Sciences*

Lisa Cunningham, Lafayette Eaton

Although most students choose a major within a single academic discipline and department, some students, particularly mature individuals looking for a more personalized major program, want the option of a concentration involving several academic fields.

St. John Fisher College has developed a program in Interdisciplinary Studies leading to a Bachelor of Science or Bachelor of Arts degree which fulfills this need while emphasizing the central and long-term benefits of the liberal arts and sciences in a society characterized primarily by accelerating change. One competence, among others, crucially needed to meet such change is the facility for synthesizing the disparate bits and pieces of knowledge which constitute the intellectual phenomena confronting the average person, and it is hoped that this program will encourage the demanding process of finding the connections and forging them into a meaningful world-view. This major, then, is for students who seek to organize an undergraduate program for their own personal and professional needs.

The program is designed to serve:

- Mature adults who no longer want or need a traditional major. This includes men and women who, in our mobile society, have accumulated some college credits in a number of fields but have found that their needs and their intellectual goals have changed in their search for fulfillment.
- Men and women, with or without prior college credit, at the midpoint of their careers who want and must have a baccalaureate degree but not necessarily a major in a traditional academic discipline.
- Students who have completed an associate's degree and are looking for a chance to feel out their interests in an individually tailored program.
- The traditional college-age student who either has a specific interdisciplinary plan in mind for graduate studies or who seeks a general liberal studies education for its own sake.

Additional information may be obtained from the department directors and the Office of Academic Affairs.

## Program Requirements

### Requirements for the Interdisciplinary Studies Major

The student develops the written proposal in consultation with two full-time faculty members outlining the student's goals, objectives, and methods of evaluation. Advisors should come from different departments.

- Although the student may choose this major when entering the College, the student ordinarily will not organize the detailed plan of study until after completing at least 30 credits at the College.
- The major program consists of at least 12 courses (36 credits); at least 50 percent of these must be completed at St. John Fisher College.
- Approval of the advisors and the Dean of Arts and Sciences must be obtained no later than the point at which the student begins the last 12 credits of the major coursework.
- No more than two courses at the 100 level will be counted toward the major. The remaining ten courses submitted for the major must be at or beyond the 200 level and at least five must be at or beyond the 300 level.
- Interdisciplinary Studies cannot be used as part of a double major.
- A minor declared by an Interdisciplinary Studies major may not include any courses already being used in the program designed for the major.

The Interdisciplinary Major Proposal form is available in the Registrar's Office.

## Minor:

# Interdisciplinary Studies Minor

Students may request an Interdisciplinary minor which could include courses from a variety of fields. For an Interdisciplinary minor, students must obtain the signature of their academic advisor and the dean of the School of Arts and Sciences and submit a list of courses to be used (a minimum of six courses), along with a statement describing the goals of the minor. No more than one course required for the major may be used for the Interdisciplinary minor. The Declaration of Minor form is available in the Office of Academic Affairs.

## Courses

### **ITDY-101 Freshman 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.

**Attributes:** NLIB

**Restrictions:** Including: -Class: Freshman

### **ITDY-103 Transitions Seminar (0)**

This zero credit course provides second semester freshman level transfer students with an orientation to the St. John Fisher College academic requirements, policies, college life and a support system intended to foster their academic success and personal growth. New second semester freshmen transfer students only. Permission of a counselor in the Office of Academic Affairs required for registration.

**Attributes:** NLIB

### **ITDY-106 Career Choices (1)**

For first- and second-year students, this course provides the opportunity to explore various majors and ties major selection to career exploration. Students complete a research project on diverse majors utilizing a structured format to answer questions identified by each class. Faculty also present on selected majors.

**Attributes:** NLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **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 resumes, research opportunities, network, interview, and prepare for negotiations.

**Attributes:** NLIB

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** NLIB

### **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-120C Leadership Self Dev (3)**

The most basic responsibility of leadership is self-development. In this class, different ways of teaching self-knowledge (such as structured reflection, self-directed writing, and role playing) are used to promote discovery of values, strength of commitments, individual learning style, and feelings about change. Readings introduce learners to scholars whose ideas have shaped modern approaches to leadership, including those who write about stewardship, servant leadership, and values-based leadership. Participants practice the behavioral skills upon which leaders rely to build credibility, inspire trust, and exert non-coercive influence.

**Attributes:** YLIB

### **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 freshman 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.

**Attributes:** NLIB

**Restrictions:** Including: -Class: Freshman

### **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 freshman 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.

**Attributes:** NLIB

**Prerequisites:** 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.

**Attributes:** NLIB

### **ITDY-150P P5 Word Up! (3)**

Students will develop communication skills, both verbal and nonverbal, that will help them work with others in the pluralistic American society of the 21st century. They will also learn to better understand and reach

out to people of different economic, social, political, religious, gender, racial, and ethnic backgrounds.

**Attributes:** P5 YLIB

### **ITDY-180 CC Contemp Irish Culture (3)**

This course will introduce the patterns of modern and contemporary Irish life and culture from a multidisciplinary perspective. It begins by investigating the impact of famine on Irish society and the subsequent Gaelic Revival and Anglo-Irish Literary Revival from the 1880s until the establishment of the Irish Free State in 1922. It will then explore the impact of cultural nationalism and the progress of 20th century literature in Irish and English. Works to be examined include those of James Joyce, W.B. Yeats, Seamus Heaney, Mairtin O Cadhain, and others. The course concludes with features of modern Irish society including religion, the family, social change, and the Irish economy. An underlying question that will be addressed as the course progresses - how has Irish society been changed by the economic transformation that was initiated in the 1950s, and what has been the impact of the collapse of "the Celtic Tiger" in the early Twenty-First Century?

**Attributes:** CC YLIB

### **ITDY-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **ITDY-220P Peer Leadership Seminar I (3)**

Students in the Peer Leadership Seminar will be introduced to both the theory and practice of peer leadership, with a particular emphasis on intergroup dialogue, group facilitation, community building, and wellness issues. Building on the insights of recent student development theory, the course will give students opportunities to test the conclusions of the research and develop their own insights as they apply what they are learning as co-facilitators with faculty in the Freshman Seminar.

**Attributes:** YLIB

**Restrictions:** Excluding: -Class: Senior

### **ITDY-265 P1 Tpc in Digital Cultures (3)**

This course will cover topics not otherwise offered in the interdisciplinary field of digital cultures, focusing on artistic production. Topics will vary, and may include: videogame cultures, virtual performance, digital archiving, and digital media arts workshop. This course may be repeated with a different topic. Spring 2012 Topic: Cyberactivism Texting, Twitter, Facebook and YouTube have come to redefine not only how we interact with others but our relationships to political figures and institutions. As a result such technologies influence how we learn about and respond to natural and/or manmade disasters and how we function politically as subjects in a public sphere that appears to be comprised largely of digital rather than physical space. Some of the topics we will address over the course of the semester are the relationship between social media and voting behavior; political campaigns and news media; government transparency or lack thereof; the Arab spring; and natural disasters.

**Attributes:** P1 YLIB

### **ITDY-267 Tpc: Digital Technologies (3)**

This course will cover topics not otherwise offered in the interdisciplinary field of digital technologies. Topics will vary, and may include: videogames and learning, virtual performance, remix production, and virtual world building. This course may be repeated with a different topic.

**Attributes:** YLIB

### **ITDY-270 Exploring Biology (1 TO 3)**

This course provides the opportunity for investigation of a special topic or project of interest to a student

and a supervising faculty member. It may involve a literature search and/or a lab/field study. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB

### **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

**Restrictions:** Including: -Class: Junior, Senior

### **ITDY-320 Peer Leadership II (2)**

Students who have successfully completed ITDY 220P have the opportunity to continue their training as co-facilitators with faculty in the Freshman Seminar program. Peer Advisor students only. Permission of the professor is required to register.

**Attributes:** NLIB

### **ITDY-325 P1 Keeping It Reel (3)**

This is an interdisciplinary course that introduces students to the range of sociocultural assumptions that are implicit in artistic representations. Students are asked to discern how design or form influences meaning within different media and to analyze a work from a variety of perspectives (e.g., creative, cultural, critical, aesthetic).

**Attributes:** P1 YLIB

### **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 Advisor students only. Permission of the professor is required to register.

**Attributes:** NLIB

**Prerequisites:** ITDY-320 D-

### **ITDY-496 Independent Study (3)**

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.

**Attributes:** YLIB

### **ITDY-496 Independent Study (3)**

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.

**Attributes:** YLIB

### **ITDY-496 Independent Study (1 TO 3)**

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.

**Attributes:** YLIB

### **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.

**Restrictions:** Including: -Class: Junior, Senior

## Courses

### **ITED-210 Amer Cultural Institutions (3)**

This course concentrates on how major historical, philosophical, sociological, and political trends in American history have influenced and shaped dominant ideology and major cultural institutions (government, religion, education) in the U.S. and how they, in turn, have impacted individuals and groups. Special emphasis is placed on the historical and current struggle for social justice and equal opportunity by groups who have been historically oppressed and marginalized.

**Attributes:** 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.

**Attributes:** P3 YLIB ZCIV

**Prerequisites:** PSYC-100C D-

### **ITED-422P Diversity in American Soc (3)**

This course is designed to broaden students' understanding of diversity and social justice and how these concepts relate to society, tradition, and conventional wisdom. Particular emphasis will be placed on the following: developing cross-cultural skills and understandings; understanding the importance of changing and competing interpretations of world events; understanding how citizenship includes the exercise of personal responsibilities; and the historical, social, political, and educational contexts of diversity in American society.

**Attributes:** YLIB ZCIV

**Prerequisites:** GPA  $\geq$  2.75



# International Studies

## Overview

Marc Papé,\* *Program Director*

Faculty Advisors: David Baronov (Sociology), Rubén Gómez (Modern Languages and Cultures), John Harman (Political Science), Merouane Lakehal-Ayat (Management), Thomas Tyson (Accounting), Stephen Valone (History)

*\*On leave, Fall 2015*

The International Studies program is designed to prepare professionals and scholars working in the global arena to address contemporary world issues through interdisciplinary perspectives. The major relies upon a foundation of courses in international politics, history, and economics. In addition, students study a foreign language of their choice. They also choose an area of concentration in which they take a cluster of courses pertaining to a geographical area of the world and a traditional functional theme, such as International Organizations, Global Business, International Security, or Human Rights and Development. Each major gains experience in individual research through a capstone research project which is completed in the senior year. This project requires an application of the various disciplinary approaches which have been explored to an original thesis concerning a topic of international significance. The International Studies program prepares students to pursue careers in business, education, government, international communications, and law.

## The Washington Experience: Fisher Semester in Washington

International Studies majors may avail themselves of The Washington Experience, a semester in Washington, D.C. See [The Washington Experience](#) section for details.

St. John Fisher students also have access to a Washington semester internship and academic study program through the [Political Science](#) department. All ISPR majors are encouraged to consider participation in these programs. (Further information is available from the Director.)

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Students will be able to think theoretically about the meaning of a changing world and the events that shape the world by exposing students to the major paradigm/theories of International Studies.

- Understand fundamental concepts of **political science** as evidenced by defining the paradigms of international relations (e.g., Realist, Liberalist/Idealist, Marxist, Constructivist).
- Understand the fundamental concepts of **economics**, as evidenced by being able to develop and comprehend key aggregative economic relationships that are central to the study of neoclassical open economy macroeconomics.
- Understand fundamental concepts of **history**, as evidenced by describing and citing examples of revolution and counter-revolution, civil war, independence, nationalism, socialism, fascism, communism, imperialism, decolonization, cold war, welfare state and perestroika.
- Understand fundamental concepts of **anthropology** as these pertain to understanding human cultures; especially modes of interpreting local cultural forms and how they change over time and how to conduct and cross-cultural comparisons with attention **to grounded meanings**.
- Understand fundamental concepts **of languages** by communicating in one of several foreign languages; studying the literatures of one or several foreign literary traditions; and or by fostering an appreciation/respect for foreign cultures.
- Understand fundamental concepts for the analysis of human cultures broadly understood; this includes primarily forms of expression of the human condition via the arts (literature, music) or the social sciences (Anthropology, Sociology).

Goal #2 Students will develop critical minds through exposure to rival theories/literature and contending perspectives of world and will engage in international and intercultural learning.

- Analyze rival theories/literature and various perspectives of **world politics**.
- Analyze rival theories/literature and various perspectives of **international law**.
- Analyze rival theories/literature and various perspectives of **international business**.
- Analyze rival theories/literature and various perspectives of **political economy**.
- Analyze rival theories/literature and various perspectives of **sociology**.
- Analyze rival theories/literature and various perspectives of **cultural anthropology**.
- Analyze rival theories/literature and various perspectives of **foreign languages**.
- Analyze rival theories/literature and various perspectives of **cultures**.

Goal #3 Students will be prepared to foster global citizenship and cosmopolitanism.

- Have knowledge of global polities
- Have knowledge of a variety of political institutions
- Have knowledge of foreign languages and cultures
- Study abroad

## Program Requirements

### Requirements for the International Studies Major

<b>Core courses</b>		<b>(15)</b>
ISPR 100D	P3 Introduction to International Studies	
Choose <b>four</b> :	ANTH 203D P3 Studying World Cultures	
	ECON 105C P3 Principles of Microeconomics	
	HIST 102D P3 Europe and the World Since 1815	
	POSC 218 P3 International Relations	
	REST 152D CC World Religions	
<b>Elective courses:</b>		<b>(15)</b>
Two concentration courses from Functional Studies		
Two concentration courses from Area Studies		
One additional concentration course from either Functional or Area Studies		
<b>Additional courses</b>		<b>(6-7)</b>
ISPR 498	Senior Thesis	
Modern Language 103D or higher* (3-4)		
One semester in a study-abroad program		
<b>Total</b>		<b>(36-37)</b>

\*The choice of language may necessitate additional competency prerequisites.

**Note:** Qualified students may substitute ISPR 498H Honors in International Studies for ISPR 498.

**For students majoring in International Studies, all courses required for the major program and**

**all electives which may be applied to the major are included in the determination of the grade point average in the major.**

## 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 College community. 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.

## Study Abroad Requirement

ISPR majors who enter the College 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 as part of the **Foreign Study Program**. 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 then approved by the Director of the International Studies program prior to the start of the junior year. Transfer students or 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 major, 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 foreign study experience for part of the lists below with the written permission of the director.

### Functional Studies

COMM 347	P3 International Communications and Media
ECON 207C	Current Economic Issues
ECON 315C	Comparative Economic Systems
ECON 316	Economics of Development
ECON 340C	International Economics
FINA 413	International Banking and Finance
HIST 300	Modern World: Geography and Politics
HIST 445	Diplomatic History of Modern Europe

ISPR 270D	CC Global Gender Studies
MGMT 312	International Business Management
MKTG 414	International Marketing
POSC 208D	CC Introduction to Comparative Politics
POSC 112C	P3 World Politics
POSC 220	P3 Global Political Economy
POSC 245	CC Russian/Post-Soviet Politics
POSC 280	P3 Terrorism and Politics
POSC 350	International Security
POSC 399	Advanced Topics in Political Science*
PSJS 260P	P5 Global Issues in Peace & Social Justice Studies
PSJS 270	CC Ethics and World Ecology
SPST 265	P5 International Cultures and Sport
SPST 365D	CC International Sport

*\*When topic is appropriate and approved by program director.*

### **Area Studies**

HIST 170D	WWII in the Pacific
HIST 234	Rise of Asian Economies
HIST 260D	American Diplomatic History
HIST 291D	P3 Japan Since 1800
HIST 292D	P3 China Since 1800
HIST 303	P1 Indian History Through Film
HIST 450	Russian Foreign Relations
HNRS 209	CC Understanding Contemporary Africa
ISPR 205	CC Contemporary Ireland
ISPR 210	Cultural Identity: Southeast Asia
ISPR 212	CC Introduction to Contemporary Africa
ISPR 220	CC Latin America in Global Context

LFRN 210D	CC French Culture and Civilization
LFRN 321	French Civilization Since 1789
LSPN 301	Latin American Literature and Civilization
LSPN 302	Spanish Literature and Civilization
LSPN 303D	La Generación del 98
POSC 232	Politics of Developing Nations
POSC 235D	P5 European Politics
POSC 240	CC Middle East Politics
POSC 335	Politics of the European Union
REST 116D	P2 Asian Religions
REST 179C	P2 Intro to Islam

**Minor:**

## Minor in International Studies

ISPR 100D	P3 Introduction to International Studies	(3)
Choose <b>three</b> :	ANTH 203D P3 Studying World Cultures	(9)
	ECON 105C P3 Principles of Microeconomics	
	HIST 102D P3 Europe and the World Since 1815	
	POSC 218 P3 International Relations	
	REST 152D CC World Religions	
	Modern Language 103D or higher*	
Two courses from the Functional or Area Studies categories		(6)
<b>Total</b>		<b>(18)</b>

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

### Recommended Progression

## B.A. International Studies

Recommended progression of courses **required** for a **B.A. International Studies major**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
FR	ISPR 100D (3) LANG 101C (4) HIST 102D** (3) ECON 105C** (3)	REST 152D** (3) LANG 102D (4) POSC 218** (3)
SO	LANG 103D (4) Functional Study Course (3) Area Study Course (3)	LANG 200D* (3) LANG 201D* (3) ANTH 203D** (3)
JR***	LANG 202D* (3) Functional Study Course (3)	Area Study Course (3)
SR	Functional or Area Study Course (3)	ISPR 498 (3)

*\*Language study beyond the 103 level is strongly encouraged. Suggested for students participating in the Foreign Study Program.*

*\*\*Students select four of these five courses.*

*\*\*\*ISPR majors who use part or all of their junior year for a Foreign Study Program or a Washington Internship should plan their course schedules carefully with their advisors so that the junior-year courses are either taken in the sophomore and senior years or satisfied as part of the foreign study or internship course load.*

## 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-201D Understanding China (3)

In this introductory course, students are exposed to Chinese culture, society, politics, and history through a series of carefully organized lectures and films. Students learn about the Opium Wars, the collapse of the last dynasty, the emergence of the People's Republic of China, and China's experiences since 1949.

**Attributes:** YLIB

### ISPR-205 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-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-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:** 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-220 Latin Am in 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 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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** 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.

**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.

**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

**Restrictions:** Including: -Major: International Studies -Class: Senior

### **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.

**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



# Legal Studies

## Overview

James R. Bowers, *Chair*

Melissa Bissonette (English), Robert Brimlow (Philosophy), Clair Smith (Economics), Jane Snyder (Political Science), Edward Wurtz (Political Science)

## Pre-Law and Legal Studies at Fisher

The Legal Studies major (LEST) is the academic component of the **Pre-Law Experience** at Fisher. Pre-Law at Fisher also includes the Pre-Law Student Association, participation in such activities as Mock Trial, and one-on-one advising with the College's Pre-Law advisor or with any of the Legal Studies faculty listed above.

The Legal Studies major is one of two majors offered by the Department of Political Science & Legal Studies. It is multi-disciplinary 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 humanities contexts. The Legal Studies major also builds students' analytical and communication skills, necessary for doing well in law school, graduate school, or the workplace.

The Legal Studies major is a Bachelor of Arts program. All Legal Studies majors are required to complete a second major in another discipline in any school at the College.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Students will demonstrate subject matter competency to a degree and in the manner appropriate to the course level.

- Demonstrates learning of facts and terms.
- Demonstrates learning of concepts and theories.
- Demonstrates an understanding of different perspectives.
- Demonstrates a capacity to synthesize and integrate information and ideas.
- Demonstrate a capacity to read and comprehend course relevant discipline based literature.

Goal #2 Students will demonstrate an ability in critical thinking to a degree and in a manner appropriate to the course level (and all the outcomes associated with Goal 1).

- Identify the arguments and conclusions in the work(s) under study.
- Student is able to contextualize the argument to debates in the discipline.
- Provide a cogent critique of the conclusions in the work(s) under study.

Goal #3 Students will demonstrate an ability in analytical thinking to a degree and in the manner appropriate to the course level (and in all the outcomes associated with Goals 1 & 2).

- Identify how the work (e.g., scholarly work or student project) presented fits into the larger literature.
- Identify how the work (e.g., scholarly work or student project) presented contributes to the development of the literature.
- Ability to collect and synthesize information.
- Ability to view a problem from a variety of perspectives and to propose several alternative answers to this problem.

- Ability to gauge alternative answers by analyzing their internal logic or by analyzing relevant empirical evidence.

Goal #4 Students will demonstrate an ability to employ and understand social science research methods to a degree in the manner appropriate to the course level (in addition to the outcomes associated with Goals 1, 2 & 3).

- Explain the methodologies, i.e., how the scholarship progressed from argument to conclusion.
- Demonstrate the ability to identify and use appropriate types of data in the methodology.
- Explain the advantages and disadvantages of various methods.

Goal #5 Student will demonstrate professional skills to a degree and in the manner appropriate to the course level (in addition to the outcomes associated with Goals 1, 2, 3 &4).

- Written work follows the rules of conventional English and the norms of the discipline.
- Student is capable of making an effective oral presentation.
- Student is capable of making an effective argument.
- Student demonstrates the ability to advance an original argument that is supported by evidence.

Goal #6 Students will demonstrate “workplace readiness” in experiential learning opportunities, e.g. internship simulations at a level appropriate for juniors and seniors.

- Dependability
- Respect for others
- Work productively with others
- Follow directions, instructions, and plans
- Speaking skills
- Writing skills

## Program Requirements

### Legal Studies Major Requirements

The major consists of 36 credit hours (12 courses).

Required courses		(24)
ECON 250	Law and Economics	
ENGL 271	Introduction to Legal Writing	
POSC 210	P3 Law, Politics, and Society	
POSC 212	Legal Research and Analysis	
Choose <b>one</b> :	POSC 252 Theories of Law	
	PHIL 260C P3 The Philosophy of Law	
Choose <b>one</b> :	POSC 332 Con Law I: Government Powers	
	POSC 333 Con Law II: Civil Liberties – Civil Rights	
	POSC 398 Special Topics in Legal Studies	
POSC 355	Issues in Lawyering	
POSC 495	Internship	

**Electives****(12)****Four electives chosen from the list below.***At least one of which must be at the 300 level or above.***Total****(36)**

**Note:** Course substitutions for the Legal Studies major can be made only after consultation with and approval of the Department Chairman of Political Science & Legal Studies. Only ONE course that is required or applied as elective credit in the second major may be used for credit in Legal Studies unless otherwise approved by the Department Chairman.

**For students majoring in Legal Studies, the 8 required courses and all elective courses which may be applied to the major are included in the determination of the grade point average in the major.**

## Electives

Course descriptions may be found under the associated disciplines.

ANTH 226	P2 Anthropology of Law
COMM 346	Media Law
ENGL 306	Law & Literature
POSC 217	The American Jury
POSC 252	Theories of Law
POSC 253	Legal Realism: Old & New
POSC 254	Criminal Courts and Trials
POSC 267	P3 Foundations of U.S. Law
POSC 292	P2 American Political Thought
POSC 326	Judicial Process
POSC 328	New York State Civil Procedures
POSC 332	Constitutional Law I: Government Powers
POSC 333	Constitutional Law II: Civil Liberties – Civil Rights
POSC 334	Constitutional Meaning
POSC 398	Special Topics in Legal Studies
PHIL 260C	P3 The Philosophy of Law
PSYC 164	P3 The Legal Mind
SPST 240	Sport Law

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**Minor:****Minor Options**

**No minor in Legal Studies is available.** Students who feel they are not able to complete double majors but who nevertheless are interested in law or legal studies should consult with their academic advisors and the program director of Legal Studies for possible options.

**Recommended Progression****Legal Studies Major**

Recommended progression of **required** and elective courses for the **Legal Studies major**. Students should consult **Core Requirements** for a complete description of the College's Core.

	FALL	SPRING
FR	POSC 210 (3)	LEST Elective (3)
SO	ENGL 271 (3) LEST Elective (3)	ECON 250 (3) PHIL 260 –or– POSC 252 (3)
JR	POSC 212 (3) LEST 300 Elective (3)	POSC 355 (3) POSC 495 (3)*
SR	POSC 332 –or– 333 –or– 398 (3) POSC 495 (3)*	LEST Elective (3) POSC 495 (3)*

*\*POSC 495 is taken only once but should be taken in one of the last three semesters where the schedule permits.*

# Math/Science/ Technology Integration

## Overview

Kris H. Green, *Chair*

Bruce Blaine,\*\* Daniel Cass, Ryan Gantner, Anne K. Geraci, Scott Harrison,\* Erica Johnson,\*\* Elizabeth Leboffe,\*\* Mark McKinzie, Donald L. Muench, Bernard Ricca, Erik Winarski

\*On leave, Fall 2015

\*\*On leave, Spring 2016

The Mathematics/Science/Technology Integration courses lie within the Department of Mathematical and Computing Sciences at St. John Fisher College. The courses in this administrative department emphasize critical thinking, problem-solving, and communication while stressing interdisciplinary learning. All of the Mathematics/Science/Technology Integration courses are offered in service to other departments and are designed around five central themes:

- Integration of mathematics, science, and technology
- Problem-solving, critical thinking, and quantitative reasoning
- Written and oral communication
- Teamwork
- Appropriate use of technology

The Department administers mathematics skills assessments in the following courses: MSTI 114C and 130C. For information, see: <http://www.sjfc.edu/campus-services/mathcenter/assessment.dot>.

## Courses

### **MSTI-114C P4 Math Explorations I (3)**

Course design is guided by the NCTM 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/MSTI 114C and MATH/MSTI 115C are a two-course mathematics content sequence designed for the prospective childhood educator. Cross-listed with MATH 114C.

**Attributes:** P4 YLIB

### **MSTI-115C P4 Math Explorations II (3)**

This course is a continuation of the topics included in MATH/MSTI 114C. Cross-listed with MATH 115C.

**Attributes:** P4 YLIB

**Prerequisites:** MATH-114C C OR MSTI-114C C

### **MSTI-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.

**Attributes:** HHSM SQ YLIB

### **MSTI-131 Intro Educational Technol (3)**

This is a technology content course in which pre-service teachers progress from being consumers of

media technology to being producers of instructional technology methods for the purpose of delivering discipline content. Students learn to use a variety of instructional technology tools related to such current topics as: Windows operating system and applications; Internet-based learning; presentation delivery; hypermedia environments; web page development and publishing; file formatting; PC hardware and peripherals; digital video and audio processing; graphic image processing; and scanning. Emphasis is placed on knowledge construction through completion of instructional technology Internet- and PC-based assignments.

**Attributes:** NLIB

### **MSTI-160C MST Content Problem Solve (3)**

This course involves the students in problem-based learning. Students design and implement a plan to solve authentic problems in teams. The actual course content in the areas of mathematics, science, and technology is heavily student-driven, and emphasis is on the interrelation of these content areas. As needed, outside speakers assist the students in their projects. Students are introduced to this inquiry model for student learning before tackling the full problem. The authentic problem to be investigated involves all areas of natural science but may also address social implications. The specific problems studied may vary from year to year. Available only as part of the Science Scholar's Freshman Learning Community.

**Attributes:** YLIB

### **MSTI-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.

**Attributes:** SQ YLIB

**Prerequisites:** CHEM-214C C OR MSTI-214C C

### **MSTI-221 P4 Data Analysis&Modeling (3)**

This course will build on students' prior mathematical and statistical experience to focus on the analysis of data through building models and understanding how to use them to inform decision-making.

**Attributes:** P4 YLIB

**Restrictions:** Including: -Major: Interdisciplinary Studies

### **MSTI-231 Educational Computing (3)**

This course provides a unique context for future teachers to explore their own understanding of developing instructional technology-driven methods of delivering content. Course content includes: Internet-based activity design and development, administrative uses of computing, software evaluation, distance collaboration, examining the relationship between theory and application of instructional technology methods, and generating an index of instructional technology activities. Students are encouraged to be creative, share work and expertise with their classmates, and provide suggestions and help for each other. The activities assigned are spread over several weeks so that students have ample time to develop deep and connected understandings of the process of instructional technology development, as well as the method and effectiveness of content delivery. Prerequisite may be waived if student has web authoring experience.

**Attributes:** NLIB

**Prerequisites:** MSTI-131 C

### **MSTI-260 Understanding Adaptive Tech (3)**

The information age is revolutionizing education from the university to the earliest grade levels. At the same time, adaptive software and hardware hold the potential of reducing barriers to education for students with disabilities. Teachers need to know about these technologies. This course meets the needs

of both the special education teacher and the discipline teacher as they work to prepare modified lesson plans to better facilitate the inclusion of students with disabilities. While the course has a focus on techniques used to overcome some of the special problems in the teaching and learning of mathematics and science, the learning of these techniques enables the teacher to overcome problems of access in other subjects. This course uses a variety of delivery systems including lecture, small-group problem-solving, hands-on work, and individual and group interactions over the Internet using distance-learning technologies. Cross-listed with EDUC 260.

**Attributes:** NLIB

**Prerequisites:** MSTI-131 C

### **MSTI-261 Found Adaptive Tech Lrn I (2)**

This is a technology content course in which the pre-service teacher progresses from being a consumer of media technology to being a producer of instructional technology methods for the purpose of delivering discipline content. In addition, the pre-service teacher begins the journey of understanding the needs of both the special education teacher and the discipline teacher as they work to prepare modified lesson plans to better facilitate the inclusion of students with barriers to learning. While the course has a focus on techniques used to overcome some of the special problems in the teaching and learning of mathematics and science, the acquisition of these techniques enables the future teacher to overcome problems of access in other subjects. Emphasis is placed on knowledge construction via a variety of delivery systems including lecture, small-group problem-solving, hands-on work, and individual and group interactions over the Internet using distance-learning technologies.

### **MSTI-262 Found Adaptive Tech Lrn II (2)**

The information age is revolutionizing education from the university to the earliest grade levels. At the same time, adaptive software and hardware hold the potential of reducing barriers to education for students with various needs. The pre-service teacher will continue the journey of understanding the needs of both the special education teacher and the discipline teacher as they work to prepare modified lesson plans to better facilitate the inclusion of students with barriers to learning. This is accomplished via an in depth review of adaptive and accessibility technologies that provide access to computers for people with a variety of needs, universal design principles that can make local-based and virtual information more accessible to everyone, implementation strategies, and author useful resources for student, parent, and community.

**Prerequisites:** MSTI-261 C

### **MSTI-314 Math Models Change&Accum (4)**

This is a mathematics content course. Topics include: rate of change, integration, phase planes, parametric curves, and Markov chains. Technology is integrated throughout the course, primarily through graphing calculators, calculator-based laboratories, and the software Geometer's Sketchpad. This course involves an independent research component.

**Attributes:** YLIB

**Prerequisites:** MSTI-215C C

### **MSTI-315 Experiments in Science (4)**

This is a science content course. The problems and experiments in this course demand the use of a variety of problem-solving methodologies, including the scientific method, mathematical calculations, and engineering design. Students work in labs conducting experiments in natural and physical sciences to strengthen their mathematical and scientific knowledge of concepts such as experimental design and execution, data analysis and interpretation, and reporting experiments. This course involves an independent research component.

**Attributes:** YLIB

**Prerequisites:** MSTI-215C C

### **MSTI-331 Classroom Computing (3)**

This course is designed for the pre-service teacher who will assume responsibility for the many aspects of planning and implementing the use of instructional technology in the daily classroom environment. Consideration is given to digital content validation and assessment, hardware and physical integration, virtual display, daily planning using the Internet, as well as an overall professional integration rationale. Prerequisite may be waived if student has web authoring experience.

**Attributes:** NLIB

**Prerequisites:** MSTI-131 C

### **MSTI-414 Geometry of Structures (4)**

This is a mathematics content course. Students in this course investigate physical structures such as linkages and trusses using geometric and other mathematical tools, including directed graphs and vectors. Students make use of computer software to model these structures and study their properties. Topics include: properties of geometric figures, tessellations, transformations, and axiomatic systems. This course involves an independent research component.

**Attributes:** YLIB

**Prerequisites:** MSTI-314 C

### **MSTI-415 Science of World Building (4)**

This is a science content course. Students in this course work in groups to create imaginary planets as a problem-based learning experience. Topics include: climate and atmosphere, astronomy, the water cycle, the rock cycle, evolution, and the interrelationship of these and other planetary systems. The worlds are presented as web sites. This course involves an independent research component.

**Attributes:** YLIB

**Prerequisites:** MSTI-131 C AND MSTI-315 C

### **MSTI-431 Hypermedia Learning Envir (3)**

This course brings together all of the instructional technology teaching and learning concepts, as well as techniques and expertise, acquired in the first 15 hours of the Instructional Technology minor program. A unique, educational unit of study set forth in a virtual hypermedia environment is researched, designed, developed, and published. The significance of the environment's educative value as a means of a content delivery vehicle is explored and put in place. This unit of study serves as the Instructional Technology minor program's culminating project. Permission of THE Professor IS required to register.

**Attributes:** NLIB

**Prerequisites:** MSTI-231 C AND (EDUC-260 C OR MSTI-260 C) AND MSTI-131 C AND MSTI-331 C

### **MSTI-460 Integration Math,Sci&Tech (3)**

This is a technology content course. The integration of mathematical and scientific concepts with the three areas of technology-physical, information/communication, and bio-related is examined. Topics include, but are not limited to: analysis and implementation of the three areas of technology, technology as a process, MST instruction, material utilization, computer/Internet utilization, and analysis of process skills of learning mathematics and science.

**Attributes:** YLIB

**Prerequisites:** MSTI-131 C AND MSTI-314 C AND MSTI-315 C

### **MSTI-485 Culminating Exp & Proj Sem (3)**



Since the "Teacher as Reflective Practitioner" is our theme for this undergraduate program, the students demonstrate competency in the following areas: understanding of mathematical and scientific content, using technology effectively, creating inquiry-based learning environments, setting up a constructivist classroom, designing MST activities, and adapting traditional materials for inclusion. These competencies are demonstrated through the student's showcase portfolio, which is created from his or her working portfolio, assembled throughout the entire program, and includes reflective papers addressing the above competencies. The students work in groups in which they share and critique each other's work, resulting in multiple revisions. The students present their showcase portfolios to a committee of peers and faculty. In addition, students design and develop for implementation a final MST instructional unit embodying the teaching and learning standards in mathematics, science, and technology.

**Attributes:** NLIB

### **MSTI-490 Internship (3)**

A student accepted into this course spends at least 10 hours per week as an intern with an educational institution in the Rochester area. The student is actively involved with teachers and students in innovative educational projects related to mathematics, science, and technology. The student is responsible for completing assigned reports/projects/summaries/papers. Permission of the department chair is required to register.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Math/Sci/Tech Integration

### **MSTI-496 Independent Study (1 TO 3)**

Well-qualified students 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.

**Attributes:** NLIB

### **MSTI-496 Independent Study (1 TO 3)**

Well-qualified students 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.

**Attributes:** NLIB

### **MSTI-496 Independent Study (1 TO 3)**

Well-qualified students 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.

**Attributes:** NLIB

# Mathematics

## Overview

Kris H. Green, *Chair*

Bruce Blaine,\*\* Daniel Cass, Ryan Gantner, Anne K. Geraci, Scott Harrison,\* Erica Johnson,\*\* Elizabeth Leboffe,\*\* Mark McKinzie, Donald L. Muench, Bernard Ricca, Erik Winarski

\**On leave, Fall 2015*

\*\**On leave, Spring 2016*

The Department of Mathematical and Computing Sciences offers majors in mathematics, computer science and statistics. This administrative department and its majors emphasize critical thinking, problem-solving, and communication while stressing interdisciplinary learning.

The mathematics major aims to:

- Offer all students the opportunity to make contact with classical and modern mathematics.
- Allow students who elect mathematics as a major to prepare adequately for graduate work in mathematics or applied mathematics, secondary school teaching certifications, or employment in business or industry such as work in the actuarial sciences.
- Provide background courses in areas of pure and applied mathematics.

The major in mathematics may lead to either the B.A. or the B.S. degree. For the B.S. degree there are five different options: actuarial mathematics, computer science, mathematics, natural science, or physics.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1: Students will use logic and insight to analyze problems, develop solution strategies, implement their strategies, interpret their results, and reflect on the entire process to see how it might be improved and generalized.

- Students solve practical, quantitative problems and reflect upon the process
- Analytical, numerical, visual, and verbal strategies are applied to problem solving
- Technology is used appropriately
- Students solve abstract mathematical problems and reflect upon the process

Goal #2: Students will extend their abilities to develop, refine, and prove mathematical conjectures.

- Students prove mathematical conjectures using mathematical argument
- Student use appropriate notation and language
- Students critique their proof-based thinking

Goal #3: Students have an understanding of connections between mathematics courses, among topics within single courses, and between mathematics and other disciplines, particularly the natural and social sciences.

- Student cite and explain connections between mathematics courses, among topics within single courses, and between mathematics and other disciplines, particularly the natural and social sciences
- Individual and teams build and evaluate mathematical models to deepen their understanding of the mathematics and gain insight into the application area
- After building and evaluating models, students generalize their results to consider their implications and impacts

## Program Requirements

### Requirements for the B.S. in Mathematics

Mathematics core courses		(40)
MATH 120C	P4 Calculus I	
MATH 122C	P4 Calculus II	
MATH 170	P4 Introduction to Mathematical Modeling	
MATH 200C	Discrete Structures	
MATH 201	Mathematics Seminar	
MATH 221C	Calculus III	
MATH 222	SQ Differential Equations	
MATH 232	Linear Algebra	
MATH 301	Mathematical Statistics I	
MATH 325	Abstract Algebra	
MATH 391C	Numerical Analysis I	
MATH 421	Principles of Real Analysis I	
MATH 422	Principles of Real Analysis II	
Mathematics elective		(3)
One MATH course at or beyond the 300 level		
One of the following options		(18-20)
Choose <b>one</b> :	<b>Actuarial Mathematics Option:</b> MATH 302, 410, 460 (1), 461; STAT 210; ECON 106; plus either MATH 480 Capstone (3) or STAT 490 Internship (3)	
	<b>Computer Science Option:</b> At least 15 credits of CSCI courses (excluding CSCI 140C, 150, 170, 220, 260), plus MATH 480 Capstone (3)	
	<b>Mathematics Option:</b> Five additional 3-credit MATH courses at or beyond the 300 level, plus MATH 480 Capstone (3)	
	<b>Natural Sciences Option:</b> A total of 15 or more credits from five courses in Biology, Chemistry, or Physics, three of which must be at or beyond the 200 level, plus MATH 480 Capstone (3) ( <b>Note:</b> 1- credit lab courses are not counted toward this total.)	
	<b>Physics Option:</b> PHYS 131C and 132C and a total of 9 or more credits from three additional courses in Biology, Chemistry, or Physics at or beyond the 200 level, plus MATH 480 Capstone (3) ( <b>Note:</b> 1-credit lab courses are not counted toward this total)	
Total		(61 - 63)

## Requirements for the B.A. in Mathematics

**Note:** The requirements for the mathematics major are more specific for students who are also majoring in inclusive adolescence education.

<b>Mathematics core courses</b>		<b>(40)</b>
MATH 120C	P4 Calculus I	
MATH 122C	P4 Calculus II	
MATH 170	P4 Introduction to Mathematical Modeling	
MATH 200C	Discrete Structures	
MATH 201	Mathematics Seminar	
MATH 221C	Calculus III	
MATH 222	SQ Differential Equations	
MATH 232	Linear Algebra	
MATH 301	Mathematical Statistics I	
MATH 325	Abstract Algebra	
MATH 421	Principles of Real Analysis I	
MATH 422	Principles of Real Analysis II	
MATH 480	Mathematics Capstone	
<b>Mathematics elective</b>		<b>(9)</b>
Three MATH courses at or beyond the 300 level		
<b>Total</b>		<b>(49)</b>

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

The Department administers mathematics skills assessments in MATH 111C, 112C, 114C, 119C, 120C, 122C. For information, see: [www.sjfc.edu/campus-services/mathcenter/assessment.dot](http://www.sjfc.edu/campus-services/mathcenter/assessment.dot).

## Students Seeking Adolescence Teaching Certification in Mathematics

There are two routes to adolescence certification in mathematics teaching. One option is to double-major in inclusive adolescence education and mathematics. A second option, for those wishing to study mathematics in more depth or pursue a second discipline major, is to complete certification at the graduate level through the graduate program in [Mathematics/Science/Technology Education \(GMST\)](#).

Students pursuing the first teaching certification option are advised to complete the B.S. Inclusive Adolescence Education Major and the B.A. requirements in mathematics as well as the following specific requirements:

- Inclusive adolescence education students are not required to take MATH 480 but may instead substitute a 3–credit 300/400-level math course (selected in consultation with the mathematics advisor).
- Inclusive adolescence education students must take MATH 417 and MATH 470 as two of the three required electives.
- **Inclusive Adolescence Education Major (46)**  
The major includes education courses, field experiences, student teaching, and courses for Certification in Students with Disabilities (7-12) and Middle School Extension in the content area (5–6). See [Inclusive Adolescence Education](#) for details. It is strongly recommended that students double-majoring in inclusive adolescence education and mathematics also take PHYS 131C and CSCI 161.

Students pursuing the second teaching certification option are advised to pursue the B.S. in Mathematics degree or the B.A. in Mathematics degree with a minor and complete the following specific requirements:

- PHIL 230D CC Philosophy of Education
- ITED 228C P3 Adolescent Development
- Register for GMST 502 and GMST 510 during the senior year. Up to six graduate credits may be taken in the undergraduate senior year at no additional cost (based on full-time enrollment of 12 undergraduate credit hours in the semester in which the GMST course(s) are taken).
- Major in a second discipline such as statistics or computer science or choose an appropriate minor.

All students who intend to pursue the second option should contact a GMST advisor early in their course of study.

### Minor:

## Mathematics Minor

A minor in mathematics consists of the following:

MATH 120C	P4 Calculus I	(4)
MATH 122C	P4 Calculus II	(4)
<b>Four</b> 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)
<b>Total</b>		<b>(20-21)</b>

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

The Department administers mathematics skills assessments in MATH 111C, 112C, 114C, 119C, 120C, 122C. For information, see: [www.sjfc.edu/campus-services/mathcenter/assessment.dot](http://www.sjfc.edu/campus-services/mathcenter/assessment.dot).

### Recommended Progression

## B.A. Mathematics

*Recommended progression of courses **required** for a **B.A. Mathematics major**. Students should consult [Core Requirements](#) for a complete description of the College Core.*

	FALL	SPRING
ED	MATH 120C (4)	MATH 122C (4)

FR	MATH 170 (3)	MATH 122C (4)
SO	MATH 201 (1) MATH 200C (3)* MATH 221C (4)	MATH 222 (3) MATH 232 (3)
JR	MATH 301 (3) MATH 325 (3)	MATH 421 (3) MATH Elective (3)
SR	MATH 422 (3) MATH Elective (3)	MATH 480 (3) MATH Elective (3)

\* Please note that 200–level and above MATH courses are not offered every semester, so it is important to consult a mathematics advisor when constructing a long-range plan.

## B.A. Mathematics with Inclusive Adolescence Education

*Recommended progression of mathematics courses **required** for a **B.A. Mathematics major** in pursuit of Adolescence Teaching Certification in Mathematics. Refer to [Students Seeking Adolescence Teaching Certification in Mathematics](#) and the specific recommended progression below. Students should consult [Core Requirements](#) for a complete description of the College Core.*

	FALL	SPRING
FR	MATH 120C (4) MATH 170 (3)	MATH 122C (4)
SO	MATH 201 (1) MATH 200C (3)* MATH 221C (4)	MATH 222 (3) MATH 232 (3)
JR	MATH 301 (3) MATH 325 (3) MATH Elective (3)	MATH 421 (3) MATH 417 (3)
SR	MATH 422 (3) MATH 470 (3) MATH Elective (3)	Student Teaching

\*Please note that 200–level and above MATH courses are not offered every semester, so it is important to consult a mathematics advisor when constructing a long-range plan.

## B.S. Mathematics

*Recommended progression of courses **required** for a **B.S. Mathematics major**. Students should consult [Core Requirements](#) for a complete description of the College Core.*

	FALL	SPRING
FR	MATH 120C (4) MATH 170 (3)	MATH 122C (4)

<b>SO</b>	MATH 201 (1) MATH 200C (3)* MATH 221C (4)	MATH 222 (3) MATH 232 (3)
<b>JR</b>	MATH 301 (3) MATH 325 (3) MATH 391 (3)	MATH 421 (3) MATH Elective(3) MATH Option (3)
<b>SR</b>	MATH 422 (3) MATH Option (3) MATH Option (3)	MATH 480 (3)** MATH Option (3) MATH Option (3)

\*Please note that 200–level and above MATH courses are not offered every semester, so it is important to consult a mathematics advisor when constructing a long-range plan.

\*\*If the chosen option for this program is Actuarial Mathematics, MATH 480 –or– STAT490 may be taken to meet the capstone requirement.

## Courses

### **MATH-104C P4 Mathematical 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-109C College Algebra (4)**

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-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.

**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.

**Attributes:** P4 YLIB

### **MATH-114C P4 Math Explorations I (3)**

Course design is guided by the NCTM 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/MSTI 114C and MATH/MSTI 115C are a two-course mathematics content sequence designed for the prospective childhood educator. Cross-listed with MATH 114C.

**Attributes:** P4 YLIB

### **MATH-115C P4 Math Explorations II (3)**

This course is a continuation of the topics included in MATH/MSTI 114C. Cross-listed with MSTI 115C.

**Attributes:** P4 YLIB

**Prerequisites:** MATH-114C C OR MSTI-114C C

### **MATH-119C P4 Precalculus (4)**

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.

**Attributes:** P4 YLIB

**Prerequisites:** -

### **MATH-119C P4 Precalculus (4)**

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.

**Attributes:** P4 YLIB

**Prerequisites:** MATH-109C C

### **MATH-120C P4 Calculus I (4)**

This is a first course in calculus for mathematics and science majors. The topics include limits, derivatives, applications of the derivative, tangent lines, concavity, maxima and minima, mean value theorem, indeterminate forms, Riemann sums, fundamental theorem of calculus and applications of the definite integral.

**Attributes:** P4 YLIB

**Prerequisites:** 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.

**Attributes:** P4 YLIB

**Prerequisites:** MATH-120C C

### **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.



**Attributes:** YLIB

**Prerequisites:** MATH-109C C

### **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. It's designed to complement the sequence of topics in Calculus I but does not use any calculus concepts.

**Attributes:** P4 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.

**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.

**Attributes:** YLIB

**Prerequisites:** MATH-120C C OR MATH-150C C

### **MATH-201 Math Seminar (1)**

Students will focus on learning to read mathematical journal articles written at an appropriate level. This will offer an opportunity to see many different areas of mathematics and explore current, interesting problems in the discipline. During the seminar, students will also explore various careers in which mathematics plays a vital role.

**Attributes:** YLIB

**Prerequisites:** 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

**Prerequisites:** MATH-122C C

### **MATH-222 SQ Differential Equations (3)**

This is a first course in the study of differential equations. Topics will include explicit solutions methods, qualitative analysis, numerical methods, and modeling real-world phenomena using differential equations.

**Attributes:** SQ YLIB

**Prerequisites:** MATH-122C C

### **MATH-232 Linear Algebra (3)**

The content includes linear equations, matrices, vector spaces, determinants, linear transformations, and eigenvalues.

**Attributes:** YLIB

**Prerequisites:** MATH-122C C

### **MATH-260 Applied Mathematical Stats (3)**

Topics studied include the binomial, Poisson, normal, t, F, and chi-square distributions and their uses; parametric tests of hypotheses and their nonparametric equivalents; regression and correlation; the analysis of variance; bootstrapping; introduction to Bayesian estimation. Statistical computing in R will be emphasized.

**Attributes:** HHSM YLIB

**Prerequisites:** -

### **MATH-260 Applied Mathematical Stats (3)**

Topics studied include the binomial, Poisson, normal, t, F, and chi-square distributions and their uses; parametric tests of hypotheses and their nonparametric equivalents; regression and correlation; the analysis of variance; bootstrapping; introduction to Bayesian estimation. Statistical computing in R will be emphasized.

**Attributes:** HHSM YLIB

**Prerequisites:** MATH-112C C OR MATH-119C C OR 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.

**Attributes:** YLIB

### **MATH-301 SQ 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.

**Attributes:** YLIB

**Prerequisites:** MATH-122C C

### **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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** (MATH-200C C OR MATH-200 C) AND MATH-232 C

### **MATH-325 Abstract Algebra (3)**

This is a further study of algebraic structures. The topics include groups, rings, integral domains, and fields.

**Attributes:** YLIB

**Prerequisites:** 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

**Prerequisites:** 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

**Prerequisites:** 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

**Prerequisites:** CSCI-161 C AND MATH-222 C AND MATH-232 C

### **MATH-392 Numerical Analysis II (3)**

In addition to an in-depth reexamination of some of the topics in MATH 391C, this course covers solutions of differential equations and systems of differential equations, matrix eigenvalue problems, and other matrix problems.

**Attributes:** YLIB

**Prerequisites:** MATH-391C C

### **MATH-400 Special Topics (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. Spring 2014 Topic: Actuarial Mathematics Seminar 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.

**Attributes:** YLIB

**Prerequisites:** MATH-301 D-

**Restrictions:** Including: -Major: Mathematics, Mathematics -Class: Junior, Senior

### **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. Spring 2015 Topic: Complex Analysis This course presents the richness of the calculus of complex-valued functions of a complex variable. The topics that will be included are the complex plane, limits, contour integrals and the Cauchy-Goursat theorem, residue theory, power series, and possibly conformal mappings.

**Attributes:** YLIB

**Prerequisites:** MATH-200C C AND MATH-221C C

**Restrictions:** Including: -Major: Mathematics, Mathematics -Class: Junior, Senior

### **MATH-410 Probability Models (3)**

This course seeks to apply the mathematical concepts learned in MATH 301 and 302 to various applied settings. Probability models will be discussed as they relate to the physical sciences, psychology, engineering, and computers. Topics will be chosen from discrete and continuous Markov chains, queueing theory, branching processes, Brownian motion, Monte Carlo methods, and applications of conditional probability.

**Attributes:** YLIB

**Prerequisites:** MATH-302 Y 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.

**Attributes:** YLIB

**Prerequisites:** MATH-200C C AND MATH-232 C

### **MATH-421 Principles Real Analysis I (3)**

Topics covered in the two-semester sequence include: 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.

**Attributes:** YLIB

**Prerequisites:** MATH-221C C AND MATH-325 C

### **MATH-422 Prin Real Analysis II (3)**

This course is a continuation of the topics included in MATH 421.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** 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 will be given an introduction to financial instruments, including derivatives, and the concept of no arbitrage as it relates to financial mathematics. Topics will be 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/CAS Exam 2.

**Attributes:** YLIB

**Prerequisites:** MATH-301 D-

### **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

**Prerequisites:** 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.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Mathematics -Class: Senior

**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 daily journal and participates in a seminar to be held each semester for prospective students and supervising organizations. For 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 will be a sufficient number of internships to accommodate qualified students wishing to enroll in the course. Permission of the Department Chair is required to register.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Mathematics -Class: Junior, Senior

**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

**Restrictions:** Including: -Class: Senior

# Media and Communication

## Overview

Jeremy Sarachan, *Chair*

Douglas Bicket, Mary Loporcaro, Jack Rosenberry,\* Arien Rozelle, Ronen Shay, Todd Sodano, Lauren A. Vicker

*\*On leave, Spring 2016*

With thousands of successful graduates, the media and communication major at St. John Fisher College dates back to 1974 when it was created as a major in the department of Communication/Journalism. Now, the department's primary degree offering is a Bachelor of Arts in Media and Communication; it also offers a Bachelor of Science in **Media Management** and is closely affiliated with the interdisciplinary **Digital Cultures and Technologies** program. The media and communication major offers small classes and a tight-knit community of students and faculty. Students work with faculty in small seminar and lab classes, engage in faculty research, and are mentored into the media professions. The College's proximity to downtown Rochester, NY allows student participation in internships, service-learning initiatives, and networking opportunities.

The media industries have undergone unprecedented growth in the last decade with renewed emphasis on creating content to persuade, entertain, or inform—for any specific platform. Our program has evolved to meet the changing needs of these industries. Our students tell stories, whether through the creation of webisodes of a fictional program, covering a news event via Twitter, or the building of advertising and public relations campaigns across the web, video, and print.

Before joining academia, our professors held jobs as PR professionals, web designers, newspaper editors, magazine writers, and video editors. As award-winning academics, their research includes work in children and video game design, community and citizen journalism, the BBC and British news coverage, diversity in higher education, fan culture and science fiction television and shifting paradigms of television consumption practices.

Students have the opportunity to show off their work at multiple showcases, including presentations before real world clients and exhibitions of student films presented on campus and at the Little (Rochester's local art-house movie theater).

Our internship program places students throughout the greater Rochester area, with students finding summer opportunities in New York City and beyond. Interns work at public relations and marketing firms, Fortune 500 companies, nonprofits, network and public television stations and production houses and web design companies. Our Media Practicum class allows students to experience the work environment at several Rochester-area businesses.

On campus, we offer activities for students to develop their knowledge and portfolios.

- Through Cardinal Television (CTV), students can produce both television programs and longer film projects. Students have access to a Macintosh computer lab with the Adobe Creative Suite (After Effects, Photoshop, Edge), professional equipment, a state-of-the-art high definition television studio, and Premiere Pro editing software.
- By joining Cardinal Media, students write and produce news, features, and sports stories, sell and design ads for broadcast, the web, and our monthly printed magazine and work with other talented writers, photographers and editors.
- The PRIMA Group, our student-run integrated public relations firm, offers a full range of PR campaign planning, marketing research, advertising, creative development, and more for on- and off-campus clients. Our chapter of PRSSA, the Public Relations Student Society of America, offers students career exploration, seminars, and networking opportunities with industry professionals.

Majors and minors within the department provide focus in these areas:

**Media Management** – Students study public relations and advertising to prepare for careers as PR professionals, corporate communicators, advertising strategists, and copywriters for a range of companies

from Fortune 500s to startups.

**Video and Film Production** – Students study video production across genres and production venues to create narratives, documentaries, ads, and independent films to find work with production companies and television stations or to prepare for further study in film and television.

**Interactive Media and Design** – Students study design for the web, interactive media, and print in preparation for work in public relations and advertising firms or smaller startup companies. Students interested in video game design or data visualization often consider a double major with Digital Cultures and Technologies.

**Journalism** – Students study journalism and nonfiction storytelling from a variety of genres (news, features, film criticism, sports) and platforms (print, video and documentary, web and social media), developing skills as writers, interviewers, designers, and videographers.

**Communication and Media Studies** – Students study topics in media law, group dynamics, visual communications, media and politics, film and television analysis and television history that prepare them for a variety of professions or to pursue graduate work in communication, law or business.

Transfer students are welcome and are easily acclimated to the department and the program.

## The Washington Experience: Fisher Semester in Washington

Media and Communication majors may take advantage of The Washington Experience, a semester in Washington, D.C. Please refer to [The Washington Experience](#) for details.

### Learning Outcomes

## Program Goals and Student Learning Outcomes

Goal #1 Students will demonstrate the ability to think critically and analytically about the field and issues within it from contemporary and historical perspectives.

- Relate historical events in communication to current trends to better understand and predict future changes in the industry
- Demonstrate an understanding of communication as a form of culture that influences cultural norms, political attitudes, and ethical choices.
- Develop an understanding of the role of technological advances in changing the meaning, reception, and interpretation of media messages
- Demonstrate the ability to analyze media in terms of appropriate theoretical models

Goal #2 Students will participate in internships, field work and campus experiential activities to prepare for transition to the workplace or graduate study.

- Conduct fieldwork and campus experiential activities to prepare for transition to the workplace or graduate study.

Goal #3 Students will demonstrate writing speech and technological presentation skills suited to a convergent media environment.

- Meet the writing standards required of professional communicators with regard to English grammar and writing mechanics
- Demonstrate the ability to prepare and deliver an effective oral presentation

Goal #4 Students will demonstrate an understanding of current media technologies and their current capabilities, limitations, and implications

- Demonstrate effective multimedia story judgment and the ability to determine which medium is the most effective format for a particular story or element of a story
- Demonstrate proficiency in the techniques required to share these narratives on the web and through social media



Goal #5 Students will demonstrate an understanding of professional principles and work standards

- Demonstrate work habits, ethics and writing standards required of professional communicators.

## Program Requirements

### Media and Communication Bachelor of Arts Requirements

The media and communication major at Fisher is writing-based, yet also requires students to develop skills in oral communication, critical thinking/critical analysis, and proficiency with digital technology. A flexible curriculum allows students to tailor their programs closely to their interests.

Program requirements include a departmental “core” of three academic courses and a 1-credit career exploration seminar, along with area-selection courses that address oral presentation skills, visual production skills, and media operations/impacts. Elective courses allow students to focus on an area of interest or gain exposure to a variety of topics.

<b>Communication/Journalism Core</b>		<b>(10)</b>
COMM 100	Introduction to Mass Communication	
COMM 295	Multimedia Writing	
COMM 322	COMM Careers Seminar (1)	
COMM 420	Communication Seminar	
<b>Oral Presentation Course</b>		<b>(3)</b>
Choose <b>one*</b> :	COMM 250 Speech Communication	
	COMM 353 Public Speaking	
	COMM 354 Interviewing	
<b>Media Perspectives Course</b>		<b>(3)</b>
Choose <b>one*</b> :	COMM 205 P3 Media Issues in Contemporary Culture	
	COMM 264 P1 Television History	
	COMM 270 Introduction to Public Relations	
	COMM 281 Introduction to Advertising	
	COMM 346 Media Law	
	COMM 347 P3 International Communication & Media	
	COMM 367 Emergent Media & Web Culture	
<b>Visual Presentation Course</b>		<b>(3)</b>
	COMM 231 Introduction to Video Production	
	COMM 236 Photo I: Art Photography	
	COMM 269 Web Design	

Choose <b>one*</b> :	COMM 309 Design & Publishing	
	COMM 332 Television Production	
	COMM 336 Photo II: Media & Documentary	
	COMM 431 Advanced Video Production	
	COMM 468 Advanced Web Design	
<b>COMM Elective Courses</b>		<b>(18)</b>
Choose <b>six</b> :	Any six courses from a wide selection of conceptual and skills-based courses, including additional courses from the area requirement lists, may be chosen. Students with well-defined career interests in a traditional media area may elect to concentrate among courses in advertising, broadcasting/media production, journalism, or public relations. However, formal paths or concentrations are not required and students, in consultation with an academic advisor, should select a set of electives best tailored to their career goals. Students are strongly encouraged to complete at least one internship (COMM 490) for elective credit.	
<b>Total</b>		<b>(37)</b>

*\*After the particular area requirement is met from among listed courses, other courses in that area may be taken as electives.*

**For students majoring in media and communication, all department designated courses (COMM) that may be applied 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 19 credits—must be taken in residence at St. John Fisher College.**

## Other Experiences

Students also should participate in campus organizations that relate to their career interests and, where appropriate, develop a professional portfolio. Students who plan to study abroad should consult with the department chair prior to completing their planned course selections. Generally, media and communication majors may take no more than two electives toward the major during their study abroad semester.

### Minor:

## Media and Communication Minor Requirements

The Department of Media and Communication offers three different minors — one that is general with a flexible approach similar to the major, and two that are more specifically tailored toward career interests in journalism, and strategic communication. All of the minors are 18 credits. The College also offers a minor in film and television studies. Requirements for that minor are listed under its own heading in the catalog.

## Minor in Media and Communication

COMM 100	Introduction to Mass Communication	(3)
Choose <b>one</b> :	COMM 250 Speech Communication	(3)
	COMM 353 Public Speaking	

	COMM 354 Interviewing	
Four additional Media and Communication courses, with at least two taken at or above the 300-level.		(12)
<b>Total</b>		<b>(18)</b>

**Note:** Only one course applied to a student's major may also be used to satisfy a requirement in the media and communication minor. A grade point average of 2.00 is required of courses taken in residence in the minor.

## Minor in Journalism

COMM 100	Introduction to Mass Communication	(3)
COMM 295	Multimedia Writing	(3)
COMM 301	Journalism I: Newswriting & Reporting	(3)
Choose <b>three</b> :	COMM 302 Journalism II: Advanced Newswriting & Reporting	(9)
	COMM 304 Magazine Writing	
	COMM 305 News Editing	
	COMM 308 Feature Writing	
	COMM 310 Sports Reporting	
	COMM 311 Magazine Writing for Publication	
	COMM 314 News Practicum	
	COMM 336 Photo II: Media & Documentary	
	COMM 365 Broadcast Journalism I	
	COMM 366 Broadcast Journalism II	
	COMM 487 Senior Project (with Journalism focus)	
<b>Total</b>		<b>(18)</b>

**Note:** Only one course applied to a student's major may also be used to satisfy a requirement in the journalism minor. A grade point average of 2.00 is required of courses taken in residence in the minor.

## Minor in Strategic Communication

COMM 270	Introduction to Public Relations	(3)
COMM 281	Introduction to Advertising	(3)
COMM 349	Media Management & Economics	(3)
	COMM 250 Speech Comm –OR– COMM 353 Public Speaking	

Choose <b>three</b> :	(not both)	(9)
	COMM 253 Business Communication	
	COMM 267 Social Media Management	
	COMM 363 Web Analytics	
	COMM 372 Public Relations Case Studies	
	COMM 374 Non-Profit Management	
	COMM 376 Advanced PR/Integrated Marketing Communications	
	COMM 377 Advanced Media Relations	
	COMM 383 Creative Ad Writing: Print	
	COMM 384 Creative Ad Writing: Electronic	
<b>Total</b>	<b>(18)</b>	

**Note:** In general, only one course applied to a student's major may also be used to satisfy a requirement in the strategic communication minor. A grade point average of 2.00 is required of courses taken in residence in the minor. However, marketing majors who are strategic communication minors may overlap COMM 253 and COMM 270 if COMM 270 is chosen as a marketing elective option in the major.

### Recommended Progression

## B.A. Media and Communication

Recommended progression of courses **required** for a **B.A. Media and Communication major**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	COMM 100 (3)	Media Perspectives Course (3)
<b>SO</b>	COMM Elective (3) COMM 295 (3)	Visual Presentation Course (3)
<b>JR</b>	COMM 250, 353 –OR– 354 (3) COMM 322 (1)	COMM Elective (3) COMM Elective (3)
<b>SR</b>	COMM Elective (3) COMM 420 (OR Elective)* (3)	COMM Elective (3) COMM Elective* (OR 420) (3)

\*It is strongly suggested that students choose a for-credit internship (COMM 490) as one of the required six electives in the program; however completing an Internship is not mandatory.

## Courses

### **COMM-100 Intro Mass Communication (3)**

Media in the 21st century have undergone tremendous change as a result of the growth of the Internet and the rising popularity of social media and mobile technologies. In this course, students will study audiences as users and producers of content, the changes occurring within media industries, and political and legal influences within the areas of strategic communication (public relations, advertising and social media marketing), entertainment (television, video games, books, radio and music), and journalism (online, print and broadcast). At the conclusion of the course, students will be able to analyze the decisions made by media executives and policy makers while understanding how media have become more interactive and collaborative.

**Attributes:** YLIB

### **COMM-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 and are not applied to major requirements.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **COMM-205 Media Issues Contemp Cult (3)**

Students examine how all media, including video games and social networks, impact and influence the culture. Patterns of human behavior are explained and interpreted through the analysis of gathered data. The importance of the economic imperative, media theories, ethical standards, and developing new media comes under scrutiny as students determine the impact of these issues on American culture, and specifically, American democracy which depends on informed citizens.

**Attributes:** CJMP P3 YLIB

**Prerequisites:** -

### **COMM-205 P3 Media Issue Contmp Cult (3)**

Students examine how all media, including video games and social networks, impact and influence the culture. Patterns of human behavior are explained and interpreted through the analysis of gathered data. The importance of the economic imperative, media theories, ethical standards, and developing new media comes under scrutiny as students determine the impact of these issues on American culture, and specifically, American democracy which depends on informed citizens.

**Attributes:** CJMP P3 YLIB

**Prerequisites:** COMM-100 D-

### **COMM-211 P1 Celtic Film (3)**

This course examines film production in the Celtic countries of Ireland and Scotland. Students study the narrative content and formalistic qualities of film as an art form, as well as the historical and cultural contexts within which film products are created and received. Students learn how such films can not only educate, inform, and entertain, but also create representations, stereotypes, and myths that both draw from and contribute to dynamic dominant discourses about these Celtic nations. Formerly offered as: P1 Celtic Film

**Attributes:** P1 YLIB

### **COMM-211 P1 Irish & Scottish Film (3)**

This course examines film production in the Celtic countries of Ireland and Scotland. Students study the narrative content and formalistic qualities of film as an art form, as well as the historical and cultural contexts within which film products are created and received. Students learn how such films can not only

educate, inform, and entertain, but also create representations, stereotypes, and myths that both draw from and contribute to dynamic dominant discourses about these Celtic nations. Formerly offered as: P1 Celtic Film

**Attributes:** P1 YLIB

### **COMM-219 Design I (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.

**Attributes:** YLIB

### **COMM-220 P1 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 will be 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:** P1 PROD YLIB

### **COMM-231 Intro to Video Production (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.

**Attributes:** CJVP PROD YLIB

### **COMM-233 TV 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.

**Attributes:** NLIB

### **COMM-236 Photo I: 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. It 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. Students who have taken ARTS 165 may not register for this class. Cross listed with ARTS 236.

**Attributes:** CJVP YLIB

### **COMM-250 Speech Communication (3)**

An introduction to the field of human communication. Topics include interpersonal communication, small group communication, and public speaking. Equal emphasis is placed on acquiring a theoretical body of knowledge related to each topic and on practicing skills in the form of presentations, speeches, and group discussions. Not available as an audited course.

**Attributes:** STCO YLIB

### **COMM-253 Business Communication (3)**

This course develops students' abilities to improve the effectiveness of their business writing and business presentation skills. Students learn a systematic writing and editing process and apply that process to business documents, including memos, email, letters, and reports. Students also learn to prepare and deliver effective business presentations, with topics including organization, audience analysis, improving delivery skills, and the use of presentation software. Not available as an audited course.

**Attributes:** STCO YLIB

### **COMM-261 P1 Docu & Nonfiction Film (3)**

Students study various styles of documentary film, focusing on both the narrative content and aesthetic qualities of the art form, and learn how documentaries may educate, inform, persuade and coerce an audience. In addition to viewing and writing about a film each week, students also will complete an editing project (political remix or historical narrative) and create their own short documentary. Note: this course is primarily a film studies course, rather than a production course.

**Attributes:** P1 YLIB

### **COMM-261 P1 Documentary Film (3)**

Students study various styles of documentary film, focusing on both the narrative content and aesthetic qualities of the art form, and learn how documentaries may educate, inform, persuade and coerce an audience. In addition to viewing and writing about a film each week, students also will complete an editing project (political remix or historical narrative) and create their own short documentary. Note: this course is primarily a film studies course, rather than a production course.

**Attributes:** P1 PROD YLIB

### **COMM-263 Digital Media&Communities (3)**

In this course, students will practice a variety of creative and technical skills necessary to communicate with social media and mobile technologies. Digital stories will be created using video/image/voice/text leading to the production of blogs, podcasts, videos profiles and multimedia narratives. Students also will create several mobile apps. Finally, students will study professional uses of various social media sites and online advertising as a way to promote businesses, non-profits and one's personal brand. Students with credit for COMM 260 may not take this course.

**Attributes:** CJVP PROD STCO YLIB

### **COMM-263 Digital Media&Social Media (3)**

In this course, students will study the cultural development of social media and mobile technologies while completing assignments in online branding, promotion, curation and the visual analysis of online data. Students also will experiment with short video and visual ethnography, photography, and blogging, and will learn basic coding by designing and programming a mobile app (with the option of creating a video game) for Android phones.

**Attributes:** CJVP DCCO DCTM PROD STCO YLIB

**Restrictions:** Excluding: -Class: Senior

### **COMM-264 History of TV and Radio (3)**

From broadcasting to narrowcasting, this course takes students on a historical journey through the television and radio industries. It examines the technological, commercial, and artistic influences of these broadcast media through artistic, political, social, economic, and regulatory lenses. Students will analyze television's long-lasting influences from I Love Lucy to Lost, sports broadcasting's technological developments and bombastic personalities, the debatable hypocrisies of the broadcasting industry's indecency policy, the growing acceptance of post-9/11 comedy, and the unrealized potential for diversity despite increasingly fragmented niche audiences.

**Attributes:** BCST CJMP P1 YLIB

### **COMM-264 P1 History of TV and Radio (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. It examines the artistic, commercial, and technological influences of this pervasive broadcast medium through aesthetic, political, social, economic, cultural, and regulatory lenses. Students will analyze television's long-lasting influences from its "golden age" through today's post-network era. In addition to the chronological examination, the course might cover units that include sports 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. Formerly titled: P1 History of TV & Radio

**Attributes:** BCST CJMP P1 PROD YLIB

### **COMM-264 P1 Television History (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. It examines the artistic, commercial, and technological influences of this pervasive broadcast medium through aesthetic, political,

social, economic, cultural, and regulatory lenses. Students will analyze television's long-lasting influences from its golden age through today's post-network era. In addition to the chronological examination, the course might cover units that include sports 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. Formerly titled: P1 History of TV & Radio

**Attributes:** BCST CJMP P1 PROD YLIB

### **COMM-265 Cable and Cutting-Edge TV (3)**

Surveys different forms of recent television programming: broadcast, basic cable, premium cable, and new media. The course focuses on programs since the turn of the century and looks at various influences in their production, distribution, and consumption. Students will critically examine representations of diversity on television in this post-network era and understand today's TV socially, economically, politically, artistically, and televisually. They will also make educated predictions as to what the future of television might look like. In this class we will examine shows such as "The Sopranos", "The Wire", "Glee", "Mad Men", "Friday Night Lights", and more.

**Attributes:** BCST PROD YLIB

**Restrictions:** Including: -Class: Freshman

### **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.

**Attributes:** STCO YLIB

### **COMM-269 Web Design (3)**

Students design and develop websites for a variety of devices. The course focuses on HTML, cascading style sheets, and digital imaging with Adobe Photoshop. Students also learn to integrate social media within their sites. Graphic design theory, information architecture, and search engine optimization methods are discussed throughout the semester. Students with credit for COMM 369 Web Design cannot earn credit for COMM 269.

**Attributes:** ARTS CJVP YLIB

### **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.

**Attributes:** CJMP PR YLIB

### **COMM-281 Intro to Advertising (3)**

This course introduces students to the fundamentals of advertising and the role it plays today in business and marketing. Topics that are covered include: organization and operations of the advertising business; the evolution of advertising; branding; consumer behavior and market research; the creative process; and media planning and buying. Additional emphasis is placed on digital interactive media and the Internet. Students will take on advertising agency roles during the semester to create and "pitch" a complete promotional campaign.

**Attributes:** ADVE CJMP STCO YLIB ZCIV

### **COMM-290 Special Topics (3)**

This course presents a special topic in media and communication that would not regularly be offered. An example of a past topic: Radio Production and Performance. This course may be repeated once with a different topic.

**Attributes:** YLIB

### **COMM-295 Multimedia Writing (3)**

In this course students will learn to collect and process information then present it in multiple media on various platforms using modern digital technology. The course will cover differences in writing for print and



online publication, along with basic video production, online research, and use of social media for professional purposes. Integration of professionally produced media with user-generated content and use of networked digital tools to build communities of interest will be examined also.

**Attributes:** YLIB

**Prerequisites:** COMM-100 D- OR COMM-263 D-

### **COMM-301 Journalism I-News W&R (3)**

Students learn what makes events newsworthy, practice basic research and reporting skills, and gain practical experience in journalistic-style writing. In the course of discussing the reporting process, students examine the role of a free press in society and are introduced to legal and ethical concerns for journalists.

**Attributes:** YLIB

**Prerequisites:** COMM-295 Y D-

**Restrictions:** Excluding: -Class: Freshman

### **COMM-302 Journalism II:Adv News W&R (3)**

This course emphasizes practice in news reporting and writing with a strong emphasis on computer-assisted multimedia reporting skills. The course covers beat reporting, including police, courts, and local government.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

### **COMM-304 Magazine Writing (3)**

Seminar workshops in magazine-style reporting and writing. The basic skills for researching and writing magazine articles are emphasized. Writers use creative skills in producing content to appeal to specific audiences. Students learn if they have the talent, desire and dedication for a career in magazine writing.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-100 D-

### **COMM-305 Newspaper Copy Edit&Design (3)**

This course introduces students to techniques used in editing news material for print and online environments, with a strong emphasis on word editing: use of correct grammar, punctuation, style, and content editing. Students also learn about headline writing, photo editing, caption writing, and basics of page design for print and online presentation.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

### **COMM-305 News Editing (3)**

This course introduces students to techniques used in editing news material for print and online environments, with a strong emphasis on word editing: use of correct grammar, punctuation, style, and content editing. Students also learn about headline writing, photo editing, caption writing, and basics of page design for print and online presentation.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

### **COMM-308 Feature Writing (3)**

Examines enterprise reporting and writing techniques used in developing entertainment features and news features. Students write profiles; columns, editorials, and reviews; and news enterprise stories.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

### **COMM-309 Desktop Publication Dsgn (3)**

Students will learn about graphic design by utilizing its elements and principles while working in the software application Adobe InDesign?. Students will learn the creative process, as well as the mechanical process in order to communicate general concepts and specific messages. An emphasis on typography, color, alignment, balance and unity will teach students how to recognize and create successful page architecture and other design basics, such as logos, business cards, advertisements and brochures. Students will gain an appreciation for how the visual world surrounds them in everyday life. Instruction includes design theory, lecture/demonstration, and a lab component. Students should have basic familiarity with Mac OS X operations.

**Attributes:** CJVP PROD YLIB

### **COMM-309 Design & Publishing (3)**

Students will learn about graphic design by utilizing its elements and principles while working in the software application Adobe InDesign. Students will learn the creative process, as well as the mechanical process in order to communicate general concepts and specific messages. An emphasis on typography, color, alignment, balance and unity will teach students how to recognize and create successful page architecture and other design basics, such as logos, business cards, advertisements and brochures. Students will gain an appreciation for how the visual world surrounds them in everyday life. Instruction includes design theory, lecture/demonstration, and a lab component. Students should have basic familiarity with Mac OS X operations.

**Attributes:** ARTS CJVP YLIB

### **COMM-310 Sports Reporting (3)**

A course in sports journalism that emphasizes interviewing and reporting. Coursework includes several out-of-class assignments and some deadline, in-class assignments. Guest speakers who are professionals in the field discuss various aspects of sports reporting. Students study differences in writing for print and online environments.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

### **COMM-311 Magazine Writ for Publicat (3)**

This course helps students develop skills needed for freelance magazine article writing. In addition to an overview of magazine writing techniques, students are guided through handling submissions and dealing with contractual agreements. They also use the Internet as a research, writing, and marketing source.

**Attributes:** JRNL YLIB

**Prerequisites:** ENGL-251 D-

### **COMM-314 Newspaper Practicum (3)**

Students work in a laboratory setting to write news for campus media in the print, broadcast, and online environments. Maybe taken for credit twice, earning a total of 6 credits.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

### **COMM-314 News Practicum (3)**

Students work in a laboratory setting to write news for campus media in the print, broadcast, and online environments.

Course may be taken only once for credit.

**Attributes:** JRNL YLIB ZEXL

**Prerequisites:** COMM-301 D-

### **COMM-314 News Practicum (3)**

Students work in a laboratory setting to write news for campus media in the print, broadcast, and online environments.

Course may be taken only once for credit.

**Attributes:** JRNL YLIB ZEXL

**Prerequisites:** COMM-295 D-

### **COMM-319 Design II (3)**

This course continues the exploration of principles and techniques in graphic design. The importance of strong conceptual skills and audience-based solutions will be the focus of classroom lectures, discussions and student projects. Those projects will explore design concepts for branding, advertising and marketing communications in the professional world. Students will have the opportunity to increase their knowledge and expertise in professional design software programs for print and digital media. Industry professionals may also come into class to speak and provide valuable student feedback.

**Attributes:** YLIB

**Prerequisites:** COMM-219 D- OR COMM-309 D-

### **COMM-322 COMM Careers 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.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **COMM-323 Screenwriting (3)**

This course examines the screenplay in film and television 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 works from film and television, students will develop original stories, write scenes, and complete scripts (for TV series and/or movies) by the end of the semester.

**Attributes:** ARTS YLIB

**Restrictions:** Excluding: -Class: Freshman

### **COMM-326 Media Literacy (3)**

This course focuses on developing the ability to access, analyze, evaluate, and deconstruct information through a variety of mass media forms and technologies. Media literacy is explored by learning to isolate

social cliches, differentiate analysis from propaganda, identify a stereotype, distinguish fact from "hype", and identify important news from routine coverage. Critical-thinking skills involving media presentations are developed through a practical hands-on approach, research, and past analysis by media scholars.

**Attributes:** CJMP YLIB

### **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.

Graded S/U.

**Attributes:** YLIB

**Prerequisites:** COMM-231 D- OR COMM-261 D- OR COMM-264 D- OR ENGL-268 D-

**Restrictions:** Excluding: -Class: Freshman

### **COMM-332 Television Production (0 OR 3)**

This course builds on the video production techniques taught in COMM 231 and applies them to one of the most popular and pervasive media: television. Students will learn the various forms of prime time television production, including multiple-camera, single-camera, and hybrid. At the beginning of the semester, students will critically analyze their favorite shows and then re-create scenes from them. Then they will then pitch their own original television program and produce episodes in which they will write, cast, direct, shoot, perform, and edit. In different semesters, students may have the opportunity to manage social media for an academic conference in New York City, where they will also network with industry professionals and explore career opportunities.

**Attributes:** CJVP PROD YLIB

**Prerequisites:** COMM-231 D-

### **COMM-332 Television Production (3)**

This course builds on the video production techniques taught in COMM 231 and applies them to one of the most popular and pervasive media: television. Students will learn the various forms of prime time television production, including multiple-camera, single-camera, and hybrid. At the beginning of the semester, students will critically analyze their favorite shows and then re-create scenes from them. Then they will then pitch their own original television program and produce episodes in which they will write, cast, direct, shoot, perform, and edit. In different semesters, students may have the opportunity to manage social media for an academic conference in New York City, where they will also network with industry professionals and explore career opportunities.

**Attributes:** CJVP PROD YLIB

**Prerequisites:** COMM-231 D-

### **COMM-334 Photography for the Media (3)**

This course explores the use of photography and photographic images in the mass media. In addition to basic composition and design concepts, the emotional and visual elements that make for interesting photos will be explored. This is accomplished by taking photographs, and viewing classmate' work and the portfolios of established photographers. A commitment to participate in class discussions in order to increase understanding is required. Playful exploration and curious observation will be encouraged. Students shoot assignments during the semester using a digital camera (which must be provided by the student). The course includes instruction in Photoshop and an exploration of the use of photos in digital media.

**Attributes:** CJVP JRNL PROD YLIB

### **COMM-336 Photo II:Media&Documentary (3)**

This course will focus on photojournalism and documentary photography, with a focus on image-based storytelling. Students will practice public relations & advertising photography, including the creation of images for web and mobile devices. Students should be familiar with photographic composition and the use of an SLR camera and have experience using Photoshop. Students are encouraged to have their own digital SLR camera by the first class. A few will be available for loan. Students who have earned credit for COMM 334 may not register for this class. Cross listed with ARTS 336.

**Attributes:** CJVP YLIB

**Prerequisites:** ARTS-165 D- OR (ARTS-236 D- OR COMM-236 D-)

### **COMM-337 Acting for the Screen (1)**

This course provides students the opportunity to learn techniques related to acting in front of the camera. Students will be assigned a role(s) in one or more productions and will be expected to develop their characters, learn their lines, and be available for shoots outside of class time. Permission of instructor is required, pending a successful audition.

**Attributes:** YLIB

### **COMM-346 Media Law (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.

**Attributes:** CJMP YLIB

### **COMM-347 P3 Internat'l Comm & Media (3)**

This course provides an introduction to international and global communication in the modern age. It introduces students to the external influences on, and the internal structures of, various global media systems and selected industries (e.g., newspapers, television, government communications, the Internet). Attention is given to the impact of newspapers, radio, television, film, and new media on global society. The course also examines a variety of issues that transcend national boundaries, such as discrepancies in information and entertainment flow among nations, globalization of the culture industries, the role of media in war and peace, and the tensions between commercial and non-commercial broadcasting.

**Attributes:** CJMP ISFS P3 YLIB

### **COMM-349 Media Management & Econ (3)**

Students will learn the basic economic principles that underlie media operations such as firm organization and industry structure, interpret how those characteristics affect business operations, and evaluate how those business issues affect the performance of media firms. This course includes fundamentals of interpreting financial statements (earnings statement, balance sheet) and principles behind them such as gross and net revenue, earnings, and costs. Management principles such as project planning and direction are also addressed.

**Attributes:** STCO YLIB

### **COMM-352 Group Dynamics (3)**

A theoretical and practical course that 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. Cross-listed with PSYC 352.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **COMM-353 Public Speaking (3)**

This course develops a student's ability to research, prepare, and deliver effective presentations before a variety of groups, particularly in educational, business, and professional settings. Students study rhetorical theory, prepare and present their own speeches, use presentation software, deliver team presentations, and evaluate the presentations of others. Not available as an audited course.

**Attributes:** YLIB

### **COMM-354 Interviewing (3)**

This course provides an in-depth study of the interviewing process, from the perspective of both the interviewer and the interviewee. Students study effective interviewing techniques and participate in a variety of interviews, including informational interviews, employment interviews, and appraisal interviews. This course is applicable to students in all fields of study. Not available as an audited course.

**Attributes:** YLIB ZCIV

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** ARTS YLIB

**Prerequisites:** COMM-231 D-

### **COMM-362 Interactive Media Design (3)**

Students apply effective information design to the creation of web-based animations, banner ads, data visualizations, newsgames, museum exhibits and interactive documentaries. Projects will require the use of Flash, HTML5 Canvas and jQuery programming.

**Attributes:** YLIB

**Prerequisites:** COMM-269 D- OR COMM-369 D- OR CSCI-158 D- OR DIGC-158 D- OR CSCI-161 D- OR DIGC-371 D-

### **COMM-362 Interactive Media Design (3)**

Students apply effective information design to the creation of web-based animations, banner ads, data visualizations, newsgames, museum exhibits and interactive documentaries. Projects will require the use of Flash, HTML5 Canvas and jQuery programming.

**Attributes:** ARTS YLIB

**Prerequisites:** COMM-269 D- OR COMM-369 D- OR CSCI-158 D- OR DIGC-158 D- OR CSCI-161 D- OR DIGC-371 D-

### **COMM-363 Web&Social Media Analytics (3)**

Web Analytics introduces students to quantitative techniques to measure and evaluate audiences that use interactive media. The course will cover search engine optimization and tools used to collect and analyze web metrics. (Formerly titled Web &Social Media Analytics)

**Attributes:** STCO YLIB

### **COMM-363 Web Analytics (3)**

Web Analytics introduces students to quantitative techniques to measure and evaluate audiences that use interactive media. The course will cover search engine optimization and tools used to collect and analyze web metrics. (Formerly titled Web &Social Media Analytics)

**Attributes:** STCO YLIB

### **COMM-365 Broadcast Performance (3)**

This course concentrates on the written and vocal skills and techniques of radio and television announcing and overall performance before the microphone and camera along with the writing, reporting, and delivery of news for radio and television from a field-reporting perspective. Students participate in the preparation and production of radio and television news packages.

**Attributes:** BCST YLIB

**Prerequisites:** COMM-100 D- AND COMM-295 D-

### **COMM-365 Broadcast Journalism I (3)**

This course concentrates on the written and vocal skills and techniques of radio and television announcing and overall performance before the microphone and camera along with the writing, reporting, and delivery of news for radio and television from a field-reporting perspective. Students participate in the preparation and production of radio and television news packages.

**Attributes:** BCST YLIB

**Prerequisites:** COMM-100 D- AND COMM-295 D-

### **COMM-366 Broadcast Journalism (3)**

This course extends and builds upon the broadcast journalism field reporting techniques covered in COMM 365 and adds a production component in which students will learn how create a studio-based newscast.

**Attributes:** BCST JRNL YLIB

**Prerequisites:** COMM-365 D-

### **COMM-366 Broadcast Journalism II (3)**

This course extends and builds upon the broadcast journalism field reporting techniques covered in COMM 365 and adds a production component in which students will learn how create a studio-based newscast.

**Attributes:** BCST JRNL YLIB

**Prerequisites:** COMM-365 D-

### **COMM-367 Intro to the New Media (3)**

Interactivity, collaboration, and content creation by formerly passive audiences are leading to profound changes in the experience of media and the nature of human communication. In this course, students examine how media industries have altered their economic strategies and their means of reaching audiences, with some emphasis on the growing significance of gaming in both recreational and professional settings. Students also study the effects of emerging media technologies on governments, political movements and practices in K-16 education. Finally, the class explores sociological and psychological issues surrounding online identity, redefinitions of gender and race in virtual environments, cyborg theories, and new definitions of private and public spaces.

**Attributes:** CJMP YLIB

**Restrictions:** Excluding: -Class: Freshman

### **COMM-367 Emergent Media&Web Culture (3)**

Interactivity, collaboration, and content creation by formerly passive audiences are leading to profound changes in the experience of media and the nature of human communication. This discussion-driven seminar will require students to critically analyze both full-length texts and scholarly articles as a means to study themes related to new media and digital cultures, resulting in the production of several papers, both

traditional and multimodal. Possible themes include: big data and advertising; the economics of digital media; new media art; disability, gender and race in online environments; cyborg theories; redefinitions of private and public spaces; and social media and activism.

**Attributes:** CJMP YLIB

**Restrictions:** Excluding: -Class: Freshman

### **COMM-369 Web Design (3)**

Students design and develop sites for the World Wide Web. The course focuses on HTML, cascading style sheets, and digital imaging with Adobe Photoshop. Students learn to integrate social media within web pages. Graphic design theory, information architecture, and search engine optimization methods also are discussed throughout the semester. Cross-listed with APIT 369.

**Attributes:** CJVP DCCO DCTM MUST PROD YLIB

### **COMM-372 PR Case Studies (3)**

A study of the functions, processes, and problems in the practice of organizational public relations, paying particular attention to media relations. Students learn about creating successful public relations campaigns through a combination of hands-on research with local companies and a review of national programs.

**Attributes:** PR STCO YLIB

**Prerequisites:** COMM-270 D-

### **COMM-374 Nonprofit Organization (3)**

American philanthropy, special event planning, cause-related marketing, and current issues facing nonprofits are explored. Students focus on critical reading, speaking, listening, and professional writing skills in addition to the creative and budgeting processes of event planning and fundraising in a nonprofit setting. Students design a hierarchy of giving leading to a fundraising strategy based on a socioeconomic model. Corporate perspectives and individual motivations for giving are also examined.

**Attributes:** PR STCO YLIB ZCIV

**Prerequisites:** COMM-270 D- OR ARTS-228D D- OR MSTD-228D D-

**Restrictions:** Excluding: -Class: Freshman

### **COMM-374 The Nonprofit Organization (3)**

American philanthropy, special event planning, cause-related marketing, and current issues facing nonprofits are explored. Students focus on critical reading, speaking, listening, and professional writing skills in addition to the creative and budgeting processes of event planning and fundraising in a nonprofit setting. Students design a hierarchy of giving leading to a fundraising strategy based on a socioeconomic model. Corporate perspectives and individual motivations for giving are also examined.

**Attributes:** PR STCO YLIB ZCIV

**Prerequisites:** COMM-270 D- OR ARTS-228D D- OR MSTD-228D D-

**Restrictions:** Excluding: -Class: Freshman

### **COMM-375 Public Relations in Sports (3)**

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 analyzing emerging trends. Course includes the practical application of social media in promoting athletes, coaches and teams through the creation of a student e-portfolio. Cross-listed with SPST 375.



**Attributes:** PR SPHR YLIB

**Prerequisites:** COMM-253 Y D- OR COMM-270 Y D-

**Restrictions:** Excluding: -Class: Freshman

**COMM-375 Sport and Social Media (3)**

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 analyzing emerging trends. Course includes the practical application of social media in promoting athletes, coaches and teams through the creation of a student e-portfolio. Cross-listed with SPST 375.

**Attributes:** PR SPHR YLIB

**Prerequisites:** COMM-253 Y D- OR COMM-270 Y D-

**Restrictions:** Excluding: -Class: Freshman

**COMM-376 Adv PR/IMC Writing (3)**

This course is designed to prepare students for the practice of public relations within an Integrated Marketing Communications (IMC) setting. Students are challenged to consider how they would deliver the best return on investment with a communication budget and to think managerially and tactically to produce positive communication outcomes with various tools ranging from traditional press releases, special events, and advertisements to emerging web-based applications of IMC. Recommended prerequisite: COMM 301.

**Attributes:** PR STCO YLIB

**Prerequisites:** COMM-270 D- AND COMM-281 D-

**COMM-377 Advanced 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

**Prerequisites:** COMM-270 D-

**COMM-381 Ad Portfolio Development (3)**

Students will develop a formal means to present spec ads they create based on brand strategy. They will combine concept and original design to develop and present a personal vision of their work.

**Attributes:** YLIB

**Prerequisites:** COMM-281 D- OR COMM-383 D- OR COMM-384 D-

**COMM-383 Creative Ad Writing-Print (3)**

This course covers the basic concepts, principles and techniques of writing and designing for advertising, including creative strategy, preparation of copy, and basic construct for all print ads, including billboard, magazine, newspaper, and guerilla (kiosks, buses, etc.,) formats. Students prepare a portfolio of their work consisting of 12 to 15 print ads and campaigns.

**Attributes:** ADVE STCO YLIB

**Prerequisites:** COMM-100 D-

**COMM-384 Creative AdWrit:Electronic (3)**

This course covers advanced copywriting techniques and emphasizes work in the broadcast media. Students write several advertisements for their portfolios. This course, which is intended for students seriously interested in advertising careers, emphasizes development of creative strategy as well as specific practical skills.

**Attributes:** ADVE STCO YLIB

**Prerequisites:** COMM-100 D-

**COMM-420 Senior Seminar (3)**

Students examine the nature and function of communication theory as it applies to the study of mass communication. Emphasis is placed on the study of theories and models in applied settings and the process of communication research.

**Attributes:** YLIB

**Prerequisites:** COMM-100 D- AND COMM-295 D- AND COMM-322 D-

**Restrictions:** Including: -Major: Communication/Journalism -Class: Junior, Senior

**COMM-420 Communication Seminar (3)**

Students examine the nature and function of communication theory as it applies to the study of mass communication. Emphasis is placed on the study of theories and models in applied settings and the process of communication research.

**Attributes:** YLIB

**Prerequisites:** COMM-100 D- AND COMM-295 D- AND COMM-322 D-

**Restrictions:** Including: -Major: Communication/Journalism, Media and Communication -Class: Junior, Senior

**COMM-431 Advanced Video Production (0 OR 3)**

Students will build on what they have learned from their prior production courses and tell stories with digital video in more "real world" contexts. Some semesters may offer collaborations with students from classes in other departments, a professional development trip to New York City in which students will network with industry professionals and manage social media for an academic conference, and service-learning opportunities to produce videos for community partners with digital media needs. Students will edit short-form videos, which include movie trailers, commercials, and public service announcements, and produce demo reels that they can use to as a portfolio for securing jobs and internships.

**Attributes:** CJVP DCCC PROD YLIB

**Prerequisites:** COMM-231 D-

**COMM-431 Advanced Video Production (3)**

Students will build on what they have learned from their prior production courses and tell stories with digital video in more "real world" contexts. Some semesters may offer collaborations with students from classes in other departments, a professional development trip to New York City in which students will network with industry professionals and manage social media for an academic conference, and service-learning opportunities to produce videos for community partners with digital media needs. Students will edit short-form videos, which include movie trailers, commercials, and public service announcements, and produce demo reels that they can use to as a portfolio for securing jobs and internships.

**Attributes:** CJVP DCCC PROD YLIB

**Prerequisites:** COMM-231 D-

**COMM-464 Broadcast Programming (3)**

A comprehensive examination of the programming strategies employed in the radio and television industries. Special emphasis is placed on program acquisition, scheduling, financing, and the role of first-run and off-network television syndication.

**Attributes:** BCST YLIB

**Prerequisites:** COMM-264 D-

**COMM-468 Advanced Web Design (3)**

Students create interactivity with Javascript and dynamic sites using PHP and MySQL while designing a site for a small business or nonprofit. Students will apply interface design theories and conduct usability testing during this process.

**Attributes:** CJVP YLIB ZCIV

**Prerequisites:** (COMM-269 D- OR COMM-369 D-) AND (COMM-362 D- OR CSCI-158 D- OR DIGC-158 D- OR CSCI-161 D- OR DIGC-259 D- OR ARTS-259 D- OR DIGC-371 D-)

**COMM-469 Canadian Media & Internet (1)**

Students prepare a group presentation to be given at the Horseshoe Alliance Student Conference at Brock University. Permission of the instructor is required to register.

**Attributes:** YLIB

**Prerequisites:** COMM-367 D-

**COMM-470 IMC Firm Practicum (1)**

Students who are selected to run the College's IMC firm will produce original work for clients in the Greater Rochester area in order to gain practical experience. The number of for-credit enrollments is limited, but this one-credit course can be repeated up to three times for credit. Graded S/U. Permission of the instructor is required to register.

**Attributes:** YLIB ZCIV ZEXL

**COMM-472 Advanced PR Programs&Mgmt (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 and advertising campaigns. Students focus on the concepts and skills of developing relationships with public relations clients and professionals.

Additional fee of \$150 is required for the optional fieldtrip.

**Attributes:** PR YLIB

**Prerequisites:** COMM-270 C

**Restrictions:** Including: -Class: Junior, Senior

**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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** 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.

**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.

Students receive hands-on work experience with JAY Advertising client assignments or JAY internal projects. For the semester project, students will work in teams to represent a mini-agency and will effectively manage a JAY project from identifying a problem to executing a solution.

After the first week, class will be held at Jay Advertising and students will be responsible for their own transportation to the Linden Oaks location two miles from campus.

**Prerequisites:** COMM-281 D-

**Restrictions:** Including: -Class: Junior, Senior

**COMM-487 Senior Project (3)**

The senior project in the Department of Media and Communication offers majors and minors 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, 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. The project culminates in a public presentation of the student's work. Permission of the instructor is required to register.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Senior

**COMM-488 Media Management Practicum (3)**

Students will assume leadership roles in projects under the auspices of PRIMA, Fisher's student-run public relations firm. They will also visit local organizations to explore the culture and practices of profit and non-profit companies with a focus on the media management profession.

**Attributes:** YLIB

**Prerequisites:** COMM-270 D-

**COMM-489 Speech Practicum (1)**

This one-credit speech consultant practicum is available for students who are selected as speech consultants staffing the Presentation Assistance Service (PAS) peer tutoring center. The number of for-credit enrollments is limited, but the course may be repeated up to three times for credit. Permission of

instructor required to register. Graded S/U.

**Attributes:** YLIB ZEXL

### **COMM-490 Internship (1 TO 3)**

This course allows qualified students to gain professional experience in the field of Communication/Journalism. The department maintains a list of internships in the Rochester area, or students may find their own internships. Interns generally work 10 to 12 hours a week and complete additional departmental requirements. Summer and out-of-town internships are also offered. More information is available from the internship director. Students are limited to a maximum of two internships for credit. Not open to first-semester transfer students. Permission of the internship coordinator is required to register.

**Attributes:** YLIB ZCIV ZEXL

**Restrictions:** Including: -Major: Communication/Journalism, Media and Communication, Media Management -Class: Junior, Senior

### **COMM-491 Internship (1 TO 3)**

This course allows qualified students to gain professional experience in media and communication related fields during the summer. Interns work on-site in a media organization and complete additional departmental requirements. More information is available from the internship director. This summer experience does not count against the general limit of two internships for credit, but the credit earned cannot be applied toward the major and must count as general elective credit. Not open to first-semester transfer students. Permission of the internship director is required to register. Course credit does not count toward the Communication/Journalism or Media Management major.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Communication/Journalism, Media Management -Class: Junior, Senior

### **COMM-491 Summer Internship (1)**

This course allows qualified students to gain professional experience in media and communication related fields during the summer. Interns work on-site in a media organization and complete additional departmental requirements. More information is available from the internship director. This summer experience does not count against the general limit of two internships for credit, but the credit earned cannot be applied toward the major and must count as general elective credit. Not open to first-semester transfer students. Permission of the internship director is required to register.

Credit for COMM 491 cannot count toward the Communication/Journalism or Media Management major.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Communication/Journalism, Media and Communication, Media Management -Class: Junior, Senior

### **COMM-492 Television Practicum (1)**

An independent study that enables students to produce weekly television programming for the Campus Cable Network. Students work independently to produce various programming with assistance from faculty advisors. May be repeated for a total of three credits. Permission of the instructor is required to register.

**Attributes:** YLIB ZCIV ZEXL

### **COMM-495 College Newspaper Mgmt (1)**

This one-credit course is offered to students who assume the responsibilities of managing editor of the student newspaper, The Cardinal Courier. Students periodically meet with the instructor to discuss newspaper design, layout, editing, use of photos and graphics, and the logistics of college newspaper production. Not to be used as a major elective. May be taken up to three times for credit. Graded S/U. Permission of the department chair is required to register.

**Attributes:** YLIB ZEXL

**COMM-496 Adv College Newspaper Mgmt (1)**

This one-credit course is offered to students who assume the responsibilities of editor-in-chief of the student newspaper, the "Cardinal Courier." Students periodically meet with the instructor to discuss newspaper design, layout, editing, use of photos and graphics, and the logistics of college newspaper production. Graded S/U. Permission of the instructor is required to register.

**Attributes:** YLIB

**COMM-497 Independent Study (1 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.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Communication/Journalism, Media and Communication

# Media Management

## Overview

Jeremy Sarachan, *Chair*

Douglas Bicket, Mary Loporcaro, Jack Rosenberry,\* Arien Rozelle, Ronen Shay, Todd Sodano, Lauren A. Vicker

*\*On leave, Spring 2016*

St. John Fisher College's Department of Media and Communication (formerly Communication/Journalism) offers two degrees — a Bachelor of Science in **Media Management** and a Bachelor of Arts in **Media and Communication** — and is closely affiliated with the interdisciplinary **Digital Cultures and Technologies** program.

The Media Management program is a convergence of public relations, advertising, marketing, and business. Combining communication theory with practical experience, students learn how to research and write effectively across various media platforms, how to produce messages using multimedia, and how to prepare and deliver effective presentations. The media management curriculum emphasizes an understanding of how media influences society and history, and helps students develop the skills needed to create professional messages that inform, persuade, and entertain. In doing so, it seeks to blend business acumen with a conceptual understanding of media messages and skills necessary to produce those messages, to prepare students for careers that involve media project oversight, direction and management.

With a focus on persuasive communication that integrates public relations, advertising, and marketing, the media management curriculum teaches students to:

- Produce messages effectively across various media platforms
- Prepare and deliver effective oral presentations

Outside of the classroom, media management students build their skills with a wide range of extracurricular and co-curricular activities including the Public Relations Student Society of America (PRSSA) and PRIMA, a student-run public relations firm.

Transfer students are welcome to the department and the program.

## The Washington Experience: Fisher Semester in Washington

Media and communication majors may take advantage of The Washington Experience, a semester in Washington, D.C. Please refer to [The Washington Experience](#) for details.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Students will develop the traditional and emerging communication skills necessary for future careers in the field.

- Demonstrate creative ability to communicate in ways that audiences will pay attention to, understand, believe, remember and act on. (CW 3)
- Display skill in presentation delivery, audience response, and follow-up (CW 3, 5)

Goal #2 Students will have the essential skills and knowledge of business in order to manage and direct projects within an organization.

- Describe and demonstrate criteria for effective and creative marketing communications (CW 3, 5)
- Understand and effectively apply strategic communications planning processes, problem-solving strategies and operational techniques. (CW 1, 5)
- Articulate and explain ethical principles of persuasion, honesty, and privacy, and engage in

- behaviors that demonstrate a commitment to adhering to these principles (CW 2&4)
- Design, carry out, and analyze professional-quality projects using current communication and media technologies to address client needs related to marketing, advocacy and/or reputation management. (CW5, 6)

Goal #3 Students will be proficient understanding and analyzing pertinent numerical and financial data.

- Demonstrate an understanding of how and why organizations function the way they do, and the importance of financially oriented, data-driven decision making within them. (CW5)

## Program Requirements

### Media Management Bachelor of Science Requirements

Program requirements include a series of fundamental courses in both communication and business principles; a set of "extension" courses allowing for more in-depth exploration of specific areas such as public relations, advertising, or marketing; and a capstone sequence that includes a practicum experience (which may be repeated for credit):

<b>Communication Fundamentals (all required)</b>		<b>(22)</b>
COMM 100	Intro to Mass Communication	
Choose <b>one</b> :	COMM 250 Speech Communication	
	COMM 353 Public Speaking	
COMM 253	Business Communication	
COMM 267	Social Media Management	
COMM 270	Introduction to Public Relations	
COMM 281	Introduction to Advertising	
COMM 295	Multimedia Writing	
COMM 322	COMM Careers Seminar (1)	
<b>Business Fundamentals (all required)</b>		<b>(12)</b>
COMM 349	Media Management & Economics	
COMM 363	Web Analytics	
MKTG 221	Marketing Principles	
MKTG 324	Marketing Research	
<b>Statistics Course</b>		<b>(3)</b>
Choose <b>one</b> :	STAT 160 P4 Quantitative Methods for Social Research	
	ECON 221 SQ Statistics I	
<b>Advanced Communication and Marketing Courses</b>		<b>(15)</b>
	COMM 372 PR Case Studies	



Choose <b>five</b> .*	COMM 374 The Nonprofit Organization	
	COMM 376 Advanced PR/IMC Writing	
	COMM 377 Advanced Media Relations	
	COMM 383 Creative Advertising Writing: Print	
	COMM 384 Creative Advertising Writing: Electronic	
	MKTG 325 Promotion Management	
	MKTG 327 Buyer Behavior	
	MKTG 344 Personal Selling	
	MKTG 418 Business-to-Business Marketing	
	MKTG 415 Internet Marketing	
<b>Visual Design Course</b>		<b>(3)</b>
Choose <b>one</b> :	COMM 231 Intro to Video Production	
	COMM 269 Web Design	
	COMM 309 Design and Publishing	
<b>Capstone Sequence (all required)</b>		<b>(9)</b>
COMM 472	Advanced PR Programs and Management	
COMM 488	Media Management Practicum	
One additional COMM elective at 300-level or above, including option of repeating practicum for additional credit. COMM 490 Internship will also fulfill this requirement		
<b>Total</b>		<b>(64)</b>

\*No more than four Marketing courses total may be taken for the major and no more than two MKTG course may be taken to satisfy the Advanced Communication and Marketing course requirement.

**For students majoring in Media Management, all required and elective courses are included in the determination of the grade point average in the major. A minimum of 33 major credits must be taken in residence at St. John Fisher College.**

Students working toward a B.S. in Media Management are not eligible to earn a minor in Marketing or any minors within the Media and Communication Department.

### Recommended Progression

## B.S. Media Management

Recommended progression of courses **required** for a **B.S. Media Management major**. Students should consult *Core Requirements* for a complete description of the College's Core.

FALL

SPRING

<b>FR</b>	COMM 270 (3)	DIGC 267 (3) COMM 281 (3)
<b>SO</b>	COMM 253 (3) COMM 295 (3) MKTG 221 (3)	COMM 250 (3) Adv. COMM/MKTG credits (3)* STAT 160 – <b>OR</b> – ECON 221 (3)
<b>JR</b>	COMM 349 (3) COMM 363 (3) Adv. COMM/MKTG credits (3)*	General Media Course (3) MKTG 324 (3) Adv. COMM/MKTG credits (3)*
<b>SR</b>	COMM 488 (3) Adv. COMM/MKTG credits (3)* Visual Design Course (3)	COMM 472 (3) Capstone Elective (including COMM 488 again or COMM 490) (3) Adv. COMM/MKTG credits (3)*

*\*No more than two marketing courses may be taken from the Advanced Communication/Marketing electives.*

## Courses

### **COMM-100 Intro Mass Communication (3)**

Media in the 21st century have undergone tremendous change as a result of the growth of the Internet and the rising popularity of social media and mobile technologies. In this course, students will study audiences as users and producers of content, the changes occurring within media industries, and political and legal influences within the areas of strategic communication (public relations, advertising and social media marketing), entertainment (television, video games, books, radio and music), and journalism (online, print and broadcast). At the conclusion of the course, students will be able to analyze the decisions made by media executives and policy makers while understanding how media have become more interactive and collaborative.

**Attributes:** YLIB

### **COMM-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 and are not applied to major requirements.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **COMM-205 Media Issues Contemp Cult (3)**

Students examine how all media, including video games and social networks, impact and influence the culture. Patterns of human behavior are explained and interpreted through the analysis of gathered data. The importance of the economic imperative, media theories, ethical standards, and developing new media comes under scrutiny as students determine the impact of these issues on American culture, and specifically, American democracy which depends on informed citizens.

**Attributes:** CJMP P3 YLIB

**Prerequisites:** -

### **COMM-205 P3 Media Issue Contmp Cult (3)**

Students examine how all media, including video games and social networks, impact and influence the culture. Patterns of human behavior are explained and interpreted through the analysis of gathered data. The importance of the economic imperative, media theories, ethical standards, and developing new media comes under scrutiny as students determine the impact of these issues on American culture, and specifically, American democracy which depends on informed citizens.

**Attributes:** CJMP P3 YLIB

**Prerequisites:** COMM-100 D-

### **COMM-211 P1 Celtic Film (3)**

This course examines film production in the Celtic countries of Ireland and Scotland. Students study the narrative content and formalistic qualities of film as an art form, as well as the historical and cultural contexts within which film products are created and received. Students learn how such films can not only educate, inform, and entertain, but also create representations, stereotypes, and myths that both draw from and contribute to dynamic dominant discourses about these Celtic nations. Formerly offered as: P1 Celtic Film

**Attributes:** P1 YLIB

### **COMM-211 P1 Irish & Scottish Film (3)**

This course examines film production in the Celtic countries of Ireland and Scotland. Students study the narrative content and formalistic qualities of film as an art form, as well as the historical and cultural contexts within which film products are created and received. Students learn how such films can not only educate, inform, and entertain, but also create representations, stereotypes, and myths that both draw from and contribute to dynamic dominant discourses about these Celtic nations. Formerly offered as: P1 Celtic Film

**Attributes:** P1 YLIB

### **COMM-219 Design I (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.

**Attributes:** YLIB

### **COMM-220 P1 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 will be 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:** P1 PROD YLIB

### **COMM-231 Intro to Video Production (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.

**Attributes:** CJVP PROD YLIB

### **COMM-233 TV 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.

**Attributes:** NLIB

### **COMM-236 Photo I: 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. It 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. Students who have taken ARTS 165 may not register for this class. Cross listed with ARTS 236.

**Attributes:** CJVP YLIB

### **COMM-250 Speech Communication (3)**

An introduction to the field of human communication. Topics include interpersonal communication, small group communication, and public speaking. Equal emphasis is placed on acquiring a theoretical body of knowledge related to each topic and on practicing skills in the form of presentations, speeches, and group discussions. Not available as an audited course.

**Attributes:** STCO YLIB

### **COMM-253 Business Communication (3)**

This course develops students' abilities to improve the effectiveness of their business writing and business presentation skills. Students learn a systematic writing and editing process and apply that process to business documents, including memos, email, letters, and reports. Students also learn to prepare and deliver effective business presentations, with topics including organization, audience analysis, improving delivery skills, and the use of presentation software. Not available as an audited course.

**Attributes:** STCO YLIB

### **COMM-261 P1 Docu & Nonfiction Film (3)**

Students study various styles of documentary film, focusing on both the narrative content and aesthetic qualities of the art form, and learn how documentaries may educate, inform, persuade and coerce an audience. In addition to viewing and writing about a film each week, students also will complete an editing project (political remix or historical narrative) and create their own short documentary. Note: this course is primarily a film studies course, rather than a production course.

**Attributes:** P1 YLIB

### **COMM-261 P1 Documentary Film (3)**

Students study various styles of documentary film, focusing on both the narrative content and aesthetic qualities of the art form, and learn how documentaries may educate, inform, persuade and coerce an audience. In addition to viewing and writing about a film each week, students also will complete an editing project (political remix or historical narrative) and create their own short documentary. Note: this course is primarily a film studies course, rather than a production course.

**Attributes:** P1 PROD YLIB

### **COMM-263 Digital Media&Communities (3)**

In this course, students will practice a variety of creative and technical skills necessary to communicate with social media and mobile technologies. Digital stories will be created using video/image/voice/text leading to the production of blogs, podcasts, videos profiles and multimedia narratives. Students also will create several mobile apps. Finally, students will study professional uses of various social media sites and online advertising as a way to promote businesses, non-profits and one's personal brand. Students with credit for COMM 260 may not take this course.

**Attributes:** CJVP PROD STCO YLIB

### **COMM-263 Digital Media&Social Media (3)**

In this course, students will study the cultural development of social media and mobile technologies while completing assignments in online branding, promotion, curation and the visual analysis of online data. Students also will experiment with short video and visual ethnography, photography, and blogging, and will learn basic coding by designing and programming a mobile app (with the option of creating a video game) for Android phones.

**Attributes:** CJVP DCCO DCTM PROD STCO YLIB

**Restrictions:** Excluding: -Class: Senior

### **COMM-264 History of TV and Radio (3)**

From broadcasting to narrowcasting, this course takes students on a historical journey through the television and radio industries. It examines the technological, commercial, and artistic influences of these broadcast media through artistic, political, social, economic, and regulatory lenses. Students will analyze television's long-lasting influences from I Love Lucy to Lost, sports broadcasting's technological developments and bombastic personalities, the debatable hypocrisies of the broadcasting industry's indecency policy, the growing acceptance of post-9/11 comedy, and the unrealized potential for diversity despite increasingly fragmented niche audiences.

**Attributes:** BCST CJMP P1 YLIB

### **COMM-264 P1 History of TV and Radio (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. It examines the artistic, commercial, and technological influences of this pervasive broadcast medium through aesthetic, political, social, economic, cultural, and regulatory lenses. Students will analyze television's long-lasting influences from its "golden age" through today's post-network era. In addition to the chronological examination, the course might cover units that include sports 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. Formerly titled: P1 History of TV & Radio

**Attributes:** BCST CJMP P1 PROD YLIB

### **COMM-264 P1 Television History (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. It examines the artistic, commercial, and technological influences of this pervasive broadcast medium through aesthetic, political, social, economic, cultural, and regulatory lenses. Students will analyze television's long-lasting influences from its golden age through today's post-network era. In addition to the chronological examination, the course might cover units that include sports 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. Formerly titled: P1 History of TV & Radio

**Attributes:** BCST CJMP P1 PROD YLIB

### **COMM-265 Cable and Cutting-Edge TV (3)**

Surveys different forms of recent television programming: broadcast, basic cable, premium cable, and new media. The course focuses on programs since the turn of the century and looks at various influences in their production, distribution, and consumption. Students will critically examine representations of diversity on television in this post-network era and understand today's TV socially, economically, politically, artistically, and televisually. They will also make educated predictions as to what the future of television might look like. In this class we will examine shows such as "The Sopranos", "The Wire", "Glee", "Mad Men", "Friday Night Lights", and more.

**Attributes:** BCST PROD YLIB

**Restrictions:** Including: -Class: Freshman

### **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.

**Attributes:** STCO YLIB

### **COMM-269 Web Design (3)**

Students design and develop websites for a variety of devices. The course focuses on HTML, cascading style sheets, and digital imaging with Adobe Photoshop. Students also learn to integrate social media within their sites. Graphic design theory, information architecture, and search engine optimization methods are discussed throughout the semester. Students with credit for COMM 369 Web Design cannot earn credit for COMM 269.

**Attributes:** ARTS CJVP YLIB

### **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.

**Attributes:** CJMP PR YLIB

### **COMM-281 Intro to Advertising (3)**

This course introduces students to the fundamentals of advertising and the role it plays today in business and marketing. Topics that are covered include: organization and operations of the advertising business; the evolution of advertising; branding; consumer behavior and market research; the creative process; and media planning and buying. Additional emphasis is placed on digital interactive media and the Internet. Students will take on advertising agency roles during the semester to create and "pitch" a complete promotional campaign.

**Attributes:** ADVE CJMP STCO YLIB ZCIV

### **COMM-290 Special Topics (3)**

This course presents a special topic in media and communication that would not regularly be offered. An example of a past topic: Radio Production and Performance. This course may be repeated once with a different topic.

**Attributes:** YLIB

### **COMM-295 Multimedia Writing (3)**

In this course students will learn to collect and process information then present it in multiple media on various platforms using modern digital technology. The course will cover differences in writing for print and online publication, along with basic video production, online research, and use of social media for professional purposes. Integration of professionally produced media with user-generated content and use of networked digital tools to build communities of interest will be examined also.

**Attributes:** YLIB

**Prerequisites:** COMM-100 D- OR COMM-263 D-

### **COMM-301 Journalism I-News W&R (3)**

Students learn what makes events newsworthy, practice basic research and reporting skills, and gain practical experience in journalistic-style writing. In the course of discussing the reporting process, students examine the role of a free press in society and are introduced to legal and ethical concerns for journalists.

**Attributes:** YLIB

**Prerequisites:** COMM-295 Y D-

**Restrictions:** Excluding: -Class: Freshman

### **COMM-302 Journalism II:Adv News W&R (3)**

This course emphasizes practice in news reporting and writing with a strong emphasis on computer-assisted multimedia reporting skills. The course covers beat reporting, including police, courts, and local government.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

### **COMM-304 Magazine Writing (3)**

Seminar workshops in magazine-style reporting and writing. The basic skills for researching and writing magazine articles are emphasized. Writers use creative skills in producing content to appeal to specific audiences. Students learn if they have the talent, desire and dedication for a career in magazine writing.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-100 D-

### **COMM-305 Newspaper Copy Edit&Design (3)**

This course introduces students to techniques used in editing news material for print and online environments, with a strong emphasis on word editing: use of correct grammar, punctuation, style, and content editing. Students also learn about headline writing, photo editing, caption writing, and basics of page design for print and online presentation.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

### **COMM-305 News Editing (3)**

This course introduces students to techniques used in editing news material for print and online environments, with a strong emphasis on word editing: use of correct grammar, punctuation, style, and content editing. Students also learn about headline writing, photo editing, caption writing, and basics of page design for print and online presentation.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

### **COMM-308 Feature Writing (3)**

Examines enterprise reporting and writing techniques used in developing entertainment features and news features. Students write profiles; columns, editorials, and reviews; and news enterprise stories.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

### **COMM-309 Desktop Publication Dsgn (3)**

Students will learn about graphic design by utilizing its elements and principles while working in the software application Adobe InDesign?. Students will learn the creative process, as well as the mechanical process in order to communicate general concepts and specific messages. An emphasis on typography, color, alignment, balance and unity will teach students how to recognize and create successful page architecture and other design basics, such as logos, business cards, advertisements and brochures. Students will gain an appreciation for how the visual world surrounds them in everyday life. Instruction includes design theory, lecture/demonstration, and a lab component. Students should have basic familiarity with Mac OS X operations.

**Attributes:** CJVP PROD YLIB

### **COMM-309 Design & Publishing (3)**

Students will learn about graphic design by utilizing its elements and principles while working in the software application Adobe InDesign. Students will learn the creative process, as well as the mechanical process in order to communicate general concepts and specific messages. An emphasis on typography, color, alignment, balance and unity will teach students how to recognize and create successful page architecture and other design basics, such as logos, business cards, advertisements and brochures. Students will gain an appreciation for how the visual world surrounds them in everyday life. Instruction includes design theory, lecture/demonstration, and a lab component. Students should have basic familiarity with Mac OS X operations.

**Attributes:** ARTS CJVP YLIB

### **COMM-310 Sports Reporting (3)**

A course in sports journalism that emphasizes interviewing and reporting. Coursework includes several out-of-class assignments and some deadline, in-class assignments. Guest speakers who are professionals in the field discuss various aspects of sports reporting. Students study differences in writing for print and online environments.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

**COMM-311 Magazine Write for Publication (3)**

This course helps students develop skills needed for freelance magazine article writing. In addition to an overview of magazine writing techniques, students are guided through handling submissions and dealing with contractual agreements. They also use the Internet as a research, writing, and marketing source.

**Attributes:** JRNL YLIB

**Prerequisites:** ENGL-251 D-

**COMM-314 Newspaper Practicum (3)**

Students work in a laboratory setting to write news for campus media in the print, broadcast, and online environments. Maybe taken for credit twice, earning a total of 6 credits.

**Attributes:** JRNL YLIB

**Prerequisites:** COMM-301 D-

**COMM-314 News Practicum (3)**

Students work in a laboratory setting to write news for campus media in the print, broadcast, and online environments.

Course may be taken only once for credit.

**Attributes:** JRNL YLIB ZEXL

**Prerequisites:** COMM-301 D-

**COMM-314 News Practicum (3)**

Students work in a laboratory setting to write news for campus media in the print, broadcast, and online environments.

Course may be taken only once for credit.

**Attributes:** JRNL YLIB ZEXL

**Prerequisites:** COMM-295 D-

**COMM-319 Design II (3)**

This course continues the exploration of principles and techniques in graphic design. The importance of strong conceptual skills and audience-based solutions will be the focus of classroom lectures, discussions and student projects. Those projects will explore design concepts for branding, advertising and marketing communications in the professional world. Students will have the opportunity to increase their knowledge and expertise in professional design software programs for print and digital media. Industry professionals may also come into class to speak and provide valuable student feedback.

**Attributes:** YLIB

**Prerequisites:** COMM-219 D- OR COMM-309 D-

**COMM-322 COMM Careers 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.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **COMM-323 Screenwriting (3)**

This course examines the screenplay in film and television 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 works from film and television, students will develop original stories, write scenes, and complete scripts (for TV series and/or movies) by the end of the semester.

**Attributes:** ARTS YLIB

**Restrictions:** Excluding: -Class: Freshman

### **COMM-326 Media Literacy (3)**

This course focuses on developing the ability to access, analyze, evaluate, and deconstruct information through a variety of mass media forms and technologies. Media literacy is explored by learning to isolate social cliches, differentiate analysis from propaganda, identify a stereotype, distinguish fact from "hype", and identify important news from routine coverage. Critical-thinking skills involving media presentations are developed through a practical hands-on approach, research, and past analysis by media scholars.

**Attributes:** CJMP YLIB

### **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.

Graded S/U.

**Attributes:** YLIB

**Prerequisites:** COMM-231 D- OR COMM-261 D- OR COMM-264 D- OR ENGL-268 D-

**Restrictions:** Excluding: -Class: Freshman

### **COMM-332 Television Production (0 OR 3)**

This course builds on the video production techniques taught in COMM 231 and applies them to one of the most popular and pervasive media: television. Students will learn the various forms of prime time television production, including multiple-camera, single-camera, and hybrid. At the beginning of the semester, students will critically analyze their favorite shows and then re-create scenes from them. Then they will then pitch their own original television program and produce episodes in which they will write, cast, direct, shoot, perform, and edit. In different semesters, students may have the opportunity to manage social media for an academic conference in New York City, where they will also network with industry professionals and explore career opportunities.

**Attributes:** CJVP PROD YLIB

**Prerequisites:** COMM-231 D-

### **COMM-332 Television Production (3)**

This course builds on the video production techniques taught in COMM 231 and applies them to one of the most popular and pervasive media: television. Students will learn the various forms of prime time television production, including multiple-camera, single-camera, and hybrid. At the beginning of the semester, students will critically analyze their favorite shows and then re-create scenes from them. Then they will then pitch their own original television program and produce episodes in which they will write, cast, direct, shoot, perform, and edit. In different semesters, students may have the opportunity to manage social media for an academic conference in New York City, where they will also network with industry professionals and explore career opportunities.

**Attributes:** CJVP PROD YLIB

**Prerequisites:** COMM-231 D-

### **COMM-334 Photography for the Media (3)**

This course explores the use of photography and photographic images in the mass media. In addition to basic composition and design concepts, the emotional and visual elements that make for interesting photos will be explored. This is accomplished by taking photographs, and viewing classmate' work and the portfolios of established photographers. A commitment to participate in class discussions in order to increase understanding is required. Playful exploration and curious observation will be encouraged. Students shoot assignments during the semester using a digital camera (which must be provided by the student). The course includes instruction in Photoshop and an exploration of the use of photos in digital media.

**Attributes:** CJVP JRNL PROD YLIB

### **COMM-336 Photo II:Media&Documentary (3)**

This course will focus on photojournalism and documentary photography, with a focus on image-based storytelling. Students will practice public relations & advertising photography, including the creation of images for web and mobile devices. Students should be familiar with photographic composition and the use of an SLR camera and have experience using Photoshop. Students are encouraged to have their own digital SLR camera by the first class. A few will be available for loan. Students who have earned credit for COMM 334 may not register for this class. Cross listed with ARTS 336.

**Attributes:** CJVP YLIB

**Prerequisites:** ARTS-165 D- OR (ARTS-236 D- OR COMM-236 D-)

### **COMM-337 Acting for the Screen (1)**

This course provides students the opportunity to learn techniques related to acting in front of the camera. Students will be assigned a role(s) in one or more productions and will be expected to develop their characters, learn their lines, and be available for shoots outside of class time. Permission of instructor is required, pending a successful audition.

**Attributes:** YLIB

### **COMM-346 Media Law (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.

**Attributes:** CJMP YLIB

### **COMM-347 P3 Internat'l Comm & Media (3)**

This course provides an introduction to international and global communication in the modern age. It introduces students to the external influences on, and the internal structures of, various global media systems and selected industries (e.g., newspapers, television, government communications, the Internet). Attention is given to the impact of newspapers, radio, television, film, and new media on global society. The course also examines a variety of issues that transcend national boundaries, such as discrepancies in

information and entertainment flow among nations, globalization of the culture industries, the role of media in war and peace, and the tensions between commercial and non-commercial broadcasting.

**Attributes:** CJMP ISFS P3 YLIB

### **COMM-349 Media Management & Econ (3)**

Students will learn the basic economic principles that underlie media operations such as firm organization and industry structure, interpret how those characteristics affect business operations, and evaluate how those business issues affect the performance of media firms. This course includes fundamentals of interpreting financial statements (earnings statement, balance sheet) and principles behind them such as gross and net revenue, earnings, and costs. Management principles such as project planning and direction are also addressed.

**Attributes:** STCO YLIB

### **COMM-352 Group Dynamics (3)**

A theoretical and practical course that 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. Cross-listed with PSYC 352.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **COMM-353 Public Speaking (3)**

This course develops a student's ability to research, prepare, and deliver effective presentations before a variety of groups, particularly in educational, business, and professional settings. Students study rhetorical theory, prepare and present their own speeches, use presentation software, deliver team presentations, and evaluate the presentations of others. Not available as an audited course.

**Attributes:** YLIB

### **COMM-354 Interviewing (3)**

This course provides an in-depth study of the interviewing process, from the perspective of both the interviewer and the interviewee. Students study effective interviewing techniques and participate in a variety of interviews, including informational interviews, employment interviews, and appraisal interviews. This course is applicable to students in all fields of study. Not available as an audited course.

**Attributes:** YLIB ZCIV

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** ARTS YLIB

**Prerequisites:** COMM-231 D-

### **COMM-362 Interactive Media Design (3)**

Students apply effective information design to the creation of web-based animations, banner ads, data visualizations, newsgames, museum exhibits and interactive documentaries. Projects will require the use of Flash, HTML5 Canvas and jQuery programming.

**Attributes:** YLIB

**Prerequisites:** COMM-269 D- OR COMM-369 D- OR CSCI-158 D- OR DIGC-158 D- OR CSCI-161 D-

OR DIGC-371 D-

### **COMM-362 Interactive Media Design (3)**

Students apply effective information design to the creation of web-based animations, banner ads, data visualizations, newsgames, museum exhibits and interactive documentaries. Projects will require the use of Flash, HTML5 Canvas and jQuery programming.

**Attributes:** ARTS YLIB

**Prerequisites:** COMM-269 D- OR COMM-369 D- OR CSCI-158 D- OR DIGC-158 D- OR CSCI-161 D- OR DIGC-371 D-

### **COMM-363 Web&Social Media Analytics (3)**

Web Analytics introduces students to quantitative techniques to measure and evaluate audiences that use interactive media. The course will cover search engine optimization and tools used to collect and analyze web metrics. (Formerly titled Web &Social Media Analytics)

**Attributes:** STCO YLIB

### **COMM-363 Web Analytics (3)**

Web Analytics introduces students to quantitative techniques to measure and evaluate audiences that use interactive media. The course will cover search engine optimization and tools used to collect and analyze web metrics. (Formerly titled Web &Social Media Analytics)

**Attributes:** STCO YLIB

### **COMM-365 Broadcast Performance (3)**

This course concentrates on the written and vocal skills and techniques of radio and television announcing and overall performance before the microphone and camera along with the writing, reporting, and delivery of news for radio and television from a field-reporting perspective. Students participate in the preparation and production of radio and television news packages.

**Attributes:** BCST YLIB

**Prerequisites:** COMM-100 D- AND COMM-295 D-

### **COMM-365 Broadcast Journalism I (3)**

This course concentrates on the written and vocal skills and techniques of radio and television announcing and overall performance before the microphone and camera along with the writing, reporting, and delivery of news for radio and television from a field-reporting perspective. Students participate in the preparation and production of radio and television news packages.

**Attributes:** BCST YLIB

**Prerequisites:** COMM-100 D- AND COMM-295 D-

### **COMM-366 Broadcast Journalism (3)**

This course extends and builds upon the broadcast journalism field reporting techniques covered in COMM 365 and adds a production component in which students will learn how create a studio-based newscast.

**Attributes:** BCST JRNL YLIB

**Prerequisites:** COMM-365 D-

### **COMM-366 Broadcast Journalism II (3)**

This course extends and builds upon the broadcast journalism field reporting techniques covered in COMM 365 and adds a production component in which students will learn how create a studio-based newscast.

**Attributes:** BCST JRNL YLIB

**Prerequisites:** COMM-365 D-

### **COMM-367 Intro to the New Media (3)**

Interactivity, collaboration, and content creation by formerly passive audiences are leading to profound changes in the experience of media and the nature of human communication. In this course, students examine how media industries have altered their economic strategies and their means of reaching audiences, with some emphasis on the growing significance of gaming in both recreational and professional settings. Students also study the effects of emerging media technologies on governments, political movements and practices in K-16 education. Finally, the class explores sociological and psychological issues surrounding online identity, redefinitions of gender and race in virtual environments, cyborg theories, and new definitions of private and public spaces.

**Attributes:** CJMP YLIB

**Restrictions:** Excluding: -Class: Freshman

### **COMM-367 Emergent Media&Web Culture (3)**

Interactivity, collaboration, and content creation by formerly passive audiences are leading to profound changes in the experience of media and the nature of human communication. This discussion-driven seminar will require students to critically analyze both full-length texts and scholarly articles as a means to study themes related to new media and digital cultures, resulting in the production of several papers, both traditional and multimodal. Possible themes include: big data and advertising; the economics of digital media; new media art; disability, gender and race in online environments; cyborg theories; redefinitions of private and public spaces; and social media and activism.

**Attributes:** CJMP YLIB

**Restrictions:** Excluding: -Class: Freshman

### **COMM-369 Web Design (3)**

Students design and develop sites for the World Wide Web. The course focuses on HTML, cascading style sheets, and digital imaging with Adobe Photoshop. Students learn to integrate social media within web pages. Graphic design theory, information architecture, and search engine optimization methods also are discussed throughout the semester. Cross-listed with APIT 369.

**Attributes:** CJVP DCCO DCTM MUST PROD YLIB

### **COMM-372 PR Case Studies (3)**

A study of the functions, processes, and problems in the practice of organizational public relations, paying particular attention to media relations. Students learn about creating successful public relations campaigns through a combination of hands-on research with local companies and a review of national programs.

**Attributes:** PR STCO YLIB

**Prerequisites:** COMM-270 D-

### **COMM-374 Nonprofit Organization (3)**

American philanthropy, special event planning, cause-related marketing, and current issues facing nonprofits are explored. Students focus on critical reading, speaking, listening, and professional writing skills in addition to the creative and budgeting processes of event planning and fundraising in a nonprofit setting. Students design a hierarchy of giving leading to a fundraising strategy based on a socioeconomic model. Corporate perspectives and individual motivations for giving are also examined.

**Attributes:** PR STCO YLIB ZCIV

**Prerequisites:** COMM-270 D- OR ARTS-228D D- OR MSTD-228D D-

**Restrictions:** Excluding: -Class: Freshman

### **COMM-374 The Nonprofit Organization (3)**

American philanthropy, special event planning, cause-related marketing, and current issues facing nonprofits are explored. Students focus on critical reading, speaking, listening, and professional writing skills in addition to the creative and budgeting processes of event planning and fundraising in a nonprofit setting. Students design a hierarchy of giving leading to a fundraising strategy based on a socioeconomic model. Corporate perspectives and individual motivations for giving are also examined.

**Attributes:** PR STCO YLIB ZCIV

**Prerequisites:** COMM-270 D- OR ARTS-228D D- OR MSTD-228D D-

**Restrictions:** Excluding: -Class: Freshman

### **COMM-375 Public Relations in Sports (3)**

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 analyzing emerging trends. Course includes the practical application of social media in promoting athletes, coaches and teams through the creation of a student e-portfolio. Cross-listed with SPST 375.

**Attributes:** PR SPHR YLIB

**Prerequisites:** COMM-253 Y D- OR COMM-270 Y D-

**Restrictions:** Excluding: -Class: Freshman

### **COMM-375 Sport and Social Media (3)**

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 analyzing emerging trends. Course includes the practical application of social media in promoting athletes, coaches and teams through the creation of a student e-portfolio. Cross-listed with SPST 375.

**Attributes:** PR SPHR YLIB

**Prerequisites:** COMM-253 Y D- OR COMM-270 Y D-

**Restrictions:** Excluding: -Class: Freshman

### **COMM-376 Adv PR/IMC Writing (3)**

This course is designed to prepare students for the practice of public relations within an Integrated Marketing Communications (IMC) setting. Students are challenged to consider how they would deliver the best return on investment with a communication budget and to think managerially and tactically to produce positive communication outcomes with various tools ranging from traditional press releases, special events, and advertisements to emerging web-based applications of IMC. Recommended prerequisite: COMM 301.

**Attributes:** PR STCO YLIB

**Prerequisites:** COMM-270 D- AND COMM-281 D-

### **COMM-377 Advanced 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

**Prerequisites:** COMM-270 D-

### **COMM-381 Ad Portfolio Development (3)**

Students will develop a formal means to present spec ads they create based on brand strategy. They will combine concept and original design to develop and present a personal vision of their work.

**Attributes:** YLIB

**Prerequisites:** COMM-281 D- OR COMM-383 D- OR COMM-384 D-

### **COMM-383 Creative Ad Writing-Print (3)**

This course covers the basic concepts, principles and techniques of writing and designing for advertising, including creative strategy, preparation of copy, and basic construct for all print ads, including billboard, magazine, newspaper, and guerilla (kiosks, buses, etc.,) formats. Students prepare a portfolio of their work consisting of 12 to 15 print ads and campaigns.

**Attributes:** ADVE STCO YLIB

**Prerequisites:** COMM-100 D-

### **COMM-384 Creative AdWrit:Electronic (3)**

This course covers advanced copywriting techniques and emphasizes work in the broadcast media. Students write several advertisements for their portfolios. This course, which is intended for students seriously interested in advertising careers, emphasizes development of creative strategy as well as specific practical skills.

**Attributes:** ADVE STCO YLIB

**Prerequisites:** COMM-100 D-

### **COMM-420 Senior Seminar (3)**

Students examine the nature and function of communication theory as it applies to the study of mass communication. Emphasis is placed on the study of theories and models in applied settings and the process of communication research.

**Attributes:** YLIB

**Prerequisites:** COMM-100 D- AND COMM-295 D- AND COMM-322 D-

**Restrictions:** Including: -Major: Communication/Journalism -Class: Junior, Senior

### **COMM-420 Communication Seminar (3)**

Students examine the nature and function of communication theory as it applies to the study of mass communication. Emphasis is placed on the study of theories and models in applied settings and the process of communication research.

**Attributes:** YLIB

**Prerequisites:** COMM-100 D- AND COMM-295 D- AND COMM-322 D-

**Restrictions:** Including: -Major: Communication/Journalism, Media and Communication -Class: Junior,

Senior

### **COMM-431 Advanced Video Production (0 OR 3)**

Students will build on what they have learned from their prior production courses and tell stories with digital video in more "real world" contexts. Some semesters may offer collaborations with students from classes in other departments, a professional development trip to New York City in which students will network with industry professionals and manage social media for an academic conference, and service-learning opportunities to produce videos for community partners with digital media needs. Students will edit short-form videos, which include movie trailers, commercials, and public service announcements, and produce demo reels that they can use to as a portfolio for securing jobs and internships.

**Attributes:** CJVP DCCC PROD YLIB

**Prerequisites:** COMM-231 D-

### **COMM-431 Advanced Video Production (3)**

Students will build on what they have learned from their prior production courses and tell stories with digital video in more "real world" contexts. Some semesters may offer collaborations with students from classes in other departments, a professional development trip to New York City in which students will network with industry professionals and manage social media for an academic conference, and service-learning opportunities to produce videos for community partners with digital media needs. Students will edit short-form videos, which include movie trailers, commercials, and public service announcements, and produce demo reels that they can use to as a portfolio for securing jobs and internships.

**Attributes:** CJVP DCCC PROD YLIB

**Prerequisites:** COMM-231 D-

### **COMM-464 Broadcast Programming (3)**

A comprehensive examination of the programming strategies employed in the radio and television industries. Special emphasis is placed on program acquisition, scheduling, financing, and the role of first-run and off-network television syndication.

**Attributes:** BCST YLIB

**Prerequisites:** COMM-264 D-

### **COMM-468 Advanced Web Design (3)**

Students create interactivity with Javascript and dynamic sites using PHP and MySQL while designing a site for a small business or nonprofit. Students will apply interface design theories and conduct usability testing during this process.

**Attributes:** CJVP YLIB ZCIV

**Prerequisites:** (COMM-269 D- OR COMM-369 D-) AND (COMM-362 D- OR CSCI-158 D- OR DIGC-158 D- OR CSCI-161 D- OR DIGC-259 D- OR ARTS-259 D- OR DIGC-371 D-)

### **COMM-469 Canadian Media & Internet (1)**

Students prepare a group presentation to be given at the Horseshoe Alliance Student Conference at Brock University. Permission of the instructor is required to register.

**Attributes:** YLIB

**Prerequisites:** COMM-367 D-

### **COMM-470 IMC Firm Practicum (1)**

Students who are selected to run the College's IMC firm will produce original work for clients in the



Greater Rochester area in order to gain practical experience. The number of for-credit enrollments is limited, but this one-credit course can be repeated up to three times for credit. Graded S/U. Permission of the instructor is required to register.

**Attributes:** YLIB ZCIV ZEXL

### **COMM-472 Advanced PR Programs&Mgmt (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 and advertising campaigns. Students focus on the concepts and skills of developing relationships with public relations clients and professionals.

Additional fee of \$150 is required for the optional fieldtrip.

**Attributes:** PR YLIB

**Prerequisites:** COMM-270 C

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** 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.

**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.

Students receive hands-on work experience with JAY Advertising client assignments or JAY internal projects. For the semester project, students will work in teams to represent a mini-agency and will effectively manage a JAY project from identifying a problem to executing a solution.

After the first week, class will be held at Jay Advertising and students will be responsible for their own transportation to the Linden Oaks location two miles from campus.

**Prerequisites:** COMM-281 D-

**Restrictions:** Including: -Class: Junior, Senior

### **COMM-487 Senior Project (3)**

The senior project in the Department of Media and Communication offers majors and minors 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, 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. The project culminates in a public presentation of the student's work. Permission of the instructor is required to register.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Senior

### **COMM-488 Media Management Practicum (3)**

Students will assume leadership roles in projects under the auspices of PRIMA, Fisher's student-run public relations firm. They will also visit local organizations to explore the culture and practices of profit and non-profit companies with a focus on the media management profession.

**Attributes:** YLIB

**Prerequisites:** COMM-270 D-

### **COMM-489 Speech Practicum (1)**

This one-credit speech consultant practicum is available for students who are selected as speech consultants staffing the Presentation Assistance Service (PAS) peer tutoring center. The number of for-credit enrollments is limited, but the course may be repeated up to three times for credit. Permission of instructor required to register. Graded S/U.

**Attributes:** YLIB ZEXL

### **COMM-490 Internship (1 TO 3)**

This course allows qualified students to gain professional experience in the field of Communication/Journalism. The department maintains a list of internships in the Rochester area, or students may find their own internships. Interns generally work 10 to 12 hours a week and complete additional departmental requirements. Summer and out-of-town internships are also offered. More information is available from the internship director. Students are limited to a maximum of two internships for credit. Not open to first-semester transfer students. Permission of the internship coordinator is required to register.

**Attributes:** YLIB ZCIV ZEXL

**Restrictions:** Including: -Major: Communication/Journalism, Media and Communication, Media Management -Class: Junior, Senior

### **COMM-491 Internship (1 TO 3)**

This course allows qualified students to gain professional experience in media and communication related fields during the summer. Interns work on-site in a media organization and complete additional departmental requirements. More information is available from the internship director. This summer experience does not count against the general limit of two internships for credit, but the credit earned cannot be applied toward the major and must count as general elective credit. Not open to first-semester transfer students. Permission of the internship director is required to register. Course credit does not count toward the Communication/Journalism or Media Management major.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Communication/Journalism, Media Management -Class: Junior, Senior

### **COMM-491 Summer Internship (1)**

This course allows qualified students to gain professional experience in media and communication related fields during the summer. Interns work on-site in a media organization and complete additional departmental requirements. More information is available from the internship director. This summer experience does not count against the general limit of two internships for credit, but the credit earned

cannot be applied toward the major and must count as general elective credit. Not open to first-semester transfer students. Permission of the internship director is required to register.

Credit for COMM 491 cannot count toward the Communication/Journalism or Media Management major.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Communication/Journalism, Media and Communication, Media Management -Class: Junior, Senior

### **COMM-492 Television Practicum (1)**

An independent study that enables students to produce weekly television programming for the Campus Cable Network. Students work independently to produce various programming with assistance from faculty advisors. May be repeated for a total of three credits. Permission of the instructor is required to register.

**Attributes:** YLIB ZCIV ZEXL

### **COMM-495 College Newspaper Mgmt (1)**

This one-credit course is offered to students who assume the responsibilities of managing editor of the student newspaper, The Cardinal Courier. Students periodically meet with the instructor to discuss newspaper design, layout, editing, use of photos and graphics, and the logistics of college newspaper production. Not to be used as a major elective. May be taken up to three times for credit. Graded S/U. Permission of the department chair is required to register.

**Attributes:** YLIB ZEXL

### **COMM-496 Adv College Newspaper Mgmt (1)**

This one-credit course is offered to students who assume the responsibilities of editor-in-chief of the student newspaper, the "Cardinal Courier." Students periodically meet with the instructor to discuss newspaper design, layout, editing, use of photos and graphics, and the logistics of college newspaper production. Graded S/U. Permission of the instructor is required to register.

**Attributes:** YLIB

### **COMM-497 Independent Study (1 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.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Communication/Journalism, Media and Communication

# Modern Languages and Cultures

## Overview

Marc Papé,\* *Chair*

Carolina Casella, Christine Collins, Rubén L. Gómez, Francisco Plata,\*\* Cara Welch

\**On leave, Fall 2015*

\*\**On leave, Spring 2016*

The Department of Modern Languages and Cultures prepares students to participate in today's global society. The international market requires diversity, cultural awareness, and linguistic facility. Many students choose a language major or minor to prepare for work in fields including domestic and international business, government, historical and medical research, computer science, teaching, interpreting, and translation.

Major programs are available in French and Spanish. Italian is offered only as a minor, with additional coursework offered in cooperation with the Foreign Language Department of Nazareth College. For those students who have not attained reading proficiency in a foreign language, our Literature in Translation courses provide the opportunity to explore non-Anglo-American traditions in cinema, literature, world mythologies, and cultures.

Introductory courses awaken an awareness to language itself, developing basic skills in vocabulary, grammar, reading analysis, and cultural awareness applicable to any realm of study. The active, personal use of the language promotes communicative competency in the target language.

Upper-level courses explore the historical and critical background in the literature and culture of each language, while developing a student's analytical and research skills. Majors will complete a capstone research project in the final course within the major, which includes written and oral presentations. **All language majors must complete at least one semester abroad although a full year is highly recommended. The Fisher four-week summer programs only satisfy this requirement after the completion of two additional 300 or 400 level language courses in the major.** Language majors are strongly encouraged to double-major to apply the language within another discipline (i.e., Inclusive Education, History, Political Science, Science, International Studies, Management).

Fisher alumni have identified the skills our program develops:

- Oral presentation
- Clear and focused writing
- Critical thinking
- Intercultural awareness
- Research and analytical capabilities

## Foreign Study

To achieve maximum proficiency in a language, majors must, and minors are strongly encouraged to, spend one or two full semesters in an immersion experience where the language is spoken. Three courses maximum (minimum three credits each) may be counted toward the major for one semester overseas, with only 6 credits of coursework applied at the 3/400 level. four courses maximum (minimum three credits each) for two semesters, unless the department chairman approves otherwise. **Majors must complete one advanced course in their major area on the Fisher campus after returning from foreign study.** Information on the College [Foreign Study Program](#) is available from the director of Foreign Study, department chair, or on the [Foreign Study](#) website.

## Course Sequencing and Placement

**Students who have successfully completed three sequential levels (I, II, III) in the same foreign language may not be placed into the College 101 level in that language. Students wishing to continue study in this same language will be placed at the 102 level, or they may choose to begin another foreign language at the 101 level. Students who have successfully completed advanced**

**Level IV Spanish/French will be placed at the 103 level or higher, as will heritage and native speakers.**

Students who wish to continue language study are strongly advised to enroll in language courses as freshmen to avoid problems with retention of foreign language structures. Placement in the beginning-level courses will be assessed in classes during the first week of the semester.

Course numbering recognizes the importance of sequencing. **The initial sequence (101C, 102D, 103D) must be taken in order and completed before a student enters the 200 level.** LSPN 201 must be successfully completed before taking LSPN 202. Two 200-level courses should normally be completed before proceeding to the 300 level. After successfully completing coursework at one level, a student may not take a lower-level course for credit without the permission of the department chair. Any special cases should be referred to the department chair.

## Credit Through Outside Examination

College Level Proficiency Examinations (CLEP), Advanced Placement Examinations (AP), and International Baccalaureate Examinations (IB) are available, and credit (not grades) is awarded by the College toward the degree and Core Requirements. Advanced Placement Examinations, which include a literary portion, will be reviewed by the department as necessary to determine the awarding of credit. Normally, credit will be awarded by the department for AP scores 4 and above in modern languages, 3 and above in classical languages, and for IB scores of 5 and above on the higher-level language examinations.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Develop written and oral proficiency in the target language consistent with the American Council on Teaching Foreign Languages (ACTFL) proficiency rating for a given level.

- Communicate effectively orally in the target language to be easily understood by natives of the target language not accustomed to communicating with language learners and on a variety of (un)familiar topics.
- Write in the target language in formal expository prose without grammatical errors that impede communication.

Goal #2 Understand the history and cultures of French- and Spanish-speaking countries and peoples in a global context.

- Use the four communicative skills (speaking, listening, reading, writing) and cultural awareness to interact and study in a target country.
- Understand in an informed manner the societies and cultures of the target language.
- Identify, describe, and compare cultural and/or historical differences by developing relevant examples and articulating their significance.

Goal #3 Demonstrate the ability to think critically through thesis-driven analyses and interpretation of a variety of cultural texts including literature, film, plastic arts, and music.

- Interpret and analyze a variety of primary cultural texts in the target language in their historical and cultural contexts.
- Research, interpret, and successfully defend a thesis-driven analysis of a variety of primary cultural texts in the target language in their historical and cultural contexts using critical resources.
- Demonstrates an understanding of key literary movements of the target language.

## Program Requirements

### Requirements for the Modern Language Major (French or Spanish)

LFRN or LSPN 200D*	(3)
LFRN or LSPN 201D*	(3)
LFRN or LSPN 202D*	(3)
Six upper-level LFRN or LSPN courses.* For <b>French</b> majors, four of the upper-level courses must be at the 300 level and one of the upper-level courses must be at the 400 level. For <b>Spanish</b> majors, three of the upper-level courses must be at the 300 level and two of the upper-level courses must be at the 400 level.	(18)
One course in another foreign language, comparative grammar, linguistics, critical theory, LLIT 400	(3)
Full Semester Abroad	
<b>Total</b>	<b>(33)</b>

*\*Alternates (such as transfer credit or foreign study) require prior written departmental approval. Students may receive up to 9 credits toward the major for courses taken on a full semester foreign language-based study abroad program, but no more than 6 credits at the 300-or-400 level.*

To double-major in a second modern language, all courses in the second language (including 100 level) count toward the second 24 language credits.

**For students majoring in Modern Languages, 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 for Students Seeking Adolescence Teaching Certification in French or Spanish

Students seeking Adolescence Teaching Certification in French or Spanish dual major in Inclusive Adolescence Education and either French or Spanish and receive a Bachelor of Science degree. In addition to the requirements for the language major, students pursuing Adolescence Teaching Certification must also complete:

- **Inclusive Adolescence Education Major (46)**  
The major includes Education courses, field experiences, student teaching and courses for Certification in Students with Disabilities (7-12) and Middle School Extension in the content area (5–6). See [Inclusive Adolescence Education](#) for details.
- **The Oral Proficiency Interview (OPI) in French or Spanish, obtaining a minimum of "Advanced Low" in order to meet graduation requirements for the dual major.**

**Note:** *As early as possible, students should consult with an Education advisor to set up a program leading to certification.*

### Minor:

## Minor in a Single Language

Minors require 18 credits and are available in French, Italian, and Spanish. Students may complete the minor with a minimum of five courses as long as they have earned 18 credits in the language. Any exceptions to the 18 credit total are at the discretion of the Department Chair of Modern Languages and Cultures.

## Minor in Languages

Students may combine two languages into a single minor. The minor requires 18 credits and may be earned by taking three courses in one foreign language and at least two courses in another foreign language. Any exceptions to the 18 credit total are at the discretion of the Department Chair of Modern Languages and Cultures.

**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 Spanish/Latino Culture for Health Professions

See [Spanish/Latino Culture for Health Professions](#).

## Courses

### **LLIT-105 Writing from Afar (3)**

Through guided close readings of short texts, paintings, and maps from a variety of cultures and historical periods, we will explore the diverse motives that initiate travel and the equally diverse consequences travelers experience and visit on the cultures they encounter. We will investigate works of authors such as Ovid (Rome, 1bc), Marco Polo (Venice, 13c), Alexis de Tocqueville (France, 18c), Alexandra David-Neel (France, 19/20c), and Italo Calvino (Italy, 20c). As this is a writing-intensive course, our close readings will generate frequent in-class writing exercises and 4 papers of multiple drafts. By the end of this course students should feel confident analyzing texts from a variety of cultures, and synthesizing their own critical and personal appreciations of these.

**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-109D German Film&Lit Btwn Wars (3)**

The course examines two views of Germany's turbulent Weimar era. An exploration of literature and film as technique, form, social history, and propaganda device. Readings from Hesse, Kafka, Kaiser, Mann, and Brecht. Films to include *The Cabinet of Dr. Caligari*, *Metropolis*, *The Blue Angel*, *The Triumph of the Will*, and others.

**Attributes:** YLIB

### **LLIT-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.

**Attributes:** RW YLIB

### **LLIT-209D Frn Cinema & Lit Trans (3)**

This course explores contemporary French literary culture and society through the art and language of French cinema. A study of the major trends ("nouvelle vague") and genres of film since the end of World War II is included. Films by directors such as Marguerite Duras, Claude Lelouch, Alain Resnais, Francois Truffaut, and others are screened in French with English subtitles. Course includes some readings in translation.

**Attributes:** YLIB

### **LLIT-210D Faust Legend (3)**

Like jazz, narrative works by improvisation and embellishment. How can a single tale generate diametrically opposed meanings in different cultures or eras? This course in comparative literature tackles the questions of "difference" head on by examining different versions of a single legend in European literature. Analyzed are variations of form (dramatic, novelistic, operatic, musical, and cinematic), culture

(German, English, French, American), and time (16th- to 20th-century interpretations). Moving from late medieval to modern, we discover the relativity of time and place through man's changing views of his existential position in the world and his understanding of metaphysical questions about God and the devil.

**Attributes:** YLIB

### **LLIT-211 German Film as Memory (3)**

To what extent does film construct the public image of national history? How do moving images recall, create, and eventually supplant the functioning collective memory? This course in new German cinema focuses on major trends in German cultural research to explore the Germanies from the 1970s to the 1990s and to illuminate the role of film in our age. Readings include literary texts, film criticism, and critical theory. Most films in German with English subtitles. May be taught concurrently with an upper-level German literature course.

**Attributes:** 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 literature in translation will be studied as sources of information, and students will investigate and analyze the portrayal of Hispanic/Latino peoples in literary and cinematic media. Works by such authors as Rigoberta Menchu, Jose Vasconcelos and Laura Esquivel may be read. Some of the films viewed may include Carmen, El Norte, and Il Postino. Includes both written and oral presentations. Course taught in English. Some films in Spanish with English subtitles.

**Attributes:** P1 WGST YLIB

### **LLIT-303D Generation of 1898 (3)**

A course on Spanish literature of the early 20th century in translation that explores the consequences of the Spanish-American War in/on Spain and its culture/civilization up to the Spanish Civil War. Selected readings of prose, poetry, and other genres in English translation of such authors as Unamuno, Valle-Inclan, Baroja, and Ortega. Some study of the non-literary arts.

**Attributes:** YLIB

### **LLIT-400 Topics in Critical Theory (3)**

An introduction to modern critical literary theories, from Russian formalism to feminist criticism. Assigned readings from various authors, some in translation, from an international perspective. Applied analysis to specific literary works. May serve as the WGST capstone course when the topic of the course is feminist criticism.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

## **Courses**

### **LFRN-101C P5 Beginning French I (4)**

This first course in a three-semester sequence is designed to cover thoroughly the basic elements of French structure and to awaken an appreciation of French culture. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. Three class periods and two laboratory exercises per week. Students who successfully completed three or four years of study in the French language in high school (grades 9-12) or who are native speakers, may not be placed into the College 101 level in that language. Students wishing to continue study in this same language must be placed at the 102 level, or students may choose to begin study in ANOTHER language at the 101 level. Students who wish to continue language study are strongly advised to enroll in language courses as freshmen to avoid problems with retention of foreign language structures.

**Attributes:** P5 YLIB

### **LFRN-102D P5 Beginning French II (4)**

The second course in a three-semester is designed to cover thoroughly the basic elements of French structure and to awaken an appreciation of Francophone culture. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. Three class periods and two laboratory sessions per week. Recommended prerequisite: Three years of high school French or LFRN



101C.

**Attributes:** P5 YLIB

### **LFRN-103D P5 Beginning French III (4)**

The third course in a three-semester sequence is designed to cover thoroughly the basic elements of French structure and to awaken an appreciation of Francophone culture. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. Three class periods and two laboratory sessions per week. Recommended prerequisite: Four years of high school French or LFRN 102D.

**Attributes:** P5 YLIB

### **LFRN-107D P5 Begin Frn-Fisher France (4)**

An intensive language immersion program offered in the summer at the Universite de Caen, France. Five hours of weekday instruction, daily journal, group discussion, museum visits, and excursions are part of the program. Must be taken with LFRN 210D French Culture and Civilization.

**Attributes:** P5 YLIB

### **LFRN-200D P5 Frn Conver&Phonetics (3)**

An intermediate course emphasizing conversation skills, vocabulary building with some contemporary readings, phonetic training, and oral comprehension through audio and video programs. Three class periods and one laboratory exercise per week.

**Attributes:** P5 YLIB

**Prerequisites:** LFRN-103D D- OR LFRN-103T D-

### **LFRN-201D P5 Mod French Prose&Comp (3)**

An intermediate course emphasizing reading skills. Nineteenth- and twentieth-century French fiction provides the basis for reading and composition practice.

**Attributes:** P5 YLIB

**Prerequisites:** LFRN-103D D- OR LFRN-103T D-

### **LFRN-202D P5 French Culture&Comp (3)**

An intermediate course emphasizing the French cultural heritage. Essays on culture provide the basis for reading and composition practice.

**Attributes:** P5 YLIB

**Prerequisites:** LFRN-103D D- OR LFRN-103T D-

### **LFRN-207D P5 Int Frn-Fisher France (4)**

An intensive language immersion program offered in the summer at the Universite de Caen, France. Five hours of weekday instruction, daily journal, group discussion, museum visits, and excursions are part of the program. Must be taken with LFRN 210D French Culture and Civilization.

**Attributes:** P5 YLIB

### **LFRN-209D French Cinema & Lit (3)**

This course explores contemporary French culture and society through the art and language of French cinema. It includes a study of women and gender issues through the major trends ('nouvelle vague') and genres of film (historical, literary, popular, political) since the end of World War II. Filmed by directors such as Duras, Lelouch, Truffaut, Resnais, and others are screened in French with English subtitles.

**Attributes:** YLIB

### **LFRN-210D CC French Culture&Civ (3)**

This course immerses students in an analysis of French history, geography, culture, civilization, and the arts. Through readings, lectures, interviews, debates, Internet searches, and many site visits, students engage in discussions to compare French cultural, political, and social attitudes to American practices and

attitudes. Class meets formally for three hours daily and informally for specific group and/or individual projects. Final research paper. Taught in English.

**Attributes:** CC ISRS YLIB

### **LFRN-304 17thC & 18thC French Lit (3)**

This course traces developments from Neo-Classicism in the works of Corneille, Racine, Moliere through the shifts in political, social, and literary ideals in the works of Montesquieu, Voltaire, Rousseau, etc. Requires completion of two 200-level French courses to register.

**Attributes:** YLIB

### **LFRN-305 19th Century French Lit (3)**

A thorough study of 19th-century literary developments (romanticism, realism, naturalism, symbolism) through the works of Balzac, Hugo, Flaubert, and others. Requires completion of two 200-level French courses to register.

**Attributes:** YLIB

### **LFRN-307D P5 Adv Frn-Fisher France (4)**

An intensive language immersion program offered in the summer at the Universitede Caen, France. Students enroll in either LFRN 107D Beginning French or LFRN 207D Intermediate French (minimal LFRN 102D prerequisite), or LFRN 307D Advanced French. Three hours of weekday instruction, daily journal, group discussion, museum visits, and excursions are part of the program. Must be taken with LFRN 210D French Culture and Civilization.

**Attributes:** P5 YLIB

### **LFRN-308 SubSahara Franco Afrcn Lit (3)**

An exploration of the literary and cultural production of the French-speaking Caribbean and the "Francophone" countries of Sub-Saharan Africa. An historical overview of the "Negritude" movement leads into an investigation of representative works of major literary figures. Requires completion of two 200-level French courses to register.

**Attributes:** YLIB

### **LFRN-312 20th Century French Lit (3)**

A course designed to investigate the ideas of various 20th-century authors (Gide, Camus, Sartre, Butor, etc.). Requires completion of two 200-level French courses to register.

**Attributes:** YLIB

### **LFRN-314 Topics in French Lit. (3)**

This course offers the opportunity to explore writings of various countries and eras. Study concentrates on a genre or a period of literature in French. May be repeated since content varies from year to year. Requires completion of two 200-level French courses to register. Spring 2015 Topic: Education in the French/Francophone Worlds The course deals with the topic of Education throughout the French-Speaking world. Students will explore the topic through representative literature and films from a variety of French-speaking cultural settings for the purpose of comparing the educational philosophies and systems of these regions.

**Attributes:** YLIB

### **LFRN-321 French Civ Since 1789 (3)**

A historical panorama of France from the French Revolution to present times, with particular attention given to its people, geography, economy, and political systems. Requires completion of two 200-level French courses to register.

**Attributes:** YLIB

### **LFRN-324 Stylistics & Translation (3)**

Advanced grammar, syntax, and stylistics are covered. Textual analysis and applied principles of stylistics through selected readings and compositions. Requires completion of two 200-level French courses to register.

**Attributes:** YLIB

### **LFRN-401 Sem: Francophone Study (3)**

Topics for this course depend upon the interest of the student(s) and professor(s) involved. They may deal with subjects of either a lingual, cultural, or literary nature. This course may be repeated since the topic varies from year to year. Requires completion of at least one 300-level French course to register.

**Attributes:** YLIB

### **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.

**Attributes:** YLIB

## **Courses**

### **LITL-101C P5 Beginning Italian I (4)**

This first course in a three-semester sequence is designed to cover thoroughly the basic elements of Italian structure and to awaken an appreciation of Italian culture. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. Three class periods and two laboratory exercises per week. Students who successfully completed three or four years of study in the Italian language in high school (grades 9-12) or who are native speakers, may not be placed into the College 101 level in that language. Students wishing to continue study in this same language must be placed at the 102 level, or students may choose to begin study in ANOTHER language at the 101 level. Students who wish to continue language study are strongly advised to enroll in language courses as freshmen to avoid problems with retention of foreign language structures.

**Attributes:** P5 YLIB

### **LITL-102D P5 Beginning Italian II (4)**

The second in a three-semester sequence is designed to cover thoroughly the basic elements of Italian structure and to awaken an appreciation of Italian culture. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. Three class periods and two laboratory sessions per week. Recommended prerequisite: Three years of high school Italian or LITL 101C.

**Attributes:** P5 YLIB

### **LITL-103D P5 Beginning Italian III (4)**

The third course in a three-semester sequence is designed to cover thoroughly the basic elements of Italian structure and to awaken an appreciation of Italian culture. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. Three class periods and two laboratory exercises per week. Recommended prerequisite: Four years of high school Italian or LITL 102D.

**Attributes:** P5 YLIB

### **LITL-107D P5 Begin Ital-Fisher Italy (4)**

An intensive language immersion program offered in the summer in Rome, Italy. Five hours weekday instruction, daily journal, group discussion, museum visits, and excursions are part of the program. Must be taken with LITL 210D Italian Culture and Civilization.

**Attributes:** P5 YLIB

### **LITL-200D Italian Composition (3)**

A course designed to develop the student's skills in writing Italian. Written themes; journal; some work in advanced grammatical constructions.

**Attributes:** YLIB

**Prerequisites:** LITL-103D D- OR LITL-103T D-

### **LITL-207D P5 Int Ital-Fisher Italy (4)**

An intensive language immersion program offered in the summer in Rome, Italy. Five hours weekday instruction, daily journal, group discussion, museum visits, and excursions are part of the program. Must be taken with LITL 210D Italian Culture and Civilization.

**Attributes:** P5 YLIB

### **LITL-210D CC Italian Culture & Civ (3)**

This intensive summer program immerses students in an analysis of Italian history, geography, culture, civilization, and the arts. Through readings, lectures, interviews, debates, excursions, and museum visits,

students engage in discussions to compare Italian cultural, political, and social attitudes to American practices and attitudes. Class meets formally for three hours daily and informally for specific group and/or individual projects. Final research paper is due after return to the U.S. Taught in English. Must be taken with LITL 107C or 207D. For more information, see the Director of Foreign Study.

**Attributes:** CC YLIB

### **LITL-307D P5 Adv Ital-Fisher Italy (4)**

An intensive language immersion program offered in the summer in Italy. Students enroll in either LITL 107D Beginning Italian, or LITL 207D Intermediate Italian (minimal LITL 102D prerequisite), or LITL 307D Advanced Italian. Three hours of weekday instruction, daily journal, group discussion, museum visits, and excursions are part of the program. Must be taken with LITL 210D Italian Culture and Civilization.

**Attributes:** P5 YLIB

### **LITL-496 Independent Study (1 TO 3)**

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

## **Courses**

### **LSPN-100 Spanish Review of 101C (1)**

This refresher course of elementary Spanish structure and vocabulary is offered during the first seven weeks of the semester only. It is designed for students who enroll in LSPN 102D or who plan to enroll in LSPN 102D spring semester. S/U grading. (May not be used to fulfill NYS Education requirements.)

**Attributes:** YLIB

### **LSPN-101C P5 Beginning Spanish I (4)**

This first course in a three-semester sequence is designed to cover thoroughly the basic elements of Spanish structure and to awaken an appreciation of Spanish culture. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. Three class periods and two laboratory sessions per week. Students who successfully completed three or four years of study in the Spanish language in high school (grades 9-12) or who are native speakers, may not be placed into the College 101 level in that language. Students wishing to continue study in this same language must be placed at the 102 level, or students may choose to begin study in ANOTHER language at the 101 level. Students who wish to continue language study are strongly advised to enroll in language courses as freshmen to avoid problems with retention of foreign language structures.

**Attributes:** P5 YLIB

### **LSPN-102D P5 Beginning Spanish II (4)**

The second course in a three-semester sequence is designed to cover the basics of Spanish structure and to awaken an appreciation of Hispanic and Latino culture. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. Three class periods and two laboratory sessions per week. Recommended prerequisite: Three years of high school Spanish or LSPN 101C.

**Attributes:** P5 YLIB

### **LSPN-103D P5 Beginning Spanish III (4)**

The third course in a three-semester sequence is designed to cover the basics of Spanish structure and to awaken an appreciation of Hispanic and Latino culture. Although all four language skills are developed, the active skills of speaking and understanding are emphasized. Three class periods and two laboratory sessions per week. Recommended prerequisite: Four years of high school Spanish or LSPN 102D.

**Attributes:** P5 YLIB

### **LSPN-107D P5 Beg Spn:Hispanic World (4)**

An intensive language immersion program offered in the summer in a Spanish-speaking country. Language courses are designed to develop students' communication abilities in everyday Spanish. The four skills of listening, speaking, reading, and writing are developed. Must be taken with LSPN 210D. For more information, see the Director of Foreign Study.

**Attributes:** P5 YLIB

### **LSPN-121 Conver Span Health I (2)**

Physiological vocabulary and conversational usage in Spanish. Presentation parallels topical coverage in NURS 300. One class session per week plus language lab practice.

**Attributes:** YLIB

**Prerequisites:** LSPN-101C D- AND (LSPN-102D D- OR LSPN-102T D-)

**LSPN-122 Conversationl Span Hlth II (2)**

Spanish vocabulary and conversational usage covering pathological terms. Presentation parallels topical coverage in NURS 311. One class session per week plus language lab practice.

**Attributes:** YLIB

**Prerequisites:** LSPN-121 D-

**LSPN-200D P5 Spanish Conversation (3)**

An intermediate course in which the student's knowledge of basic grammar is developed through oral expression, structured and free. Some work in advanced phonetics and cultural topics; use of tapes. Three class periods and one laboratory exercise per week.

**Attributes:** P5 YLIB

**Prerequisites:** LSPN-103D D- OR LSPN-103T D-

**LSPN-201D P5 Spanish Comp & Culture (3)**

This Spanish language course is the first in a two-semester sequence designed to provide a review and expansion of the four communicative skills (listening, speaking, reading, and writing) within the context of the study of different topics of Hispanic culture. (Formerly titled: P5 Spanish Composition & Culture)

**Attributes:** P5 YLIB

**Prerequisites:** LSPN-103D D- OR LSPN-103T D-

**LSPN-201D P5 Span Grammar & Comp I (3)**

This Spanish language course is the first in a two-semester sequence designed to provide a review and expansion of the four communicative skills (listening, speaking, reading, and writing) within the context of the study of different topics of Hispanic culture. (Formerly titled: P5 Spanish Composition & Culture)

**Attributes:** P5 YLIB

**Prerequisites:** LSPN-103D D- OR LSPN-103T D-

**LSPN-202D P5 Hispanic Prose&Cult (3)**

This Spanish language course is the second in a two-semester sequence designed to provide an in-depth review of the four communicative skills (listening, speaking, reading, and writing) within the context of the study of different topics of Hispanic culture. Analysis of literary and cultural texts will be introduced, expanding students' vocabulary building, reading comprehension and writing abilities. (Formerly titled: P5 Hispanic Prose & Culture)

**Attributes:** P5 YLIB

**Prerequisites:** LSPN-201D D-

**LSPN-202D P5 Span Grammar & Comp II (3)**

This Spanish language course is the second in a two-semester sequence designed to provide an in-depth review of the four communicative skills (listening, speaking, reading, and writing) within the context of the study of different topics of Hispanic culture. Analysis of literary and cultural texts will be introduced, expanding students' vocabulary building, reading comprehension and writing abilities. (Formerly titled: P5

**Attributes:** P5 YLIB

**Prerequisites:** LSPN-201D D-

**LSPN-207D P5 Int Spn:Hispanic World (4)**

An intensive language immersion program offered in the summer in a Spanish-speaking country. Language courses are designed to develop students' communication abilities in everyday Spanish. The four skills of listening, speaking, reading, and writing are developed. Must be taken with LSPN 210D. For more information, see the Director of Foreign Study.

**Attributes:** P5 YLIB

**LSPN-210D CC Hispanic Culture & Civ (3)**

An intensive language immersion program offered in the summer in a Spanish-speaking country. Through readings, excursions, lectures, interviews, debates, and museum visits, students engage in discussions to compare the regional Hispanic cultural, political, and social attitudes to American practices and lifestyle. Must be taken with LSPN 107D, 207d or 307d. For more information, see the Director of Foreign Study.

**Attributes:** CC YLIB

**LSPN-220D P1 Art of Hispanic World (3)**

This introduction to the arts of the Spanish-speaking world provides an appreciation and understanding of the cultural variations and diversity of the arts of Spain, Latin America, and the Caribbean. We explore the historical and cultural interrelationships that enrich the aesthetic creativity of these many nations as well as their impact on the arts in the U.S. The course is taught bilingually. Students registering for LSPN do some readings, small-group discussion, and written assignments in Spanish. Students registering for ARTS credit do all work in English. Films shown for the course may include subtitles. Cross-listed with ARTS 220D.

**Attributes:** P1 YLIB

**Prerequisites:** LSPN-103D D- OR LSPN-103T D-

**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. Works by such authors as Rigoberta Menchu, Jose Vasconcelos and Laura Esquivel may be read. Some of the films viewed may include Carmen, El Norte and Il Postino. Includes both written and oral presentations. Some films in Spanish with English subtitles.

**Attributes:** P1 WGST YLIB

**Prerequisites:** LSPN-103D D- OR LSPN-103T D-

**LSPN-300 Adv Spanish Conversation (3)**

The course aims to improve oral skills and fluent use of the language through class discussions, simulations, interviews, and other interactive activities. Students will put into practice key elements of communication in standard spoken Spanish.

**Attributes:** YLIB

**LSPN-301 Latin American Lit & Civ (3)**

An introduction to the literary history and civilization of Latin America and to the research materials on this area. The development of analytical skills through a close reading of a few texts representative of the major genres. Requires completion of two 200-level Spanish courses to register.

**Attributes:** YLIB

**LSPN-302 Spanish Lit & Civ (3)**

An introduction to the literary history and civilization of Spain and to the research materials on Spain. The development of analytical skills through a close reading of a few texts representative of the major genres. Requires completion of two 200-level Spanish courses to register.

**Attributes:** YLIB

### **LSPN-303D La Generacion del 98 (3)**

Spanish literature of the 20th century to the Civil War. Selected readings of prose, poetry, and drama by such authors as Unamuno, Ortega, Valle-Inclan, and Machado. Some study of the non-literary arts. Requires completion of two 200-level Spanish courses to register.

**Attributes:** YLIB

### **LSPN-304 Spanish Culture & Civ (3)**

This course offers an overview of the geography, history, architecture, art, literature, and music of Spain. It provides further development of Spanish language through the study of the Iberian Peninsula's rich and varied cultural heritage. Requires completion of two 200-level Spanish courses to register.

**Attributes:** YLIB

### **LSPN-306 Caribbean Literature (3)**

The course focus is on recent Cuban, Puerto Rican, and Dominican narratives, which feature marginalized voices to reveal the innovative spirit and richness of intercultural symbiosis. Authors may include Reinaldo Arenas, Zoe Valdes, Abilio Estevez, Luis Rafael Sanchez, and Julia Alvarez. Requires completion of two 200-level Spanish courses to register.

**Attributes:** YLIB

### **LSPN-307D P5 Adv Spn:Hispanic World (4)**

An intensive language immersion program offered in the summer in a Spanish-speaking country. Language courses are designed to develop students' communication abilities in everyday Spanish. The four skills of listening, speaking, reading, and writing are developed. Must be taken with LSPN 210D. For more information, see the Director of Foreign Study.

**Attributes:** P5 YLIB

### **LSPN-308 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, and other cultural expressions by Spanish, Latin American, and Latino artists.

**Attributes:** YLIB

### **LSPN-309 Siglo De Oro (3)**

A study of Spanish literature of the 16th and 17th centuries: poetry, prose, and drama, including one whole work of each of the most outstanding authors: Garcilaso, F. Luis de Leon, Cervantes, Lope, Quevedo, Tirso, Calderon, and Gongora. Requires completion of two 200-level Spanish courses to register.

**Attributes:** YLIB

### **LSPN-310 Topics in Hispanic Literature (3)**

This course offers the opportunity to explore writings of various countries and eras. It concentrates on a genre or period of Hispanic literature. It may be repeated since its content varies from year to year.

Requires completion of two 200-level Spanish courses to register.

Fall 2015 Topic Hispanic Immigration in Films and Literature

**Attributes:** YLIB

### **LSPN-324 Stylistics and Translation (3)**

Addresses advanced grammar, syntax, and stylistics through translation both into and from the target language. The comparative approach accentuates stylistic usage between the languages and conveys a sense of formal versus vernacular style. Requires completion of two 200-level Spanish courses to register.

**Attributes:** YLIB

### **LSPN-401 Sem: Latin American Lit (3)**

The topic for this semester is magical realism, one of the major developments of modern literature. The works selected are all primary examples of this literary phenomenon in Latin America. We will analyze the history of this movement, which combines the fantastic and the real, and discuss its applications by outstanding authors of the region. There will also be a close reading and analysis of the texts, with some references to the other arts. Students will also develop their skills in research and criticism. Requires completion of two 300-level Spanish courses to register.

**Attributes:** YLIB

**Prerequisites:** LSPN-301 D-

**LSPN-402C Sem: Spanish Literature (3)**

The topic of the course may concentrate on an author, genre, or period of Spanish literature. This course may be repeated since its content varies from year to year. Requires completion of two 300-level Spanish courses to register. Fall 2015 Topic: Spanish Linguistics. This course provides an overview of Spanish linguistics and establishes the basis for the application of linguistic principles. Content areas include: language change and variation; history of the Spanish language; bilingualism; morphology; semantics; and applied Spanish linguistics. Requires completion of two 300-level Spanish courses to register.

**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.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Senior

**LSPN-496 Independent Study (1 TO 3)**

A course intended to take up special problems and to cover gaps in the major's preparation. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB



# Museum Studies

## Overview

Carolyn Vacca (History), *Program Director*

Faculty Advisors: David Bell (Anthropology), Kathleen Connor (Curator, George Eastman House), M.J. Iuppa (Visual and Performing Arts), Mark Rice (American Studies), Jeremy Sarachan (Digital Cultures and Technologies)

The Museum Studies program provides a broad academic approach to the study of museum operation and the museum experience within the context of the liberal arts. The program offers a balanced presentation of the challenges of selecting, maintaining, and interpreting material culture. A special focus is placed upon utilizing archaeological collections (artifacts). The theoretical, academic approach of the liberal arts and sciences is emphasized, but practical applications of this knowledge in preparation for careers in museums are also included. Students served by this program include:

- Individuals who plan to pursue graduate work in museum studies or immediate work in the field.
- Individuals who are currently in an allied field (**American Studies, Anthropology, History, Arts, Education**) and wish to enhance their studies.
- Students pursuing a career in education who want more alternatives in their careers.
- Individuals who are presently involved with museum work but not currently a matriculated student and wish to broaden their academic training in the field.

The program provides a balanced presentation of the challenges and opportunities of presenting our rich material culture heritage. The significant work/internship that is part of the certificate requirements gives the student practical exposure to the work of a museum, archive, or historic site and in so doing better prepares the student for work experience. The program also provides a basis for post-graduate studies in one of the many graduate programs in museum studies.

Coursework for the certificate may be used toward a student's requirements in satisfaction of the **College Core**, the major, and/or the minor. Students interested in the certificate should contact Dr. Vacca to begin to plan the scheduling of their coursework, especially the internship experience.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Students will be proficient with the research methods used in the field of museum studies.

- Identify and evaluate primary and secondary sources
- Will know and be able to use a variety of databases

Goal #2 Students will identify cultural and archeological contextual information necessary for the interpretation of artifacts.

- Create an exhibition that reflects an understanding of the cultural and archeological context relevant to the topic.

Goal #3 Students will have a practical knowledge of the skills necessary for employment in the museum studies field.

- Students will understand the relationship between their academic work and current practice in the field of museum studies.

## Program Requirements

### Museum Studies Certificate Requirements

All students pursuing the certificate in Museum Studies must take two required courses and three elective courses. The certificate normally requires 15 credit hours.\*

Introductory course		(3)
ARTS/MSTD 228D	P3 Introduction to Museum Studies	
MSTD 490	Internship*	(3)
This course may be taken in the student's major or minor department. (The internship must: take place with a museum, archive, or historic site; include an analytic research paper on a significant aspect of museum studies, as appropriate to the particular internship experience; and be approved in advance by the program director, regardless of what other requirements the internship course has for the department in which it listed.)		
Three elective courses chosen from the following		(9)
Choose <b>three</b> :	AMST/ARTS 201C P1 Picturing the Past	
	ARTS/MSTD 229D P3 This Old House - Historic Site Administration	
	COMM 269 Web Design	
	HIST 202 P1 Women and Gender in the 19th Century**	
	HIST 296D History of Rochester**	
	HIST 298D New York State History**	
	HIST 390 Public History: Historians and the Community	
	HIST 395 The Usable Past	
<b>Total</b>		<b>(15)</b>

*\*Students pursuing the certificate who have already earned a baccalaureate degree and who have at least one year of experience with the operation of a museum or archive (paid or unpaid) may petition the director to substitute a one-to-three credit MSTD 496 Independent Study for the 490 Internship requirement. This course will consist of preparing an analytic research paper on a significant aspect of museum studies. The topic must be approved by the director, and the student must complete the Independent Study/Tutorial Authorization form. These students may complete the certificate with 13–15 credit hours.*

*\*\*Only one course from HIST 202, 296D or 298D may be applied to the certificate.*

**Note:** *To earn the certificate in Museum Studies, the student must complete each course declared to be part of the program with a grade of at least a "C" (2.00) and achieve a grade point average of a 2.50 for all five courses. A student may transfer only two courses from another institution to be applied to the certificate, and the internship course may not be transferred.*

## Courses

### **MSTD-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 ARTS 228D.

**Attributes:** P3 YLIB

### **MSTD-229D P3 This Old Hse-Hist Sites (3)**

This course looks at the many aspects of operating and maintaining a historic site (house museums, battlefields, villages etc.) Topics covered include preservation, restoration, cyclical maintenance, interpretation, staffing, governance, housekeeping, disaster planning and funding. The course emphasizes the social and cultural significance of historic sites, their role in the larger community, and the importance of appropriate interpretive activities in fulfilling their cultural missions. Students learn to write a grant proposal and prepare a budget - two skills required to work in an historic site today. Cross-listed with ARTS 229D.

**Attributes:** MUST P3 YLIB

### **MSTD-490 Museum Studies Internship (3)**

This course allows a student to gain actual work experience in a museum, archive, or historic site operation. Internships must be approved by the program director in consultation with the student. Course requirements include a minimum of 45 hours on site for the term taken, a journal describing activities performed, an interpretative paper describing what the student learned about the organization, AND an analytic research paper on a aspect of museum studies, as appropriate to the particular internship experience, approved by the program director. The course may be taken as DEPT 490 in the student's major or minor department under the guidance of a departmental faculty, but must still include the research paper as described above.

**Attributes:** YLIB

**Prerequisites:** ARTS-228D D- OR ANTH-228D D-

**Restrictions:** Including: -Program: Certificate Museum Studies

### **MSTD-496 Independent Study (1)**

Preparation of an analytic research paper on a significant aspect of museum studies. Topic must be approved by the program director. This course is only open to those students who have already received a Bachelor's degree and who are working in a museum, archive, or historic site institution and who will use this to substitute for the 490 Internship requirement toward the certificate. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB

**Prerequisites:** ARTS-228D D- OR ANTH-228D D-

**Restrictions:** Including: -Program: Certificate Museum Studies

### **MSTD-496 Independent Study (1 TO 3)**

Preparation of an analytic research paper on a significant aspect of museum studies. Topic must be approved by the program director. This course is only open to those students who have already received a Bachelor's degree and who are working in a museum, archive, or historic site institution and who will use this to substitute for the 490 Internship requirement toward the certificate. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB

**Prerequisites:** ARTS-228D D- OR ANTH-228D D-

**Restrictions:** Including: -Program: Certificate Museum Studies

# Philosophy and Classical Studies

## Overview

Charles Natoli, *Chair*

Robert Brimlow, Barbara J. Lowe, Timothy Madigan, David White

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 man and man's world; about where they have come from and where they are going; about space, time, and causality; about truth, goodness, and beauty; about God. 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, it invites students 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.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Analyze, interpret and understand philosophical texts and discourse.

- Identify and describe the main aim(s) and assumptions of a text or thinker
- Separate understanding a text from evaluating a text
- Summarize and explicate the main support from the conclusion(s) of an argument
- Identify key terms for analysis

Goal #2 Demonstrate fluency with the major traditions, figures, concepts and methods of philosophy.

- Explain methodology of philosophy compared to other disciplines
- Distinguish a priori and empirical claims
- Understand key concepts in areas of philosophy
- Connect areas of philosophy
- Demonstrate fluency with major historical traditions in philosophy

Goal #3 Be aware of other major ethical traditions and be able to apply them to their personal and professional lives.

- Explore frameworks of meaning and value within philosophical traditions
- Explore connections between personal and societal values and practices
- Identify similarities and differences among philosophical systems

Goal #4 Develop, organize and express ideas in a precise, clear, effective and systematic manner.

- Research, plan and structure a philosophical paper
- Use formal and informal logic to make and analyze arguments
- Formulate arguments for and against a position
- Reach and convey well-reasoned conclusions

## Program Requirements

### Requirements for the Philosophy Major

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.

Choose <b>one</b> :	PHIL 100C SQ Basic Logic –OR–	(3)
	PHIL 240C P4 Symbolic Logic	
PHIL 211C	P2 Ancient Philosophy	(3)
PHIL 312C	P2 Medieval Philosophy	(3)
Choose <b>two</b> :	PHIL 313C P2 Modern Philosophy	(6)
	PHIL 314C P2 Contemporary Philosophy	
	PHIL 316C P2 Nineteenth-Century Philosophy	
	PHIL 350C P2 Renaissance Seminar	
Philosophy Electives		(18)
<b>Total</b>		<b>(33)</b>

**For students majoring in Philosophy, all courses designated as Philosophy courses (PHIL) that may apply to the major are included in the determination of the grade point average in the major.**

### Minor:

## Minor in Philosophy

The minor in Philosophy consists of 18 credits in Philosophy.

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)
<b>Total</b>	<b>(18)</b>

**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 Classical Studies

A grasp of the languages of Rome and of ancient Greece is, of course, of immense benefit to the understanding of our English language, a tongue very deeply in their debt. No less evident is the fact that Latin and Greek are the keys to direct experience and enjoyment of a treasure trove of masterworks in areas such as literature, mythology, law, medicine, religion, philosophy, and history, works whose influence has been very much alive throughout the intervening centuries and into our own time. But not only does knowledge of Latin or Greek provide intimate access to worlds and world views that resemble our own, although seen in a distant mirror, the study of the classical authors and their contexts also reveals worlds and world views that are profoundly “other” than our own, thus providing a richly stimulating contrast to and enlargement of our own culture’s norms of thinking and feeling.

Required course		(3)
CLST 200C	P5 Worlds of Greece and Rome	

Two Classical language courses		(6)
LATN 101C	P5 Beginning Latin I	
LATN 102C	P5 Beginning Latin II	
LATN 201C	P5 Beginning Latin III	
GREK 101C	P5 Beginning Greek I	
GREK 102C	P5 Beginning Greek II	
GREK 201C	P5 Beginning Greek III	
THREE electives		(9)
An additional course in Latin or Greek language		
CLST 210C	P5 Love in the Ancient World	
CLST 225D	P5 Sport and Spectacle in the Ancient World	
CLST 230D	P5 Ancient Greek Historians	
LATN 250C	Roman Authors	
PHIL 211C	P2 Ancient Philosophy	
PHIL 350C	P2 Renaissance Seminar	
ENGL 207C	P1 The Bible as Literature	
ENGL 352	Rhetorical Theory	
LLIT 107D	CC Introduction to World Mythologies	
REST 262C	P5 New Testament	
Total		(18)

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

### Recommended Progression

## B.A. Philosophy

Recommended progression of courses **required** for the **B.A. Philosophy major**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	PHIL 123C –OR– 124C (recommended) (3)	PHIL 100C –OR– 240C (3)
<b>SO</b>	PHIL 211C (3)	PHIL 312C (3)
		300-level PHIL Course (3)

JR	300-level PHIL Course (3)	300-level PHIL Course (3) PHIL Elective (3)
SR	PHIL Elective (3) PHIL Elective (3) PHIL Elective (3)	PHIL Elective (3) PHIL Elective (3)

## 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.

**Attributes:** P2 YLIB

### PHIL-124C P2 Introductory Ethics (3)

Problems faced by contemporary man examined with a view to discovering whether there are any fundamental principles whereby all people may and ought to direct their lives.

**Attributes:** P2 YLIB

### PHIL-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### 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)**

This course attempts to answer the question "What is art?" The class combines analysis of classical and contemporary readings in the theory of art with the examination of examples from artistic genres such as music (Bach to hip hop), painting (da Vinci to Jasper Johns), sculpture (Praxiteles to Duchamp), and film (Riefenstahl to Woody Allen).

**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-236 P2 Irish Thought (3)**

Is there such a thing as "Irish Thought" and, if so, what might it be? This course will examine the writings of some of the liveliest thinkers from medieval times to the present to see if there is a distinctive Irish contribution to philosophical inquiry and intellectual history. Authors who will be discussed include John Scottus Eriugena, Jonathan Swift, Edmund Burke, Daniel O'Connell, Oscar Wilde, Bram Stoker, W. B. Yeats, James Joyce, Samuel Beckett, Iris Murdoch, Edna O'Brien, and William Desmond.

**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.

**Attributes:** HHUM P2 YLIB

### **PHIL-255C P3 Phil of Social Sciences (3)**

This course traces the development of theories of social science in the work of key figures of the 19th and



20th centuries and their impact on the practice and structure of the social sciences, especially sociology, economics, and political science. Topics examined include the assumptions about the world and society that, while unstated, impact the way the social sciences interpret phenomena, the role of positivism and postpositivistic theories in the disciplines, and the relations between "data," "evidence," and social theory.

**Attributes:** P3 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.

**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.

**Attributes:** YLIB

### **PHIL-301C P3 Philosophy & Health Care (3)**

This course examines what it means to "care" and to be "caring" from a philosophical perspective and looks at the moral, political, and social implications of this examination for health care policy and health care practices. Students who take this course will discuss and debate various conceptions of "care" and what it means to "be caring" and will, ultimately, formulate their own enriched understanding of this concept.

**Attributes:** P3 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)**

Critical study of works by such philosophers as Hegel, Marx, Schopenhauer, Feuerbach, Nietzsche, and Mill. This course may be repeated with change of content as PHIL 416 with the department chair's permission.

**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-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-351D CC Phil of Identity/Differ (3)**

This course looks at concepts of identity, community, and difference, exploring the significance of these concepts for social organization and human flourishing. Central questions will include but will not be limited to the following: What is the relationship between the individual and the group? During the course, we will reflect on the dynamics of power and privilege in contemporary society, especially as these are manifest in and through dynamics of race, class, and gender.

**Attributes:** CC YLIB

**Restrictions:** Excluding: -Class: Freshman

### **PHIL-410 Topics in Medieval Phil (3)**

An in-depth analysis of central problems in Medieval Philosophy as they emerge in the writings of philosophers from Augustine to Suarez.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Philosophy, Philosophy, Philosophy, Philosophy

### **PHIL-412 Medieval Philosophy II (3)**

This course meets with PHIL 312C and is open only to those who have previously taken PHIL 312C with different content. Permission of the department chair is required to register.

**Attributes:** YLIB

### **PHIL-413 Modern Philosophy II (3)**

This course meets with PHIL 313C and is open only to those who have previously taken PHIL 313C with different content. Permission of the department chair is required to register.

**Attributes:** YLIB

### **PHIL-414 Contemporary Phil II (3)**

This course meets with PHIL 314C and is open only to those who have previously taken PHIL 314C with different content. Permission of the department chair is required to register.

**Attributes:** YLIB

### **PHIL-416 19th Century Philosophy II (3)**

This course meets with PHIL 316C and is open only to those who have previously taken PHIL 316C with different content. Permission of the department chair is required to register.

**Attributes:** YLIB

### **PHIL-496 Independent Research (1 TO 3)**

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.

**Attributes:** YLIB

## Courses

### **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

## Courses

### **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

**Prerequisites:** GREK-101C C

### **GREK-201C P5 Beginning Greek III (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

**Prerequisites:** GREK-102C C

## Courses

### **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

**Prerequisites:** LATN-101C C

### **LATN-201C P5 Beginning Latin III (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

**Prerequisites:** LATN-102C C

### **LATN-250C Roman Authors (3)**

Readings from Verse and Prose works of a wide variety of Roman poets, historians, philosophers and orators.

**Attributes:** YLIB

**Prerequisites:** LATN-201C C

# Physics

## Overview

Foek T. Hioe, *Chair*

Krsna Dev, Munawar Karim

The Physics program is designed to prepare Physics majors for:

- Graduate study in physics or astronomy (B.S. Option I)
- An industrial or government position in physics or optics (B.A. or B.S. Option I or II)
- Engineering school (Pre-Engineering Program)
- A career in science education (B.S. Option II)
- Medical, dental, optometry, or pharmacy professional school (B.S. Option II)
- A career in law, especially patent law
- A career in business management

In addition, the program provides the opportunity for students with an interest in science to gain an understanding of the nature of physical laws and the methodology of physics. One year of high school physics and four years of high school mathematics are assumed.

The degree programs in Physics are:

- **Bachelor of Arts:** Requires completion of the Physics Core Requirements, plus an additional 12 hours of physics electives.
- **Bachelor of Science:** Requires completion of the Physics Core Requirements (33 credits), plus the additional courses specified in Option I or Option II.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Students will have the *scientific knowledge* needed to begin their careers or graduate school.

- Know the foundations of physics, as evidenced by solving problems in elementary mechanics and electricity and magnetism.
- Know the main areas of physics at the intermediate/advanced undergraduate level, as evidenced through solving problems in:
  - Modern Physics
  - Classical Mechanics
  - Electricity and Magnetism
  - Quantum Mechanics
  - Thermodynamics
  - Mathematical Physics

Goal #2 Students will have the *analytical and problem solving skills* needed to begin their careers or to enter graduate school.

- Demonstrate analytical and problem solving skills at the introductory level as evidenced in elementary mechanics and electricity and magnetism.
- Demonstrate analytical and problem solving skills at the introductory level as evidenced in:
  - Modern Physics
  - Classical Mechanics
  - Electricity and Magnetism
  - Quantum Mechanics
  - Thermodynamics
  - Mathematical Physics

Goal #3 Students will have the *laboratory skills* needed to begin their careers or enter graduate school.

- Be able to carry out experiments in mechanics and electricity and magnetism at the introductory level.
- Know the roles of hypotheses, measurements and analysis in the development of scientific theory at the introductory level as evidenced by laboratory reports.
- Be able to carry out experiments at the intermediate/advanced level.

Goal #4 Students will have the *communication skills* necessary to begin their careers or enter graduate school.

- Be able to write a well-documented laboratory report that reflects high personal and ethical standards.
- Be able to make an oral presentation to a variety of audiences (e.g. professionals within the field, general audience, peers) that informs while still respecting the different backgrounds and needs of each audience member

## Program Requirements

### B.A. Physics Requirements

Core Requirements		(33)
PHYS 131C	P4 General Physics I (4)	
PHYS 132C	P4 General Physics II (4)	
PHYS 211 PHYS 211L	Modern Physics I (4) Modern Physics I Laboratory (1)	
PHYS 212 PHYS 212L	Modern Physics II (4) Modern Physics II Laboratory (1)	
MATH 120C	P4 Calculus I (4)	
MATH 122C	P4 Calculus II (4)	
MATH 221C	Calculus III (4)	
MATH 222	SQ Differential Equations (3)	
Additional Requirements		(12)
12 additional credits of Physics electives (at the 200 level or above)		
Total		(45)

### B.S. Physics Requirements

Core Requirements		(33)
PHYS 131C	P4 General Physics I (4)	
PHYS 132C	P4 General Physics II (4)	
PHYS 211 PHYS 211L	Modern Physics I (4) Modern Physics I Laboratory (1)	

PHYS 212 PHYS 212L	Modern Physics II (4) Modern Physics II Laboratory (1)	
MATH 120C	P4 Calculus I (4)	
MATH 122C	P4 Calculus II (4)	
MATH 221C	Calculus III (4)	
MATH 222	SQ Differential Equations (3)	
<b>Additional Requirements</b>		<b>(24)</b>
Choose <b>one</b> :	<b>B.S. Option I:</b> 24 additional credits to include: PHYS 301, 333, 334, 341, 342, 365, 451, and 452.	
	<b>B.S. Option II:</b> 24 additional credits to include: 12 additional credits of Physics electives and 12 credits of science courses chosen from Biology, Chemistry, or Physics. The courses in Biology or Chemistry must be chosen from those specifically named and numbered courses that satisfy the minor requirements in those disciplines or by electives at the 200 level. The courses in Physics must be those at the 200-400 level. The 12-hour science course combination can consist of courses entirely from Biology, Chemistry, or Physics.	
<b>Total</b>		<b>(57)</b>

For students majoring 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.

## Students Seeking Adolescence Teaching Certification in Physics

Students seeking Adolescence Teaching Certification in Physics dual major in Inclusive Adolescence Education and Physics. They complete the courses outlined for a B.S. Physics major (Option II) as these courses satisfy the content area requirements for teaching certification.

In addition to the physics content area requirements, students pursuing Adolescence Teaching Certification must also complete:

- **Inclusive Adolescence Education Major (46)**

The major includes Education courses, field experiences, student teaching, and courses for Certification in Students with Disabilities (7–12) and Middle School extension in the content area (5–6). See [Inclusive Adolescence Education](#) for details.

**Note:** As early as possible, students should consult with an Education advisor to set up a program leading to certification.

### Minor:

## Minor in Physics

A Physics minor consists of the following 18 credit hours of Physics courses:

PHYS 131C	P4 General Physics I	(4)
PHYS 132C	P4 General Physics II	(4)
PHYS 211 PHYS 211L*	Modern Physics I Modern Physics I Laboratory	(4) (1)
PHYS 212 PHYS 212L*	Modern Physics II Modern Physics II Laboratory	(4) (1)
<b>Total</b>		<b>(18)</b>

\*A student may complete the Physics minor by opting to take a 300 – level Physics course in place of the two Modern Physics labs.

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

### Recommended Progression

#### B.S. Physics Major (Option I)

Recommended progression of **required** courses for the **B.S. Physics major (Option I)**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	PHYS 131C (4) MATH 120C (4)	PHYS 132C (4) MATH 122C (4)
<b>SO</b>	PHYS 211 (4) PHYS 211L (1) MATH 221C (4)	PHYS 212 (4) PHYS 212L (1) MATH 222 (3)
<b>JR</b>	PHYS 301 (3) PHYS 333 (3)	PHYS 334 (3) PHYS 365 (3)
<b>SR</b>	PHYS 341 (3) PHYS 451 (3)	PHYS 342 (3) PHYS 452 (3)

#### B.S. Physics Major (Option II)

Recommended progression of **required** courses for the **B.S. Physics major (Option II)**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	PHYS 131C (4) MATH 120C (4)	PHYS 132C (4) MATH 122C (4)
<b>SO</b>	PHYS 211 (4) PHYS 211L (1) MATH 221C (4)	PHYS 212 (4) PHYS 212L (1) MATH 222 (3)



<b>JR</b>	CHEM 103C* (3) CHEM 103L* (1) PHYS Elective* (3)	CHEM 104C* (3) CHEM 104L* (1) PHYS Elective* (3)
<b>SR</b>	PHYS Elective* (4) PHYS Elective* (3)	PHYS Elective* (3)

*\*The 12-hour combination of Biology, Chemistry, and Physics courses (in addition to the required additional 12 hours of Physics credits) for Option II must be distributed as follows: Biology and Chemistry courses must be chosen from those specifically named and numbered courses that satisfy the minors in those disciplines or 200 level electives. The Physics courses, if used, must be from the 200-400 level. The 12-hour science course combination can consist of courses entirely from Biology, Chemistry, or Physics.*

## B.A. Physics Major

*Recommended progression of **required** courses for the **B.A. Physics major**. Students should consult **Core Requirements** for a complete description of the College's Core.*

	FALL	SPRING
<b>FR</b>	PHYS 131C (4) MATH 120C (4)	PHYS 132C (4) MATH 122C (4)
<b>SO</b>	PHYS 211 (4) PHYS 211L (1) MATH 221C (4)	PHYS 212 (4) PHYS 212L (1) MATH 222 (3)
<b>JR</b>	PHYS Elective (3)	PHYS Elective (3)
<b>SR</b>	PHYS Elective (3)	PHYS Elective (3)

## Academic Opportunities

### Pre-Engineering Program

The program is designed to prepare students for careers in engineering and applied science. Students spend three years at St. John Fisher College followed by two years at one of the affiliated schools. St. John Fisher College has an engineering program in cooperation with the schools of engineering at:

- Columbia University
- Rensselaer Polytechnic Institute
- University of Rochester

### Engineering Programs

The affiliated schools offer many different engineering programs. Further details are available from the directors of admissions of the affiliated schools and the Pre-Engineering advisor.

### Pre-Engineering Option: 3+2 Program

A student selects a non-engineering major at St. John Fisher College and completes a minimum of 90

credit hours in the liberal arts, mathematics, science, and pre-engineering. The student then transfers to any affiliated engineering school and completes a minimum of 60 credit hours. Upon successful completion of the five-year program, the student is awarded baccalaureate degrees from the engineering institution and from St. John Fisher College.

By combining a solid foundation in the liberal arts and sciences with a degree in engineering, graduates maximize employment opportunities and flexibility within their chosen field. The major area of study at St. John Fisher College provides yet another option for graduate study and career opportunities.

## Transferring

In most schools, acceptance by the college or university does not guarantee acceptance into its school of engineering. A separate application is sometimes necessary after satisfactory completion of a certain core of courses. A similar relationship exists between St. John Fisher College and its affiliated engineering schools. In the academic year prior to transferring, students must apply to the engineering school(s) of their choice. Admission to an affiliated engineering school is not automatic but depends on the completion of certain courses and the student's academic achievement. Favorable recommendations from the Pre-Engineering advisor will be forwarded for highly motivated students with satisfactory academic achievement.

## Pre-Engineering Core Requirements

The following courses constitute a core that must be completed by all Pre-Engineering students:

CHEM 103C, 103L, 104C, and 104L  
MATH 120C, 122C, 221C, and 222  
PHYS 131C, 132C, and 211

Additional courses are required for specific engineering programs. Certain affiliated institutions may also require additional courses. Contact the Pre-Engineering advisor for further details.

## Pre-Health Professions Program

For students interested in medicine, dentistry, optometry, pharmacy, veterinary medicine, podiatry, chiropractic, or other health professions, see [Pre-Health Professions Programs](#) or consult the department chair for more information.

## Courses

### PHYS-105C SQ Physics in the Arts (3)

This course is an introduction to the physics underlying perception in the arts. Topics will include light and waves, lenses, photography, color, simple harmonic motion, waves, sound perception, and musical instruments. Any necessary mathematical tools will be presented in class.

**Attributes:** SQ YLIB

### PHYS-111C P4 Intro to Astronomy (3)

This course surveys the planets and minor bodies of the solar system with an emphasis on comparative planetology.

**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 or those who do not plan to take PHYS 211, 212. Note: Chemistry and Mathematics students are advised to take PHYS 131C, 132C. Must also register for non-graded 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 or those who do not plan to take PHYS 211, 212. Note: Chemistry and Mathematics students are advised to take PHYS 131C, 132C. Must also register for non-graded lab section.

**Attributes:** P4 YLIB

**Prerequisites:** 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 non-graded lab section.

**Attributes:** P4 YLIB

**Prerequisites:** MATH-120C Y D-

### **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 non-graded lab section.

**Attributes:** P4 YLIB

**Prerequisites:** MATH-122C Y D- AND PHYS-131C N D-

### **PHYS-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.

**Attributes:** RW YLIB

### **PHYS-211 Modern Physics I (4)**

An elementary introduction to quantum mechanics, the wave function, and the Schrodinger equation. The course covers atomic and molecular structure, chemical bonding, and atomic and molecular spectroscopy.

**Attributes:** YLIB

**Prerequisites:** MATH-221C Y D- AND PHYS-132C 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

**Prerequisites:** 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

**Prerequisites:** 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

**Prerequisites:** 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

**Prerequisites:** 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

**Prerequisites:** 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

**Prerequisites:** 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

**Prerequisites:** PHYS-231 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.

**Attributes:** YLIB

**Prerequisites:** MATH-221C D- AND MATH-222 D- AND PHYS-132C 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

**Prerequisites:** 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

**Prerequisites:** 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

**Prerequisites:** 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

**Prerequisites:** PHYS-341 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

**Prerequisites:** MATH-221C D- AND MATH-222 D- AND PHYS-132C 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

**Prerequisites:** PHYS-132C

**PHYS-365L Thermodynamics Lab (2)**

The semester is devoted to traditional physical chemical experiments, most of which are related to thermodynamics. Cross-listed with CHEM 365L.

**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 Schrodinger 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

**Prerequisites:** MATH-221C D- AND MATH-222 D- AND PHYS-212 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

**Prerequisites:** PHYS-451 D-

# Political Science

## Overview

James R. Bowers, *Chair*

Kathleen Donovan, John Harman, Sebastien Lazardeux, Wesley Renfro, Jane C. Snyder

In Political Science, students explore the world, the nation, and the law. Through their explorations, students see how politics affects almost every dimension of what goes on around us. Political Science also provides an excellent background for a broad range of careers and advanced study, 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 analytical, research, and communication skills necessary for success in the workplace, their community, and as citizens.

The Political Science major is one of two majors offered by the Department of Political Science and Legal Studies. Political Science at Fisher covers all the major subfields of the discipline, including American government and politics, comparative politics, international relations, political theory, and law and legal studies. Whenever possible, 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 are strongly encouraged to focus their electives in just one subfield. Majors are also encouraged to pursue a second major in a field such as **Legal Studies**, **International Studies**, or **Economics**.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Students will demonstrate *subject matter competency* to a degree and in the manner appropriate to the course level.

- Demonstrates learning of facts and terms
- Demonstrates learning of concepts and theories
- Demonstrates an understanding of different perspectives
- Demonstrates a capacity to synthesize and integrate information and ideas
- Demonstrate a capacity to read and comprehend course relevant discipline based literature

Goal #2 Students will demonstrate an ability in *critical thinking* to a degree and in a manner appropriate to the course level (and all the outcomes associated with Goal 1).

- Identify the arguments and conclusions in the work(s) under study.
- Student is able to contextualize the argument to debates in the discipline.
- Provide a cogent critique of the conclusions in the work(s) under study.

Goal #3 Students will demonstrate an ability in *analytical thinking* to a degree and in the manner appropriate to the course level (and in all the outcomes associated with Goals 1 & 2).

- Identify how the work (e.g., scholarly work or student project) presented fits into the larger literature
- Identify how the work (e.g., scholarly work or student project) presented contributes to the development of the literature
- Ability to collect and synthesize information
- Ability to view a problem from a variety of perspectives and to propose several alternative answers to this problem
- Ability to gauge alternative answers by analyzing their internal logic or by analyzing relevant empirical evidence

Goal #4 Students will demonstrate an ability to *employ and understand social science research methods* to a degree in the manner appropriate to the course level (in addition to the outcomes associated with Goals 1, 2 & 3).

- Explain the methodologies, i.e., how the scholarship progressed from argument to conclusion
- Demonstrate the ability to identify and use appropriate types of data in the methodology
- Explain the advantages and disadvantages of various methods

Goal #5 Student will demonstrate professional skills to a degree and in the manner appropriate to the course level (in addition to the outcomes associated with Goals 1, 2, 3 & 4).

- Written work follows the rules of conventional English and the norms of the discipline
- Student is capable of making an effective oral presentation
- Student is capable of making an effective argument
- Student demonstrates the ability to advance an original argument that is supported by evidence

Goal #6 Students will demonstrate “workplace readiness” in experiential learning opportunities, e.g. internship simulations at a level appropriate for juniors and seniors.

- Dependability
- Respect for others
- Work productively with others
- Follow directions, instructions and plans
- Speaking skills
- Writing skills

## Program Requirements

### Required Courses for the Political Science Major

POSC 111C	P3 Introduction to American Government	(3)
POSC 200	Doing Political Science	(3)
POSC 208D	CC Introduction to Comparative Politics	(3)
POSC 209C	P2 Introduction to Political Thought	(3)
POSC 218	P3 International Relations	(3)
POSC 400	Portfolio Presentation	(1)
STAT 160	P4 Data Analysis Social Research	(3)
POSC 200-level Electives*		(9)
POSC 300-level Electives**		(9)
<b>Total</b>		<b>(37)</b>

\*Only POSC 200 level courses or above (with the exception of POSC 104, 105, and 106) may be used for elective credits in the major

\*\*Excludes internships.

Majors are required to complete POSC 400 Portfolio Presentation during their senior year, unless an alternative course or time is approved by the department chair.

**For students majoring in Political Science, all courses designated as Political Science (POSC) that may be applied to the major and STAT 160, are included in the determination of the grade point average in the major.**



## Transfer Student Requirements

Students transferring to Fisher with 60 credits are required to complete the following as part of the total 36 credit hours for the major:

POSC 200	Doing Political Science	(3)
POSC 499	Senior Seminar in Political Science	(3)
POSC 200-level Electives*		(24)
POSC 300-level Electives**		(6)
<b>Total</b>		<b>(36)</b>

\*Only POSC 200 level courses or above (with the exception of POSC 104, 105, and 106) may be used for elective credits in the major. STATS 160 may be applied as a Political Science elective

\*\*Excludes internships. All or part of these six hours may be accepted in transfer.

### Minor:

## Minor in Political Science

POSC 111C	P3 Introduction to American Government	(3)
POSC 208D	CC Introduction to Comparative Politics	(3)
POSC 209C	P2 Introduction to Political Thought	(3)
POSC 218	P3 International Relations	(3)
POSC Electives	Two courses at the 300 level or above*	(6)
<b>Total</b>		<b>(18)</b>

\*Excludes internships

**Note:** No course taken to meet a student's major may also be applied to the POSC minor unless approved by the Chairman of the Department of Political Science. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

### Recommended Progression

## B.A. Political Science

Recommended progression of courses **required** for the **B.A. Political Science major**. Students should consult [Core Requirements](#) for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	POSC 111C (3)	POSC 208D (3)
<b>SO</b>	POSC 200 (3) POSC 218 (3)	POSC 209C (3) STAT 160 (3)

<b>JR</b>	POSC 200-level Elective (3)* POSC 300-level Elective (3)	POSC 200-level Elective (3)* POSC 300-level Elective (3)
<b>SR</b>	POSC 200-level Elective (3)* POSC 300-level Elective (3)	POSC 400 (1) Additional Electives, Internship, Washington Semester

*\*POSC 104, 105, and 106 may be combined to meet one course in this 200-level elective area.*

**Note:** *Qualifying Political Science majors should consider enrolling in an internship during one of their final three semesters.*

## Academic Opportunities

### Internship Opportunities

Juniors and seniors majoring or minoring in Political Science may qualify to participate in the SUNY-Brockport Washington 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—executive, legislative, judicial, political parties, or select interest groups. Students may also participate in the State Assembly or Senate internship programs in Albany or 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 and challenging career opportunities.

### Honor Society and Political Science Club

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 a record of involvement and activity in the department or the College may be invited to join. Activities have included sponsorship of debates, community forums, and voter registration drives. The Political Science Club is open to all students with an interest in politics and political science. The Club sponsors an annual trip to Washington, D.C., a variety of speakers, and discussions of political topics.

### Honors Program

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 3.30 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.

## Courses

### **POSC-104 International Simulation (1)**

Students will participate in an extended international relations simulation, including the preparation of their country's position as well as bargaining and negotiating with other countries. May be repeated for a maximum of three credits. Graded S/U.

**Attributes:** YLIB ZEXL

**Prerequisites:** POSC-335 Y D-

### **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 upstate New York in alternate years. Involves weekly briefing and preparation sessions prior to the simulation exercise. Participants are 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.

**Attributes:** YLIB

**Prerequisites:** POSC-335 Y D-

### **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 upstate New York in alternate years. Involves weekly briefing and preparation sessions prior to the simulation exercise. Participants are 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.

**Attributes:** YLIB ZEXL

**Prerequisites:** POSC-335 Y D-

### **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 upstate New York in alternate years. Involves weekly briefing and preparation sessions prior to the simulation exercise. Participants are 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.

**Attributes:** YLIB ZEXL

**Prerequisites:** POSC-335 Y D-

### **POSC-106 Mock Trial (1)**

A simulated trial procedure in which students play the roles of prosecuting attorneys, judge, jury, and defense attorneys. 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 three credits. Graded S/U.

**Attributes:** YLIB ZEXL

### **POSC-110P CC Politics & Identity (3)**

Examines the question "Who are we as a people and a nation?" Topics vary but include the idea and value of a national identity, the relationship between subnational identities and national identity, multiculturalism, immigration and identity, and the politics of group identity.

**Attributes:** AMSS CC PSJ YLIB

### **POSC-110P CC Politics & Identity (3)**

Examines the question "Who are we as a people and a nation?" Topics vary but include the idea and value of a national identity, the relationship between subnational identities and national identity, multiculturalism, immigration and identity, and the politics of group identity.

**Attributes:** AMSS CC PSJ YLIB

### **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

**Restrictions:** Including: -Class: Freshman, Sophomore

### **POSC-112C P3 World Politics (3)**

A survey of basic political issues in global affairs: nationalism, internationalism, racial and ethnic conflict, resource distribution and depletion, energy consumption, the future possibilities for world order, and foreign policymaking institutions. This course is designed to promote an understanding and interest in the wide scope of international affairs.

**Attributes:** ISFS P3 YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **POSC-113 CC 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 solve those puzzles.

**Attributes:** CC YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **POSC-121 Issues in Law&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:** YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **POSC-122 P1 Politics at the Movies (3)**

This course applies principles of film studies to cinematic representations of political phenomena. The class covers technical aspects of filmmaking and applies them to topics including war, gender, race, revolutions, and elections.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **POSC-123 P1 Politics &Protest Songs (3)**

Music is more than just a creative and artistic expression. Often music makes a political statement and the musicians that perform it are political activists. The music they perform and even the artists themselves can become political controversies. To better understand these dynamics, this course examines the relationship between music and politics in terms of the political and cultural context & times in which the music was made and performed. The course will explore such issues as music censorship, the role of music in social movements, and political controversies surrounding artists such as Pete Seeger, John Lennon, and the Dixie Chicks. Formerly titled: P1 Politics & Protest Songs

**Attributes:** P1 YLIB ZEXL

**Restrictions:** Including: -Class: Freshman, Sophomore

### **POSC-123 P1 Music & Politics (3)**

Music is more than just a creative and artistic expression. Often music makes a political statement and the musicians that perform it are political activists. The music they perform and even the artists themselves can become political controversies. To better understand these dynamics, this course examines the relationship between music and politics in terms of the political and cultural context & times in which the music was made and performed. The course will explore such issues as music censorship, the role of music in social movements, and political controversies surrounding artists such as Pete Seeger, John

Lennon, and the Dixie Chicks. Formerly titled: P1 Politics & Protest Songs

**Attributes:** P1 YLIB ZEXL

**Restrictions:** Including: -Class: Freshman, Sophomore

### **POSC-124 Right, Left, Red, Green (3)**

Political editorials, commentary, and analyses are full of references to "conservatives vs. liberals", "right vs. left vs. the center", etc. This course is intended to help students sort through these "political isms" and understand their basic logic, principals, and political implications. Several contemporary political ideologies will be examined in an introductory manner including liberalism, conservatism, socialism, fascism, nationalism, feminism, environmentalism, and fundamentalism.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **POSC-125 P1 Painting Politics (3)**

Freedom of expression is one of the essential principles of democracy. By extension, can the democratic character of a country be based on the strength of its artistic expression? In this course, we will address this question by examining the relationship between artists and the state in various countries and historical contexts. The course will particularly examine, through the study of paintings and artistic movements (impressionism, fauvism, naive art, expressionism, futurism, dada, surrealism, and pop art) from the mid-nineteenth century to the present, to what extent paintings have been used as a medium to strengthen or threaten democracy.

**Attributes:** P1 YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **POSC-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Major: Political Science -Class: Freshman, Sophomore

### **POSC-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Major: Political Science -Class: Freshman, Sophomore

### **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

**Restrictions:** Excluding: -Class: Freshman

### **POSC-202 P3 State & Local Gov (3)**

An introduction to state and local governing institutions and political processes. Topics for discussion include state constitutions, political cultures, citizen participation, governors, mayors, legislatures, judicial systems, and bureaucracies.

**Attributes:** P3 YLIB

### **POSC-203 Introduction to Law (3)**

A practical survey of the basic legal issues and problems facing the concerned citizen who is not trained as a lawyer but who is interested in gaining some understanding of the U.S. legal system. Issues include the courts and the legal system, buying property, landlord-tenant relationships, the automobile and the law, divorce and family rights, rights on arrest, and similar issues selected by class members.

**Attributes:** LEST PLAW YLIB

### **POSC-204C P3 Urban Politics (3)**

An exploration of urban politics and government and the contemporary problems facing American cities and metropolitan areas. Topics include urban political leadership, economic and community development, suburbanization and its impact on the cities, and the role of race and ethnicity in urban politics.

**Attributes:** AMSS P3 PSJ YLIB

### **POSC-206 P3 US 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:** ISRS P3 YLIB

### **POSC-208D CC Intro Comp Politics (3)**

Introduction to the study of comparative politics, focusing on the structure and operation of democracies in Western Europe and Japan, Russia, and China. Topics include the aims of comparative study, parliamentary vs. presidential systems, parties and interest groups, constitutionalism, and culture and politics.

**Attributes:** CC 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.

**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 topics such as education, healthcare, taxes or the death penalty in the United States and other industrialized nations.

**Attributes:** 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, Shepherd's Citations, Lawyer's Cooperative Research systems, the Index to Legal Periodicals, and other sources will be included. Emphasis is on the practical use and retrieval of legal materials for social science and law-related research. Students will be required to use these skills and techniques to complete a practical legal research assignment.

**Attributes:** YLIB

### **POSC-214 Pol of Criminal Justice (3)**

This course examines such political issues surrounding criminal justice in America as racial profiling, charging decisions and sentence disparity, and the related role of actors in the criminal justice system such as the police, prosecuting and defense attorneys, and judges.

**Attributes:** LEST PLAW PSJ YLIB

### **POSC-215D CC Women&Minority Politics (3)**

This course examines the patterns of political participation and political incorporation among minority groups in American politics and government. The focus may vary but will include groups in some combination of the following: African Americans, Latino Americans, Asian Americans, women, and the gay community.

**Attributes:** AMSS CC PSJ WGST YLIB

### **POSC-217 Judges, Juries & Trials (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.

**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.

**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:** P3 YLIB

### **POSC-221 Real Law-Real Uses (3)**

This course examines law as something that is real and to be used to achieve desired ends. It is designed to increase students' "legal literacy" on the uses of law in a variety of areas and how the legal system facilitates individuals' ability to use law. Areas of law covered in this class include the buying & selling of property, landlord-tenant relationship, divorce & family rights, personal injury, contracts, and search & seizure. Students who have credit for POSC 203 cannot take POSC 221.

**Attributes:** LEST PLAW 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 Campaigns & Elections (3)**

Examines how campaigns are won and lost in American politics. Topics discussed include: why and how the American voter votes; the role of opinion polls in American campaigns; the media's influence on political campaigns; negative campaigning; and comparisons among national, state, and local campaigns and elections.

**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:** P3 YLIB ZEXL

### **POSC-225 Italian Politics & the EU (3)**

The first half of the course will introduce the Italian political system and party structure; the second half explores the interactions of the nation-state with the evolving regional power of the EU. Taught as part of the Fisher in Italy program.

**Attributes:** YLIB

### **POSC-231 P5 Latin American Politics (3)**

Survey of the development of government and politics in the nations of Latin America. Comparative political theories are used to explore cultural, institutional, and procedural similarities and differences.

**Attributes:** ISRS P5 YLIB

### **POSC-231 P5 Politics/Latin America (3)**

Survey of the development of government and politics in the nations of Latin America. Comparative political theories are used to explore cultural, institutional, and procedural similarities and differences.

**Attributes:** ISRS P5 YLIB

### **POSC-232 Development & Democratization (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 toward democratic forms of government.

**Attributes:** ISRS YLIB

### **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 toward democratic forms of government.

**Attributes:** YLIB

### **POSC-235D P5 European Politics (3)**

This course is a comparative examination of five European political systems: Britain, France, Germany, Italy, and Russia. Topics include pluralism, neocorporatism, state-society analysis, regionalism, and European integration in the context of the European Union as it pertains to the five countries under investigation.

**Attributes:** P5 YLIB

### **POSC-240 CC Politics/Middle East (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-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 YLIB

### **POSC-245 CC Politics of Russia (3)**



This course examines the current politics and relevant history of Russia, the states of the former Soviet Union, and members of the former Warsaw Pact.

**Attributes:** CC YLIB

### **POSC-245 CC Russian/Post-Soviet Pol (3)**

This course examines the current politics and relevant history of Russia, the states of the former Soviet Union, and members of the former Warsaw Pact.

**Attributes:** CC ISFS YLIB

### **POSC-250 P3 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.

**Attributes:** ISFS P3 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.

**Attributes:** YLIB

**Restrictions:** Excluding: -Class: Freshman

### **POSC-253 Legal Realism: Old & New (3)**

This course examines the theoretical and empirical dimensions of "Old" & "New" Legal Realism, particularly as these relate to "law in action" or the "real law." This course examines both the work of the earliest Legal Realists such as Jerome Frank who argued that due to the personality of judges all law is arbitrary and the more recent work of "New Legal Realist" who strive for an empirical understanding of what "law in action" is. When merged, and as articulated in this course, Old & New Legal Realism recognize that the human behavior and motivation of legal actors define what the "real law" is but that "law on the books" constrains how far these legal actors can go in this definition.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** YLIB

### **POSC-255 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.

**Attributes:** YLIB

### **POSC-255 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.

**Attributes:** YLIB

### **POSC-259 Amer. Pol. 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-260D CC Politics of Asia (3)**

Survey of the government and politics of Asian states. Topics include historical antecedents, the legacy of colonialism, cultural influences, and the impact of globalization.

**Attributes:** CC YLIB

### **POSC-260D CC Politics & History Asia (3)**

Survey of the government and politics of Asian states. Topics include historical antecedents, the legacy of colonialism, cultural influences, and the impact of globalization.

**Attributes:** CC YLIB

### **POSC-265 Negotiation & Dispute Res (3)**

What strategy do you use to negotiate effectively? This course introduces negotiation theory and the skills associated with successful practice. This course is aimed at understanding how individuals from lawmakers to lawyers to businessmen negotiate. It explores tensions between distributive and integrative negotiation, principles of interest-based negotiation, the importance of preparation, sources of power, the role of culture, and ways to overcome dirty tricks and other barriers to successful negotiation. As the course advances, we will assess the broader implications of negotiation on political processes from deals in the legal system to complex negotiations in the international community. An interactive learning approach is featured using lecture, discussion, exercises, and simulations to build personal capacities for successful negotiating and case analysis.

**Attributes:** LEST PLAW YLIB

### **POSC-267 The Common Law Tradition (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.

**Attributes:** LEST P3 PLAW YLIB

### **POSC-267 P3 The Common Law Tradition (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. Formerly titled P3 Common Law Tradition

**Attributes:** P3 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. Formerly titled P3 Common Law Tradition

**Attributes:** 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 will explore institutionalized radicalism (the fascist and Nazi regimes of Italy and Germany from 1922 to 1945), partisan radicalism (xenophobic parties in a few European countries), as well as radical movements (tea party) and fringe groups (militias and skinhead movements) in the United States. Students will use the method of comparative analysis to explore the commonalities and differences between these expressions of hate towards "the other" across time and space.

**Attributes:** YLIB

### **POSC-271 Comparative Pol. Parties (3)**

This course examines the roles and functions of political parties in a comparative perspective. Topics explored will include the role of political parties in elections and campaigns, legislatures, government as well as party organization. Examples will be drawn from two-party, multiparty and one party dominant systems.

**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:** P3 YLIB

### **POSC-290 Intro to Intelligence (3)**

Definition, typology of intelligence, history, organization of the U.S. and foreign intelligence communities, disciplines (the "INTs"), fundamental briefing techniques, security, the intelligence cycle, basics of analysis, reporting and dissemination, and current issues.

**Attributes:** YLIB ZEXL ZRES

### **POSC-291 Politics & the Internet (3)**

This course examines the role of politics in shaping the Internet and the role of the Internet in reshaping politics. The underlying focus of the course is on how democracy is changed in a technological era. Among the issues addressed are the impact of the Internet on citizenship, privacy, the legislative process, and interest groups.

**Attributes:** P3 YLIB

### **POSC-291 P3 Politics of Internet (3)**

This course examines the role of politics in shaping the Internet and the role of the Internet in reshaping politics. The underlying focus of the course is on how democracy is changed in a technological era. Among the issues addressed are the impact of the Internet on citizenship, privacy, the legislative process, and interest groups.

**Attributes:** P3 YLIB

### **POSC-292 Intro Amer Political Thgt (3)**

This course is an introduction in American political thought. We will start in the American colony and read our way until the start of the 20th century. This course will analyze topics ranging from revolution, founding, civil war, and discrimination with a focus on the study of primary sources.

**Attributes:** LEST YLIB

### **POSC-292 P2 Intro Amer Politic Thgt (3)**

This course is an introduction in American political thought. We will start in the American colony and read our way until the start of the 20th century. This course will analyze topics ranging from revolution, founding, civil war, and discrimination with a focus on the study of primary sources.

**Attributes:** P2 YLIB

### **POSC-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 WGST 299P.

**Attributes:** CC WGST YLIB

### **POSC-301 Classical Political Thgt (3)**

The development of ancient and medieval political thought is examined as reflected in the writings of Plato, Aristotle, Augustine, Aquinas, and Machiavelli. Primary and secondary works are examined in relation to questions about political obligation, freedom, distributive justice and equality, democracy, and the nature of politics.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **POSC-302 Modern Political Thought (3)**

The political thought of several modern-era European figures (Hobbes, Locke, Rousseau, Mill, and Marx) is examined. Primary and secondary materials are studied in light of questions about political obligation, freedom, distributive justice and equality, democracy, and the nature and value of politics.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **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. Formerly titled U.S. Foreign Policy Students with credit for POSC 206 may not earn credit for POSC 306.

**Attributes:** YLIB

### **POSC-311 Bureaucracy (3)**

An exploration of public bureaucracies and the role they perform in the implementation of public policy. Topics for discussion include administrative values and ethics, organization theory, personnel management, public budgeting, program management, and policy evaluation.

**Attributes:** YLIB

**Prerequisites:** POSC-111C D-

**Restrictions:** Including: -Class: Junior, Senior

### **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

**Prerequisites:** POSC-111C D-

**Restrictions:** Including: -Class: Junior, Senior

### **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

**Prerequisites:** POSC-111C D-

**Restrictions:** Including: -Class: Junior, Senior

### **POSC-321 Media & Politics (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.

**Attributes:** YLIB

**Prerequisites:** POSC-111C D-

**Restrictions:** Including: -Class: Junior, Senior

### **POSC-321 Media & Politics (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.

**Attributes:** YLIB

**Prerequisites:** POSC-111C D-

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** LEST PLAW YLIB

**Prerequisites:** POSC-111C D- OR POSC-203 D- OR POSC-210 D-

**Restrictions:** Including: -Class: Junior, Senior

### **POSC-326 Judicial Process (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

**Prerequisites:** POSC-111C D- OR POSC-203 D- OR POSC-210 D-

**Restrictions:** Including: -Class: Junior, Senior

### **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

**Prerequisites:** POSC-111C D- OR POSC-203 D- OR POSC-210 D-

**Restrictions:** Including: -Class: Junior, Senior

### **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

**Restrictions:** Including: -Class: Junior, Senior

### **POSC-328 New York Civil Procedure (3)**

This course explores the basic provisions, both theoretical and specific, of New York Civil Practice. Where appropriate, New York procedure will be compared to Federal procedure. The course will be divided into two principal segments. The first portion of the course will cover the basic concepts of civil procedure such as jurisdiction, the distinction between law and equity, and statutes of limitations. The second segment will then use those basic concepts as a template for exploration of specific procedural rules and methods.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **POSC-329 Comp Public Policy (3)**

What explains why policymakers in different countries respond differently to common problems? Who are the main actors in the policymaking process and why? This course examines these questions in a comparative perspective. Several theories of public policy-making are introduced to shed light on these issues. Examples will be drawn from the United States and other industrialized democracies.

**Attributes:** YLIB

### **POSC-331 Int'l Law & Organization (3)**

The course examines the role international law and organizations play in relation to international security, human rights, global economics and diplomacy. Topics will include the evolution, sources, and practice of law and diplomacy, as well as non-governmental and intergovernmental organizations.

**Attributes:** ISFS LEST PLAW YLIB

**Prerequisites:** POSC-218 D-

### **POSC-332 Con Law I: Govern' Powers (3)**

This course examines the development of Constitutional Law as it relates to the power and authority of Congress, the President, and the Federal Judiciary. Among the topics examined are the nature of judicial power, congressional authority under the Commerce Clause, the war powers of the president, and federalism.

Students who have credit for POSC 325 cannot take POSC 332.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **POSC-333 Con Law II:Civ Lib-Civ Rt (3)**

This course examines the development of Constitutional Law as it relates to individual civil liberties and civil rights. Among the topics examined are First Amendment liberties, voting rights, rights of the accused, equal protection, and due process. Students who have credit for POSC 325 cannot take POSC 333.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **POSC-334 Constitutional Meaning (3)**

This course examines the intellectual foundations of the U.S. Constitution and how that foundation informs or should inform the interpretation and meaning of that document. This course also explores various modes of researching and analyzing the Constitution that can result in approximating a correct interpretation and meaning of the Constitution.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **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).

**Attributes:** ISRS YLIB

**Prerequisites:** POSC-105 Y D-

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** YLIB

### **POSC-390 Intelligence Analysis (3)**

Fall 2009 Topic: Psychology and the Law Covers the historical background of forensic psychology from pre-Victorian-era thinking through developments post-world war and to the present. Explores roles of the psychologist, ethical issues and topics such as psychological testing and expert investigation in civil, family, and criminal cases.

**Attributes:** YLIB

**Prerequisites:** POSC-280D B OR POSC-290 B

**Restrictions:** Including: -Class: Junior, Senior

### **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.

Fall 2015 Topic: Rights Lost, Rights Retained The Framers intended that the U.S. Constitution be interpreted and executed based on the "Presumption of Liberty." However, the federal courts and government at all levels routinely, ignore this. The outcome is some rights have been "lost," other "retained by the people" are ignored and left unprotected. This course will examine the "Presumption of Liberty" in the Constitution and how courts and governments preferring some rights over others belittles it. Specifically this course will concentrate on the lost right of property, economic liberty, and the rights retained by the people via the 9th amendment.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **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 1 Fall 2014 Pornography & the Law Most people associate pornography with obscenity. However, pornography intersects with law & politics in many mores ways. This course will explore the many intersections between the Adult Entertainment Industry [AEI]including pornography as an aspect of American culture, obscenity case law, feminist reaction to pornography and the AEI (both in opposition & support), government regulation, and the relationship between pornography and the AEI to substantive areas of law such as contract and intellectual property.

Section 2 Fall 2014: Political Leadership This course is a study in political psychology and leadership with a special emphasis on crisis decision-making. Topics include: trait analysis; the use and misuse of analogies; and the role of advisors. The class covers leaders from varied backgrounds but focuses on modern American presidents

**Attributes:** YLIB

**Restrictions:** Including: -Major: Political Science -Class: Junior, Senior

### **POSC-400 Portfolio Presentation (1)**



This is a one-credit class that asks students to assemble a comprehensive portfolio of their political science work. As part of the course, students will reflect on their courses and experiences and demonstrate that they have met the department's learning objectives. In addition to preparing a portfolio, students will also participate in an oral presentation.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Political Science -Class: Senior

**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.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

**POSC-491 Washington Sem-Seminar (3)**

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.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

**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.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

**POSC-493 Government Internship (3 TO 6)**

Work-study programs in federal, state, or local government institutions, agencies, political parties, or lobbying groups for upper-level students who have demonstrated the capability for independent work. Permission of the Department Chair is required.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

**POSC-493 Government Internship (3 TO 15)**

Work-study programs in federal, state, or local government institutions, agencies, political parties, or lobbying groups for upper-level students who have demonstrated the capability for independent work. Permission of the Department Chair is required.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

**POSC-494 Govt Internship (3 TO 6)**

Work-study programs in federal, state, or local government institutions, agencies, political parties, or lobbying groups for upper-level students who have demonstrated the capability for independent work. Permission of the department chair is required.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

**POSC-494 Govt Internship (3 TO 15)**

Work-study programs in federal, state, or local government institutions, agencies, political parties, or lobbying groups for upper-level students who have demonstrated the capability for independent work. Permission of the department chair is required.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

**POSC-495 Public Law 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 POSC Department Chair or LEST Program Director is required to register.

**Attributes:** LEST PLAW YLIB

**Restrictions:** Including: -Major: Legal Studies, Political Science -Class: Junior, Senior

**POSC-495 Public Law Internship (1 TO 6)**

Work-study program in the local legal system in such positions as the Office of the Monroe County District Attorney, Office of the Monroe County Public Defender, New York State Commission on Human Rights, public interest law firms, and alternative dispute-resolution organizations. Permission of the department chair is required.

**Attributes:** PLAW YLIB

**Restrictions:** Including: -Class: Junior, Senior

**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 POSC Department Chair or LEST Program Director is required to register.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Legal Studies, Political Science -Class: Junior, Senior

**POSC-496 Independent Study (3)**

In-depth study of a topic in political science under the direction of a full-time member of the Political Science Department. Completion of the Independent Study/Tutorial Authorization form is required.

**Attributes:** YLIB

**Prerequisites:** GPA  $\geq$  3.00

**Restrictions:** Including: -Major: Political Science -Class: Junior, Senior

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

**Attributes:** YLIB

**Prerequisites:** GPA  $\geq$ 3.00

**Restrictions:** Including: -Major: Political Science -Class: Junior, Senior

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

**Attributes:** YLIB ZRES

**Prerequisites:** GPA  $\geq$ 3.00

**Restrictions:** Including: -Major: Political Science -Class: Junior, Senior

### **POSC-498H Honors Project (1 TO 6)**

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

**Restrictions:** Including: -Major: Political Science -Class: Senior

### **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

**Restrictions:** Including: -Major: Political Science -Class: Senior

### **POSC-499 Senior Seminar POSC (3)**

Capstone seminar in the discipline. Focus is on a research project in one of the areas of the discipline, with the specific topic chosen in consultation with the instructor. Students will present the results of their research in the form of a major paper presented in a public forum to the department.

**Attributes:** YLIB ZCAP ZRES

**Restrictions:** Including: -Major: Political Science -Class: Senior

### **POSC-499H 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 will consist of a Political Science faculty advisor, the department chair, and one additional faculty member (who may come from outside the Political Science department) of the student's choosing. 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

**Restrictions:** Including: -Major: Political Science -Class: Senior

**POSC-499H Honors Project (1 TO 6)**

Directed individual research projects arranged for exceptional Political Science majors in consultation with a faculty advisor within the department. The honors committee will consist of a Political Science faculty advisor, the department chair, and one additional faculty member (who may come from outside the Political Science department) of the student's choosing. 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

**Restrictions:** Including: -Major: Political Science -Class: Senior

# Pre-Health Professions

## Overview

Virginia Borden Maier, *Health Professions Advisor*

Students attending St. John Fisher College may plan a program which will allow them to apply to any of the health-related professional schools in fields such as medicine, dentistry, optometry, veterinary medicine, pharmacy, podiatry, chiropractic medicine, physical therapy, or 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 college major. The majority of pre-med 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:

- One year of biology with labs
- Two years of chemistry (general and organic) with labs
- One year of physics with labs
- One year of college English

Courses in psychology and sociology are strongly recommended, as well as biochemistry, statistics, anatomy and physiology. The range of excellent humanities and social science courses available at St. John Fisher College provide 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, or even prior to, their first semester at Fisher so that they may receive guidance as they pursue their subsequent studies. Workshops and information meetings occur each semester that 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 the composite evaluation letter required by many of the professional schools.

# Pre-Law Opportunities

## Overview

James R. Bowers, *Chair, Political Science & Legal Studies*

## Pre-Law and Legal Studies at Fisher

The Pre-Law experience at St. John Fisher College includes student engagement in the Pre-Law Student Association, participation in such activities as Mock Trial, one-on-one advising with the Department Chairman of Political Science & Legal Studies, and the Department's **Legal Studies** major. The Legal Studies major is the expanded academic component of the Pre-Law experience at Fisher. The major is a 36 credit-hour (12 course) Bachelor of Arts program and requires the declaration of a second major.

The **Legal Studies** major replaces the previously available Pre-Law minor, which is no longer available.

## 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. Students interested in Pre-Law who are not majoring in Legal Studies are encouraged to work with the department chairman of the Political Science & Legal Studies Department or their academic advisors 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 Pre-Law Student 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 legal movie night.

## 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.

# Pre-Pharmacy

## Overview

Virginia Borden Maier, *Health Professions Advisor*

Pharmacy is not an undergraduate major at St. John Fisher College. 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 the academic opportunities at the College.

St. John Fisher College undergraduate students 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. These requirements may differ for other pharmacy programs, which may require additional anatomy, physiology, or chemistry courses. Students should review prerequisites for all schools of interest well before beginning the application process.

## Wegmans School of Pharmacy Admission Requirements

The following pre-professional coursework, a total of 63 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 Speech.
- Economics (3 credits): Microeconomics and/or Macroeconomics is recommended.
- Humanities and/or Social/Behavioral Sciences (12 credits)

### Science and Math Courses (39 credits)

- Calculus (4 credits)
- Statistics (3 credits)
- General Chemistry (8 credits, with labs)
- Organic Chemistry (8 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.

## Pharmacy College Admissions Test (PCAT)

The Pharmacy College Admissions Test assesses the skills necessary to complete the Doctor of Pharmacy curriculum. Applicants must take the PCAT by January to be considered for fall admission to the Wegmans School of Pharmacy. For more information, visit [www.pcatweb.info](http://www.pcatweb.info).

# Psychology

## Overview

Melissa Ghera, *Chair*

Kimberly McClure Brenchley, Timothy Franz, John Mavromatis,\* Eileen Merges, Laura Phelan, Dawn Rager, Ryan Thibodeau

*\*On leave, Fall 2015*

Psychology is the science of behavior and the physiological 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, a 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 College 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, and B.A. students choose a minor 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.

## Learning Outcomes

### **Departmental Mission**

The mission of the Psychology Department at St. John Fisher College is to help students develop a knowledge base of concepts, theories, and methodology to serve as a schema for life-long learning. The program is designed to meet the varied needs of our majors and minors by preparing them for graduate training in psychology or related disciplines, and/or the world of work, family, and community. To this end, the curriculum presents psychology as the science of cognitions, emotions, and behavior, rooted in the liberal arts.

### **Departmental Values**

The department strives to:

- Create a student-centered educational experience around teaching, advising, research, and mentoring.
- Support student development as life-long learners.
- Stimulate intellectual curiosity.
- Provide developmental opportunities for academic pursuits.
- Facilitate a cohesive, collaborative environment that encourages the open exchange of ideas.
- Maintain a safe and respectful environment both in and out of the classroom, where diversity of an individual's thoughts and behavior is embraced.

### **Program Goals and Student Learning Outcomes**



Goal #1 Knowledge base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- Be able to identify and explain some of the reoccurring themes in psychology (e.g. nature/nurture and mind-body interactions, free will vs. determinism, variability and continuity of behavior within and across the species) and major historical theoretical perspectives.
- Be able to contrast the major historical and theoretical perspectives in psychology (including behavioral, biological, cognitive, psychoanalytic, and sociocultural perspectives), differentiate them, and integrate them to produce comprehensive and multi-faceted explanations of various psychological phenomena.

Goal #2 Research methods in psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

- Be able to describe the different research methods used by psychologist, articulate their strengths and weaknesses, and their ability to conclude causality.
- Be able utilize basic statistical technique, interpret statistical results, including significance and effect.
- Be able to read and interpret psychological research with the appropriate appreciation for the effects of internal and external validity on the generalizability of the research results.
- Be able to design and conduct basic research studies including the relevant literature search, formulate testable hypotheses, create appropriate operational definitions, collect and analyze data in accordance with the APA Code of Ethics for the treatment of human subjects and interpret the results.
- Students will demonstrate an ability to prepare an APA style report in part and in whole.

Goal #3 Critical thinking skills in psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

- Be able to cite sources for their statements, and in doing, have the ability to distinguish between empirical and anecdotal evidence.
- Be able to use metacognitive strategies in order to recognize and avoid common errors in thinking.

Goal #4 Application of psychology: Students will understand and then apply psychological principles to personal, social and organizational issues.

- Demonstrate an understanding of how to apply the concepts, theories, and research to solve real world problems in areas such as health, mental health, work education, etc.
- Recognize that ethical issues and sociocultural contexts influence the application of psychological principles in solving problems.

Goal #5 Values in psychology: Students will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are underpinnings of psychology.

- Seek and evaluate scientific evidence for psychological claims.
- Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
- Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.

## Program Requirements

[B.S. Degree Requirements](#) | [B.A. Degree Requirements](#)

## Requirements for the B.S. Degree

Foundation courses

(13)

PSYC 100C

P3 Introduction to Psychology

PSYC 200	Research Methods and Writing in Psychology	
PSYC 201	Basic Statistics	
PSYC 204	Advanced Statistics	
PSYC 290	Career Planning & Exploration (1)	
<b>Content Domain courses</b>		<b>(21)</b>
PSYC 211	P3 Society & Mental Illness	
Choose <b>one</b> :	PSYC 227C P3 Child and Adolescent Development*	
	PSYC 231C P3 Development Across the Lifespan*	
PSYC 235C	P3 Social Psychology	
PSYC 236	P3 Psychology of Personality	
PSYC 280	Physiological Psychology	
PSYC 281	Learning	
PSYC 282	Cognitive Processes	
<b>Laboratory courses</b>		<b>(6)</b>
Choose <b>two</b> :	PSYC 327 Developmental Laboratory	
	PSYC 335 Social Psychology Laboratory	
	PSYC 361 Psychophysiology Laboratory	
	PSYC 362 Topics Laboratory	
	PSYC 381 Learning Laboratory	
	PSYC 382 Cognitive Processes Laboratory	
<b>Capstone courses</b>		<b>(9)</b>
PSYC 407 or 408	Seminar in Psychology	
PSYC 411	Advanced Psychopathology	
PSYC 415	History and Systems of Psychology	
<b>Electives</b>		<b>(12)</b>
Four Psychology (PSYC) elective courses		
<b>Liberal Arts and Sciences courses</b>		<b>(9)</b>
One Quantitative Tool (MATH, STAT) course**		
One Philosophy (PHIL) course**		

One Natural Science (BIOL, CHEM, PHYS) course\*\*

Total

(70)

*\*Only one cumulative Human Development course may be applied to the Psychology major. Thus, either PSYC/EDUC 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.*

*\*\*May be drawn from relevant courses applied to the College Core (with the exception of DEPT 199 RW courses). Consult with your departmental advisor to choose courses to meet these requirements.*

**Note:** At least half of the required PSYC credits for the Psychology major (i.e., 30 PSYC credits for the B.S. degree or 21 credits for the B.A. degree) must be taken in residence. A student must also earn a cumulative grade point average of 2.00 for all Psychology courses taken in residence for the major.

**For students majoring in Psychology, 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 for the B.A. Degree

**Note:** A minor in another discipline is required of all students following B.A. programs.

### Foundation courses

(13)

PSYC 100C

P3 Introduction to Psychology

PSYC 200

Research Methods and Writing in Psychology

PSYC 201

Basic Statistics

Choose **one**:

PSYC 204 Advanced Statistics

One additional PSYC elective at or beyond the 300 level

PSYC 290

Career Planning and Exploration (1)

### Content Domain courses

(18)

Choose **six**:

PSYC 211 P3 Society & Mental Illness

PSYC 227C P3 Child and Adolescent Development\*

**-OR-**

PSYC 231C P3 Development Across the Lifespan\*

PSYC 235C P3 Social Psychology

PSYC 236 P3 Psychology of Personality

PSYC 280 Physiological Psychology

PSYC 281 Learning

PSYC 282 Cognitive Processes

### Laboratory course

(3)

Choose <b>one</b> :	PSYC 327 Developmental Laboratory	
	PSYC 335 Social Psychology Laboratory	
	PSYC 361 Psychophysiology Laboratory	
	PSYC 362 Topics Laboratory	
	PSYC 381 Learning Laboratory	
	PSYC 382 Cognitive Processes Laboratory	
<b>Capstone course (must be taken at Fisher)</b>		<b>(3)</b>
Choose <b>one</b> :	PSYC 411 Advanced Psychopathology	
	PSYC 415 History and Systems of Psychology	
<b>Electives</b>		<b>(6)</b>
Two Psychology (PSYC) elective courses		
<b>Liberal Arts and Sciences courses</b>		<b>(9)</b>
One Quantitative Tool (MATH, STAT) course**		
One Philosophy (PHIL) course**		
One Natural Science (BIOL, CHEM, PHYS) course**		
<b>Total</b>		<b>(52)</b>

*\*Only one cumulative Human Development course may be applied to the Psychology major. Thus, either PSYC/EDUC 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.*

*\*\*May be drawn from relevant courses applied to the College Core (with the exception of DEPT 199 RW courses). Consult with your departmental advisor to choose courses to meet these requirements.*

**Note:** At least half of the required PSYC credits for the Psychology major (i.e., 30 PSYC credits for the B.S. degree or 21 credits for the B.A. degree) must be taken in residence. A student must also earn a cumulative grade point average of 2.00 for all Psychology courses taken in residence for the major.

**For students majoring in Psychology, 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.**

### Minor:

## Minor in Psychology

The minor consists of the following:

PSYC 100C	P3 Introduction to Psychology	(3)
Five Psychology electives*		(15)

*\*Only one cumulative Human Development course — either PSYC/EDUC 227C P3 Childhood and Adolescent Development or PSYC 231C P3 Development Across the Lifespan (but not both) — may be applied to the Psychology minor.*

**Note:** A student must earn a cumulative grade point average of 2.00 for all courses taken in residence for the minor. The minor GPA is calculated based on the total PSYC credits earned in residence and applied toward the minor requirements (including courses cross-listed with PSYC such as EDUC/PSYC 227C).

## Recommended Progression

### B.S. Psychology

Recommended progression of **required** courses for a **B.S. Psychology major**. Students should consult **Core Requirements** for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	PSYC 100C (3)	PSYC Content Domain (3)
<b>SO</b>	PSYC 200 (3) PSYC Content Domain (3) PSYC Content Domain (3)	PSYC 201 (3) PSYC Content Domain (3) PSYC Elective (3) PSYC 290 (1)
<b>JR</b>	PSYC 204 (3) PSYC Content Domain (3) PSYC Lab (3)	PSYC Content Domain (3) PSYC Content Domain (3) PSYC Lab (3)
<b>SR</b>	PSYC 415 (3) PSYC 407 <b>–OR–</b> 408 (3) PSYC Elective (3)	PSYC 411 (3) PSYC Elective (3) PSYC Elective (3)

**Note:** Psychology majors must also complete a three credit quantitative tool course, a three credit natural science course, and a three credit philosophy course.

### B.A. Psychology

Recommended progression of **required** courses for a **B.A. Psychology major**. Students should consult **Core Requirements** for a complete description of the College's Core.

**Note:** A minor in another discipline is required of all students following B.A. programs.

	FALL	SPRING
<b>FR</b>	PSYC 100C (3)	PSYC Content Domain (3)
<b>SO</b>	PSYC 200 (3) PSYC Content Domain (3) PSYC Content Domain (3)	PSYC 201 (3) PSYC Content Domain (3) PSYC 290 (1)
<b>JR</b>	PSYC Content Domain (3)	PSYC Content Domain (3)

SR	PSYC 204* (3)	PSYC Lab (3)
SR	PSYC 411 –OR– 415 (3)** PSYC Elective (3)	PSYC Elective (3)

**Note:** *Psychology majors must also complete a three credit quantitative tool course, a three credit natural science course, and a three credit philosophy course.*

*\*B.A. students may substitute a 300- or 400-level Psychology elective in place of PSYC 204.*

*\*\*Capstone course must be taken at Fisher.*

## Academic Opportunities

### 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 for 1–6 credits. In addition, the course may be taken twice. During a fieldwork placement, students are required to work 3 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.

### 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 College's Honors Program. Eligible students may complete both programs. See [Honors in Major](#).

### Journal Club

Psychology Journal Club is a relaxed gathering of psychology students and faculty who meet to discuss results of provocative published research in psychological science. Students participate in a stimulating discussion during a department-sponsored lunch. Upper-level students often select an article and volunteer to lead the meeting.

### Psi Chi

The department has an active chapter of Psi Chi, The National Honor Society in Psychology. This organization brings interested students together for psychology-related lectures, activities, discussions, and trips.

### Psychology Club

The Psychology Club exists as an *academic club* to enlighten the St. John Fisher College community through psychologically related events. Our purpose is to get students to become interested and aware of psychology and how it is part of our everyday lives. We strive to create entertaining and intriguing events that are open to the campus as a whole.

### Student Research Opportunities

Students may receive course credit for faculty-guided reading and research on a variety of topics. 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 in their

own area of interest. They pursue an independent-study readings course in a particular area of interest under the guidance of a faculty member.

## The Washington Experience: Fisher Semester in Washington

Psychology majors may avail themselves of The Washington Experience, a semester in Washington, D.C. See [The Washington Experience](#) for details.

## 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.

**Attributes:** P3 YLIB

### **PSYC-164 The Legal Mind (3)**

This course introduces legal studies students as well as other students to the science of psychology and its application to the law and the legal system. Sometimes the law lags behind social thinking, while the science of psychology attempts to, in part, predict social thinking. This course will explore the similarities and inherent conflicts between the fields of law and psychology, including topics such as conservatism, authority, the adversarial process, empiricism, the differences between prescriptive and descriptive processes, sentencing, the insanity defense, and expert witnesses.

**Attributes:** P3 YLIB

### **PSYC-164 P3 The Legal Mind (3)**

This course introduces legal studies students as well as other students to the science of psychology and its application to the law and the legal system. Sometimes the law lags behind social thinking, while the science of psychology attempts to, in part, predict social thinking. This course will explore the similarities and inherent conflicts between the fields of law and psychology, including topics such as conservatism, authority, the adversarial process, empiricism, the differences between prescriptive and descriptive processes, sentencing, the insanity defense, and expert witnesses.

**Attributes:** P3 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 offered as part of a learning community. Although the topic changes, the course may only be taken once. This course does not provide credit for Introduction to Psychology.

Fall 2015 Topic: Psychology of Influence

This course will take up the topic of persuasion and social influence. Every day, we are both users and recipients of the forces of social influence and persuasion. This course will examine mass-media persuasion including advertising as well as the news and general media. It will also examine more interpersonal sources of influence, such as politicians, religious leaders, or our own peer groups.

**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 offered as part of a learning community. Although the topic changes, the course may only be taken once. This course does not provide credit for Introduction to Psychology.

Fall 2015 Topic: Psychology of Influence

This course will take up the topic of persuasion and social influence. Every day, we are both users and recipients of the forces of social influence and persuasion. This course will examine mass-media persuasion including advertising as well as the news and general media. It will also examine more interpersonal sources of influence, such as politicians, religious leaders, or our own peer groups.

**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.

**Attributes:** HHSM YLIB

**Prerequisites:** PSYC-100C C

**Restrictions:** Including: -Major: Psychology

### **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 programs such as SPSS. 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.

**Attributes:** HHSM YLIB

**Prerequisites:** PSYC-100C C

**Restrictions:** Including: -Major: Psychology, Statistics

### **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 such as SPSS, but emphasis will be on interpretation of statistical analyses.

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C AND PSYC-201 C

### **PSYC-205C SQ Statistical Reasoning (3)**

This is a course on basic statistical literacy and thinking. Its goals are to: a) provide students with a basic conceptual grasp of statistical principles and laws and b) to practice critical thinking about statistics-based claims in the media. The course does not stress the calculation of statistics, nor is any mathematics background necessary to do well in this course.

**Attributes:** HHSM SQ YLIB

### **PSYC-211 P3 Society & Mental Illness (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: Students currently enrolled in or who have prior credit for PSYC 401 - Abnormal Psychology may NOT take this course.

**Attributes:** P3 YLIB

**Prerequisites:** PSYC-100C D-



### **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.

**Attributes:** SPHR YLIB

**Prerequisites:** PSYC-100C D-

### **PSYC-217C P3 Psychology of Religion (3)**

The past two decades have shown a growing interest among psychologists in the constructs of "religiosity" and "spirituality" as important components of a healthy functioning personality. Goals of this course include: examining the various psychological approaches (psychoanalytic, behaviorist, humanist) as they have been used to understand the religious experience; developing an appreciation of the scientific method as applied to the study of religion; reviewing the empirical relationships found between religiosity, personal health, and well-being; and exploring one's own unique spiritual/religious journey, with insights gained from course materials. Cross-listed with REST 217C.

**Attributes:** P3 YLIB

**Prerequisites:** PSYC-100C D-

**Restrictions:** Including: -Class: Junior, Sophomore, Senior

### **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. Cross-listed with EDUC 227C.

**Attributes:** P3 YLIB

**Prerequisites:** 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.

**Attributes:** P3 YLIB

**Prerequisites:** 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

**Prerequisites:** PSYC-100C D-

### **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.

**Attributes:** P3 YLIB

**Prerequisites:** PSYC-100C D-

### **PSYC-236 P3 Psych of Personality (3)**

This course provides a critical examination of the major theoretical formulations of personality from Freud to contemporary existential psychology. The theories are considered in light of available experimental evidence and the criteria for plausible hypotheses.

**Attributes:** P3 YLIB

**Prerequisites:** PSYC-100C D-

### **PSYC-250P P3 Psyc of Gender (3)**

This course explores the psychology of both women and men from a bio/psycho/social perspective. Students learn and discuss: the nature and meaning of gender, gender roles, and stereotypes; research on gender similarities and differences; gender development; and the way that gender intersects with race/ethnicity, social class, sexual orientation, and other differences of interest. Cross-listed with WGST 250P.

**Attributes:** P3 WGST YLIB

**Prerequisites:** PSYC-100C D-

### **PSYC-255 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.

**Attributes:** HHCF P3 YLIB

**Prerequisites:** 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.

**Attributes:** HHCF P3 YLIB

**Prerequisites:** PSYC-100C D-

### **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

**Prerequisites:** 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.

**Attributes:** P3 WGST YLIB

**Prerequisites:** PSYC-100C D-

### **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.

**Attributes:** P3 YLIB

**Prerequisites:** PSYC-100C D-

### **PSYC-280 Physiological Psychology (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

**Attributes:** YLIB

**Prerequisites:** PSYC-100C D-

### **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

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** 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 three out of every four semesters.

**Attributes:** YLIB

**Prerequisites:** PSYC-100C D-

### **PSYC-290 Practicum for PSYC Majors (1)**

The goals of this practicum are to aid students in: developing an appreciation of values and skills consistent with a liberal arts education in the field of psychology and applying these values and skills to develop and make progress toward personal and career goals. Students will pursue realistic ideas about how to implement their psychological knowledge, skills, and values to formulate long-term goals and effective plans for career development and personal growth through lifelong learning. Graded S/U.

Formerly: Practicum for PSYC Majors

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C OR PSYC-201 C

**Restrictions:** Including: -Major: Psychology; Excluding: -Class: Freshman

### **PSYC-290 Career Planning & Explor (1)**

The goals of this practicum are to aid students in: developing an appreciation of values and skills consistent with a liberal arts education in the field of psychology and applying these values and skills to develop and make progress toward personal and career goals. Students will pursue realistic ideas about how to implement their psychological knowledge, skills, and values to formulate long-term goals and effective plans for career development and personal growth through lifelong learning. Graded S/U.

Formerly: Practicum for PSYC Majors

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C OR PSYC-201 C

**Restrictions:** Including: -Major: Psychology; Excluding: -Class: Freshman

### **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

**Prerequisites:** PSYC-200 C AND PSYC-201 C AND (PSYC-227C C OR EDUC-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

**Prerequisites:** PSYC-200 C AND PSYC-201 C AND PSYC-235C C

### **PSYC-350 Child Behavior Disorders (3)**

This course explores the psychological disorders that first manifest themselves in childhood, including their behavioral manifestations, etiology, and treatment. Topics include, but are not limited to, anxiety and mood disorders, ADHD, conduct disorders, autism and pervasive developmental 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 the child's development on the expression of the disorder is also examined.

**Attributes:** HHHH YLIB

**Prerequisites:** PSYC-227C D- OR EDUC-227C D- OR PSYC-231C D-

**Restrictions:** Including: -Class: Junior, Senior

### **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. Cross-listed with COMM 352.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Senior

### **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

**Prerequisites:** PSYC-200 C AND PSYC-201 C

### **PSYC-362 Tpc Lab: Health Behavior (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. Spring 2012 Topic: Group Dynamics Students will apply the theories about group dynamics, such as social influence, group formation, decision making, and conflict management, when conducting independent research. Required tasks include reading literature, designing and executing studies, collecting and analyzing data, and communicating research results in written and oral formats.

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C AND PSYC-201 C

**Restrictions:** Including: -Class: Junior, Senior

### **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 2015 Topic: Empirical Research in PSYC This course centers on the planning and execution of original empirical research in psychological science. It facilitates students' 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. Students will conduct two research projects. The first will be led by the instructor and executed as a class; the second will be conducted by small groups of students who will assume control of the research enterprise. In contrast to other PSYC laboratory courses, in which research areas are established at the outset of the course, this course permits students' selection of wide-ranging research topics that cut across psychological science. This is a writing-intensive course.

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C AND PSYC-201 C

**Restrictions:** Including: -Class: Junior, Senior

### **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

**Prerequisites:** PSYC-211 D- OR PSYC-236 D-

### **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

**Prerequisites:** 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

**Prerequisites:** PSYC-200 C AND PSYC-201 C AND PSYC-282 C

### **PSYC-386 Survey Design and Analysis (3)**

The course covers the construction of questionnaires, survey item types and wording, sampling procedures, and data collection methods. Statistical methods involved in survey design and research are also covered.

**Attributes:** YLIB

**Prerequisites:** PSYC-200 D- AND PSYC-201 D-

**Restrictions:** Including: -Major: Psychology, Statistics

### **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

**Prerequisites:** 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.

Fall 2015 Topic: Psychology of 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. Topics will include circadian rhythms, measurement of sleep, brain mechanisms involved in sleep, function of sleep, sleep disorders, and healthy sleep practices.

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C AND PSYC-201 C

**Restrictions:** Including: -Class: Junior, Senior

### **PSYC-391 Advanced Topics in Psych (3)**

An opportunity to cover a topic not regularly offered. The topic course will vary depending on the student interests and the interests of the instructor. The course may be taken more than once with different topics. Spring 2015 Topic: Reel Madness Reel Madness An Exploration of Mental Illness in Movies will explore the manner in which mental illnesses are portrayed in popular culture, specifically through examining the presentation of psychological dysfunction in movies. Students will develop the ability to critically analyze the "Hollywood" presentation as it compares to empirical and diagnostic evidence. The course will also examine the relationship between popular films, stigma and societal understanding of abnormal behavior. This discussion based course will require students to read original research, texts and view several movies.

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C AND PSYC-201 C

**Restrictions:** Including: -Class: Junior, Senior

### **PSYC-401 Abnormal Psychology (3)**

Examination of the major diagnostic categories of abnormal behavior, including their symptoms, probable causes, and possible treatment approaches. Etiology and treatment are considered from the perspective of the medical model and the major psychological models. Other topics include historical perspective, current research findings, and a critical evaluation of the various approaches to abnormal behavior. Note: students taking PSYC 211 - Society & Mental Illness may NOT take this course.

**Attributes:** HHHH YLIB

**Prerequisites:** PSYC-200 C AND PSYC-201 C

**Restrictions:** Including: -Class: Senior

### **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.

**Attributes:** YLIB

**Prerequisites:** PSYC-211 D- OR PSYC-236 D-

**Restrictions:** Including: -Class: Junior, Senior

### **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.

Fall 2015 Topic: Psychology of Stigma Carrying a stigmatized identity can influence how we are perceived and treated by others. In this course, we will explore classic and contemporary theory and research on social stigma. We will examine expressions of stigma and how it affects members of a variety of stigmatized groups. The primary focus of the course will be on understanding the experience of those with stigmatized identities.

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C AND PSYC-201 C

**Restrictions:** Including: -Class: Junior, Senior

### **PSYC-408 Seminar: (3)**

A seminar course providing an opportunity to cover a topic not regularly offered. (The topic will vary depending on the 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 2016 Topic: Media & Development This course will examine the influence of various forms of media (music, video games, etc.) on children's behavior and development. Topics include the impact of violent media on development, the progression and change of media over time and how this may impact children's development, as well as the interplay with other aspects of a child's environment (e.g., parents). Note: Students with credit for PSYC 391 Media & Development (Spring 2014) may not earn credit for this course.

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C AND PSYC-201 C

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C AND PSYC-201 C AND PSYC-211 C

**Restrictions:** Including: -Class: Senior

### **PSYC-415 Hist & Systems of Psyc (3)**

This course is an advanced 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

**Prerequisites:** PSYC-200 C AND PSYC-201 C

**Restrictions:** Including: -Class: Senior

### **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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** 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.

**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.

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C AND PSYC-201 C

**Restrictions:** Including: -Class: Junior, Senior

**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.

**Attributes:** YLIB

**Prerequisites:** PSYC-200 C AND PSYC-201 C

**Restrictions:** Including: -Class: Junior, Senior

**PSYC-496H Honors Reading (1 TO 3)**

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

**Attributes:** YLIB

**PSYC-497 Indep Rdg/Research (1 TO 4)**

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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

**Prerequisites:** 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.

**Attributes:** YLIB

# Religious Studies

## Overview

Fr. William Graf, *Chair*

Robert Dunbar, Jane Hicks, Linda MacCammon

The mission of the Religious Studies Department at St. John Fisher College is to foster the academic study of religion in all its diversity in order to equip students to live in and appreciate a culture of religious pluralism.

To accomplish this, we expect those who take our foundational 100- and 200-level classes to: 1) be able to recognize the texts of the major world religions and recognize at least two ways of interpreting these texts; 2) be able to describe a religion using its sacred words, rituals, normative actions, and institutional composition; 3) be able to recognize contemporary intra- and inter-religious controversies; and 4) be able to use the library facilities, including the Internet, to aid them in accomplishing these tasks. Ordinarily, at least two foundational courses at the 100 level are required for a major or minor in Religious Studies.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Explore the “big questions” of life.

- Summarize at least two alternative theories or narratives of the sacred or the divine
- Explain at least two theories of evil, suffering, or sin
- Express human purpose or meaning through the lens of at least one tradition

Goal #2 Understand the basic phenomenology of religion.

- Identify foundational stories, myths, & language of at least one tradition
- Identify ritual dimensions of religious traditions in sacred texts or practice
- Explain how religion functions to establish personal & group identity

Goal #3 Understand religious traditions from a variety of perspectives.

- Respectfully represent foundational religious narratives & practices of a tradition other than the student’s own
- Compare differing ethical traditions (within or among religious & cultural groups)
- Articulate how race, class, gender, sex or orientation informs religious text, theme or issue

Goal #4 Ethically aware and socially responsible in their personal & professional lives.

- Participate in & reflect upon their own & others’ learning
- Engage others in conversation & practice
- Identify the social value of claims made
- Show familiarity with sources of moral authority & guidance

Goal #5 Develop critical thinking skills.

- Present a paper or report (orally & in writing) with clarity & coherence in accord with academic standards
- Read and analyze religious & scholarly texts &/or practices
- Identify religious or theological assumptions in texts (narrative, discursive) &/or practices
- Articulate practical applications of one’s learning

## Program Requirements

### Requirements for the Religious Studies Major

- Ten REST courses chosen in consultation with a departmental advisor, for a total of 30 credits

in Religious Studies. Only two courses may be applied from the 100 level.

- Four of the courses must be at or beyond the 300 level and include REST 496 Independent Study.
- In the Independent Study course, a major research paper is written under the direction of a member of the Religious Studies department, culminating in an oral presentation to the Religious Studies majors and minors.
- Six of the courses must be completed in one of the Religious Studies concentrations. Courses that are to be applied to the particular concentration must be approved by the department chair. See areas of concentration listed under [minor requirements](#).

Students are encouraged to select a foreign language—biblical, classical, or modern—that will help them explore the primary sources of their major study. Double-majors may wish to select a slate of courses in Religious Studies that complements their work in a related field such as [Anthropology](#), [Business](#), [Communication](#), [History](#), [International Studies](#), [Languages](#), [Literature](#), [Philosophy](#), [Political Science](#), [Psychology](#), or [Sociology](#).

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

### **Minor:**

## **Minor in Religious Studies**

Prospective minors must consult with the chair of the Religious Studies Department. With the help of a departmental advisor, students plan a series of courses totaling 18 credits in one of the following areas of concentration:

**Note:** *Only two courses may be applied from the 100 level.*

- Roman Catholic Theology (to recognize the methods and sources of Roman Catholic Theology).
- World Religions (to recognize and research world religions, both Eastern and Western).
- Ethics (to emphasize a personal and communal process of moral decision-making from professional, cultural, and religious perspectives).
- World Scriptures (to read and explore the original sources of various world religions in translation to appreciate the literary richness of selected World Religions).

**Note:** *Courses to be used for each of the minor concentration areas must be approved by the chair of the Religious Studies department. 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.*

## **Courses**

### **REST-102C P2 Intro Roman Catholicism (3)**

A presentation of the various options of belief, history, worship, moral action, views of the Church, and ways of life present in Roman Catholicism.

**Attributes:** P2 YLIB

### **REST-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. Cross-listed with HIST 116D.

**Attributes:** P2 YLIB

### **REST-121 P2 Abrahamic Religions (3)**

This course is an introduction to three of the major religions of the world, namely Judaism, Christianity, and Islam. They claim Abraham as their ancestor either in the physical or the spiritual sense. The course will attempt to discover the most basic beliefs held in common by the three faiths, while addressing the

serious differences present between them. Several fundamental topics, such as monotheism, revelation inspiration and human authorship of the sacred texts, moral codes, and community organizations, will be addressed through the reading and discussion of selected scriptural texts and later non-canonical writings.

**Attributes:** P2 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.

**Attributes:** P2 YLIB

### **REST-130 P2 Ethics in Action (3)**

This course will provide students with a solid foundation of ethical principles, values, and norms, as well as the fundamentals of practical moral reasoning. Students will apply this knowledge through a careful analysis of case studies in professional, cross-cultural, international, and religious ethics.

**Attributes:** P2 YLIB

### **REST-132 P2 The Problem of Evil (3)**

The primary purpose of this course is to allow students to become aware of the problem of evil in the world and in each person's life, the different perceptions of evil by several religions of the world, and the response/confrontation of evil each religion offers in a uniquely powerful way. Selected readings from scriptural and non-scriptural texts will be the basis of both the class discussions and essays, meant to give a clear articulation of the problem and of the solutions proposed to confront it.

**Attributes:** P2 YLIB

### **REST-150 P5 What is the Bible? (3)**

Peoples around the world read the Bible in their contexts. Their global contexts influence how interpreters read the Bible. In this course, students will be introduced to biblical stories using historical-criticism and cultural-criticism. The course will be concerned with both the context out of which the biblical stories emerged and the context of its interpreters. By looking at a selection of biblical stories and their interpretations, students will discover some of the ways that the Bible is read in different cultural settings around the globe ? in Africa, Latin America, and Asia, as well as in the United States. In the process, students will become conscious of the contextual nature of how they read.

**Attributes:** P5 YLIB

### **REST-152D CC World Religions (3)**

An inquiry into the meaning of man's religious life, based on a historical and theological introduction to his great religions, ancient or living: Hindu, Buddhist, Confucian, Taoist, Islamic, Judaic, and Christian.

**Attributes:** CC YLIB

### **REST-155 P2 What is Meditation? (3)**

This course introduces meditation and mindfulness as sourced in the Buddhist tradition and further developed in contemporary Western society, comparing Buddhist, Christian, Insight, and other mindfulness paradigms. Participants will have opportunity to begin their own meditation practice. No prior knowledge of Buddhism or meditation required.

**Attributes:** P2 YLIB

### **REST-173D CC N American Religions (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-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-177D CC Values,Leaders&Relig (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 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 great religious leaders (e.g., Moses, Jesus, Confucius, Muhammad, Dietrich Bonhoeffer).

**Attributes:** CC YLIB

### **REST-178C P2 Intro To Judaism (3)**

An introduction to rabbinic, messianic, mystical, and philosophical alternatives within Talmudic, medieval, and modern Judaism; ways of dealing with evil, salvation, the search for order, and community.

**Attributes:** P2 YLIB

### **REST-179C P2 Intro To Islam (3)**

A study of the background, origins, doctrines, laws, lifestyles, and traditions of Islam.

**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-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.

**Attributes:** RW YLIB

### **REST-201C P2 The Ethics of God (3)**

What is the Bible, anyway? What is the nature of biblical revelation and biblical truth? What is the biblical God's ethical program? How did the people of Israel and the early Christian communities understand and use the Bible in their daily lives? Why do Jews and Christians disagree about the meaning of the Bible? What did Jesus actually teach? How should the Bible be used as a moral source for Christians and non-Christians today? The Ethics of God will attempt to answer these questions and others as it explores the worldviews, doctrines, theologies, moral imperatives, and institutions of the biblical world. Students will examine the Bible as a cultural artifact, a religious text, and a moral source for Jewish and early Christian communities. They will also consider how the Bible should be used for contemporary readers.

**Attributes:** P2 YLIB

### **REST-217C P3 Psychology of Religion (3)**

The past two decades have shown a growing interest among psychologists in the constructs of "religiosity" and "spirituality" as important components of a healthy functioning personality. Goals of this course include: examining the various psychological approaches (psychoanalytic, behaviorist, humanist) as they

have been used to understand the religious experience; developing an appreciation of the scientific method as applied to the study of religion; reviewing the empirical relationships found between religiosity, personal health, and well-being; exploring one's own unique spiritual/religious journey, with insights gained from course materials. Cross-listed with PSYC 217C.

**Attributes:** P3 YLIB

**Restrictions:** Including: -Class: Junior, Sophomore, Senior

### **REST-225 P2 Lost Christianities (3)**

Jesus of Nazareth left no known writings, and yet he was and continues to be one of the most influential and divisive figures in human history. Disagreements about Jesus began shortly after his death, as his followers tried to sort out and clarify the meaning of his life, death, and resurrection for their lives. The result was a fascinating period of theological creativity, controversy, and conflict among various Christian groups that were all struggling for survival. The course will explore the writings and development of these rival Christianities (e.g., Jewish Christianity, Marcionism, Gnostic Christianity), the infighting and power struggles that ensued, and how one form of Christianity (i.e., Proto-Orthodox Christianity) eventually became dominant. In examining this dynamic period in Christian history, students will reflect upon and consider how studying the birth of Christianity has informed and advanced their own thinking about religion as a dimension of human experience and as a cultural activity. Students will also consider how social institutions develop and evolve and what that process means for civil liberties in a culturally diverse society.

**Attributes:** P2 YLIB

**Restrictions:** Excluding: -Class: Freshman

### **REST-228C P2 The Church (3)**

This course explores from both sociological and theological perspectives what is meant when Christians refer to their corporate life as "the church." In seeking to understand churches both from within their broader religious and social contexts as well as from Catholic and ecumenical perspectives, contemporary issues affecting the church's self-understanding are also examined as well as what intelligent and committed participation in the church's life might mean today for its members.

**Attributes:** P2 YLIB

### **REST-233 P2 Irish Hist&Spirituality (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 will use the tools of history, religion and the arts to study this fascinating phenomenon. Emphasis will be on the early history, but an overview of more recent events will situate contemporary spirituality.

**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-252C P5 Reading Hebrew Script (3)**

A historical, literary, and theological introduction to the sacred text of the Hebrew Scriptures. While recognizing it to be essentially a record of faith, students are informed of its development and importance within its own social context. Particular attention is given to the Torah and the Former Prophets.

**Attributes:** P5 YLIB

### **REST-252C P5 Hebrew Scriptures (3)**

A historical, literary, and theological introduction to the sacred text of the Hebrew Scriptures. While recognizing it to be essentially a record of faith, students are informed of its development and importance within its own social context. Particular attention is given to the Torah and the Former Prophets.

**Attributes:** P5 YLIB

### **REST-252C P5 Hebrew Bible (3)**

A historical, literary, and theological introduction to the sacred text of the Hebrew Scriptures. While recognizing it to be essentially a record of faith, students are informed of its development and importance within its own social context. Particular attention is given to the Torah and the Former Prophets.

**Attributes:** P5 YLIB

### **REST-252C P5 The Old Testament (3)**

A historical, literary, and theological introduction to the sacred text of the Hebrew Scriptures. While recognizing it to be essentially a record of faith, students are informed of its development and importance within its own social context. Particular attention is given to the Torah and the Former Prophets.

**Attributes:** P5 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-256 P5 World Scriptures (3)**

This course introduces students to multi-cultural perspectives through a careful reading of religious texts from a variety of world traditions, e.g. Hindu, Buddhist, Confucian, Taoist, Shinto, Zoroastrian, Jewish, Christian, Muslim, as well as those of new(er) religious movements (Falun Gong, Baha'i, Church of Jesus Christ of Latter-Day Saints, Christian Science, Unification Church). By exploring doctrinal, ethical and ritual elements of these traditions as found in sacred texts, students will gain broad exposure to different worldviews

**Attributes:** P5 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-258D Studies in the Qur'an (3)**

This course focuses on the major themes of the Qur'an. The Muslims believe that the Qur'an is revealed from God to Muhammad through the angel Gabriel. The Qur'an speaks about God; His creation, man, woman, and society; prophethood and prophecy and prophets of God; nature; the world and hereafter; Satan and evil; death and dying; and hell and heaven. All these topics are important to the study of religion, including world religions: Judaism and Christianity, Hinduism and Buddhism. In the teaching of this course, references are made to other religions, and students are exposed to a comparative study of other disciplines to understand the phenomenon of religion and its contribution to world culture and civilization.

**Attributes:** P5 YLIB

### **REST-258D P5 Studies in the Qur'an (3)**

This course focuses on the major themes of the Qur'an. The Muslims believe that the Qur'an is revealed from God to Muhammad through the angel Gabriel. The Qur'an speaks about God; His creation, man,



woman, and society; prophethood and prophecy and prophets of God; nature; the world and hereafter; Satan and evil; death and dying; and hell and heaven. All these topics are important to the study of religion, including world religions: Judaism and Christianity, Hinduism and Buddhism. In the teaching of this course, references are made to other religions, and students are exposed to a comparative study of other disciplines to understand the phenomenon of religion and its contribution to world culture and civilization.

**Attributes:** P5 YLIB

### **REST-262C P5 Read Christian Script (3)**

A historical, critical, literary, and theological survey of the books written by first- and second-century Christians that ultimately became the New Testament. Although very diverse one from the other, all New Testament books focus on the centrality of Jesus of Nazareth as the one in and through whom God reconciled the world to Himself. The main focus of the course includes the reading and discussion of selected New Testament texts.

**Attributes:** P5 YLIB

### **REST-262C P5 Christian Scriptures (3)**

A historical, critical, literary, and theological survey of the books written by first- and second-century Christians that ultimately became the New Testament. Although very diverse one from the other, all New Testament books focus on the centrality of Jesus of Nazareth as the one in and through whom God reconciled the world to Himself. The main focus of the course includes the reading and discussion of selected New Testament texts.

**Attributes:** P5 YLIB

### **REST-262C P5 New Testament (3)**

A historical, critical, literary, and theological survey of the books written by first- and second-century Christians that ultimately became the New Testament. Although very diverse one from the other, all New Testament books focus on the centrality of Jesus of Nazareth as the one in and through whom God reconciled the world to Himself. The main focus of the course includes the reading and discussion of selected New Testament texts.

**Attributes:** P5 YLIB

### **REST-264C Love in the New Testament (3)**

God's love for humankind is the solid foundation on which the New Testament (the Christian Scriptures) is firmly built. Humans' love for God and neighbor flows from God's love. The course focuses on New Testament texts addressing the theme of "love" and aims at raising one's awareness and appreciation of them.

**Attributes:** YLIB

### **REST-266C Christian Beatitudes (3)**

This course aims at a fuller understanding of the deep meaning of the Beatitudes proclaimed by Jesus. The Beatitudes are recorded both in the Gospel of Matthew and in the Gospel of Luke; we study the similarities and the differences between the two received texts in their relation to the original proclamation. Due consideration is given to the Jewish background, whose influence is visible in both versions of the Beatitudes. A look at the contemporary pagan world brings to light the sharp contrasts between its beatitudes and those spoken by Jesus. Finally, their meaning and importance for the Christians of today is addressed.

**Attributes:** 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-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. Cross-listed with HIST 272P.

**Attributes:** AMHU CC HINA 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-280D The Black Church (3)**

A survey course that introduces students to the African American Christian religious tradition. This course covers the exploration of the lives, words, and deeds of its most influential builders, from the colonial period to the present. Cross-listed with AFAM 280D.

**Attributes:** AMHU 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:** WGST YLIB

### **REST-284D P2 Morality & Contmp Soc (3)**

A search for the meaning of an authentic Christian morality with a consideration of its personal foundation in Jesus and its related problems: freedom, authority, law, conscience, sin; its values: life, person, love, worship, responsibility; its goal: death, judgment, bodily resurrection.

**Attributes:** P2 YLIB

### **REST-286D P2 Crime&Justice/America (3)**

Justice has meant life and property for some, disgrace for others. In the name of justice, some favor capital punishment to protect their own lives and property; in the same name, others ask that their needs be met. Most people are content to let justice be done. Rarely have people agreed about the meaning of justice across social lines. The same people have even redefined justice on the occasion of a changed social position. This course examines notions of crime, punishment, and justice in light of biblical and postbiblical Christian and Jewish understandings of justice.

**Attributes:** P2 YLIB

### **REST-289P CC Alienatn & Powerless (3)**

The Roman Catholic Church has responded to the alienation and powerlessness of people in different ways at different times. Within the last century, many Church documents outline a theory of social justice. With particular attention to the American experience, this course explores and critiques the Church's response to the poor, both nationally and internationally.

**Attributes:** CC YLIB

### **REST-290C P1 Saints in Film (3)**

Saints come from all cultural sources: African, American, Asian, Australian, and European. Representing all walks of life, ages, and ethnic groups, artistic images of "saints" in film present a variety of understandings as to what constitutes holiness and the path to it. This course explores the notion of "holiness" as understood by holy persons in their life and writings and as portrayed by filmmakers.

**Attributes:** P1 YLIB

### **REST-299C P1 Biblical Themes/Opera (3)**

The Bible has been a great source of inspiration for Western literature, music, and art. Everyone has some knowledge of its impact on literature and the visual arts, but only a few may know how widespread and deep it has been on Western music. This course offers the opportunity to study biblical stories and themes as expressed by librettists and composers in Western lyrical operas and oratorios.

**Attributes:** P1 YLIB

### **REST-301 P2 Law and Ethics (3)**

The relationship between law and ethics has long been debated. Most famously in the American context, legal scholars H.L.A. Hart and Lon Fuller outlined the basic positions. Hart argued that law and ethics are entirely separate phenomena; Fuller that law is and should be based on common morals. The course will pursue this central question through a series of current issues and case studies. Topics include patient, marital, and property rights; freedom and establishment of religion; and capital punishment. Leading case

law in these areas will form the bulk of course materials. Class meetings will be conducted in a variety of formats, including lecture, discussion, video presentation, and small group work.

**Attributes:** P2 YLIB

**Restrictions:** Excluding: -Class: Freshman

### **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-340D P2 Feminism & Religion (3)**

What does women's religious experience contribute to human understanding of the sacred and the moral conduct of life? What happens when women's experience is not fully integrated into religious traditions and cultures? How do religious institutions enhance and hinder women's opportunities for development? This course addresses such questions through contemporary Jewish, Christian, and Muslim women's writings. The roles, insights, and self-understanding of women are considered with emphasis upon feminist scholarship in the modern North American context.

**Attributes:** P2 WGST YLIB

### **REST-352D 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

**Restrictions:** Including: -Class: Junior, Sophomore, Senior

### **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

**Restrictions:** Including: -Class: Junior, Sophomore, Senior

### **REST-361C The Prophets (3)**

This course offers an opportunity to read and analyze selected texts from the prophetic books of the Hebrew Scriptures, focusing primarily on their historical background, their compositional history, their literary characteristics, and their theological message. A very important aspect of the study will be the discovery of the men after whose name these books are known to both Jewish and Christian readers.

**Attributes:** YLIB

### **REST-364C Letters Of Paul (3)**

A critical study of the Acts of the Apostles and of selected letters of Paul in which a variety of literary, lexical, historical, and theological questions is addressed.

**Attributes:** YLIB

### **REST-365C Parables Of Jesus (3)**

The parables of Jesus have fascinated hearers and readers for about 2000 years. What is it that makes them so special and challenging? The course looks at the parables primarily as expressions of poetic fiction, as windows to a world that can be revealed through images and metaphors rather than fully discussed. It looks at the parables recorded in the four canonical gospels with a critical eye in an effort to recover the original voice of the rabbi from Nazareth. It also considers the gospel writers' own interpretation of the parables and their use for pastoral purposes.

**Attributes:** YLIB

### **REST-366C P2 Is God Just? (3)**

A study of the Hebrew Scriptures' Book of Job and the challenge it poses to theological assumptions and beliefs still held by its author's contemporaries. To put it into brief questions: Why do innocent people suffer? Why do many people die before they have had a chance to live? Or with a different spin on it - Why is it that the wicked frequently live so prosperously?

**Attributes:** P2 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.

**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-390C P1 Jesus In Film (3)**

Artistic images of Jesus in film present a variety of understandings of Jesus of Nazareth, a figure of faith and history. Teacher, healer, savior, judge, Messiah, revolutionary, ascetic, prophet, and superstar are some ways film has envisioned Jesus. The course investigates the relationship of the Jesus of Christian tradition with the Jesus of Hollywood's imagination.

**Attributes:** P1 YLIB

### **REST-397 Seminar (3)**

Special Topics: An occasional course dealing with topics of interest especially to Religious Studies majors and minors in consultation with relevant faculty.

**Attributes:** YLIB

### **REST-466C Gospel of John (3)**

A study of the Johannine Gospel, focusing on questions of authorship, literary characteristics, and theological issues.

**Attributes:** YLIB

### **REST-472 History of Theology (3)**

The beginning of theology in the scriptures and early Christian thought; the historical causes of its evolution to the present. Study and analysis of patristic, scholastic, modern, and contemporary theologians and their methods of theological inquiry.

**Attributes:** YLIB

### **REST-481D Central Christian Mysteries (3)**

A theological investigation of the mysteries of God: Father, Word, and Spirit; Creation; Incarnation; Redemption; and Resurrection. An analysis of the biblical data, man's developing understanding of these

mysteries historically, and the contemporary challenges to present dogmatic expressions with a view to the significance of these mysteries for the meaning of Christian life today and for the future.

**Attributes:** YLIB

### **REST-485 Catholic Heritage Roots (3)**

Offered in the spring semester, the students study the archaeology, history, and geography of Israel and Rome to prepare for a two-week on-site experience of these two key locations in the Catholic tradition with guided tours and lectures. A written daily journal and reflection to incorporate the experience with the Catholic heritage is required in addition to shorter research papers during the semester. Additional fees for travel will apply. Permission of the instructor is required to register.

**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.

**Attributes:** YLIB ZCAP ZCIV ZRES

**Prerequisites:** GPA  $\geq 2.75$

# Science Scholars

## Overview

Kimberly Chichester (Chemistry), *Program Director*

The mission of the Science Scholars Program at St. John Fisher College is to recruit, retain, and graduate students who are engaged in mathematics, science, and technology in a way that supports collaborative approaches to problem-solving, so that students are able not only to contribute to the body of scientific knowledge but also to work with others in applying that knowledge to real-world problems.

The Science Scholars Program is a merit-based scholarship program for students majoring in **Biology**, **Chemistry**, **Computer Science**, **Mathematics**, **Physics**, or **Statistics**. To complete the Science Scholars Program, the students who have been admitted to the program must maintain a 3.30 cumulative grade point average, major in one of the areas listed above, and complete a series of courses designed to enhance their learning experience in the sciences and mathematics. The program begins with a series of seminars and culminates in an individual research experience supervised by a faculty member in their respective department.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Students will understand the academic requirements for specific careers in the sciences.

- Research career options in the sciences
- Articulate potential career paths and describe why these are or are not a good fit.
- Determine the types of training required for specific careers

Goal #2 Students will become connected to the larger scientific community.

- Describe the benefits of memberships in professional societies
- Participate in an experiential learning program

Goal #3 Students will be able to communicate across disciplines & will develop inter-disciplinary thinking

- Present a poster of the student's original research project to an academically diverse audience
- Participate in an interdisciplinary explorations of scientific research

Goal #4 Students will be able to conduct experimental independent research.

- Referencing previous studies, develop an original, testable, research question
- Write/explain the procedures necessary for answering the research question
- Discussion and Conclusion are well-supported and documented.

## Program Requirements

Required Courses		
SSCH 110	Freshman Science Scholars Seminar	(1)
SSCH 111	Freshman Science Scholars Seminar	(1)
SSCH 210	Sophomore Science Scholars Seminar	(1)
	<i>This course is repeated for a total of one credit.</i>	
DEPT 199C	RW Research-Based Writing	(3)
	<i>Students complete a DEPT 199C course related to a specific topic. The Program Director will post a list of approved courses.</i>	

SSCH 310	Junior Science Scholars Seminar	(1)
SSCH 399	Research Proposal Development	(1)
SSCH 498	Research	(3)
	<i>Students complete a total of three credits of independent research. This can be done in a single semester, usually in the fall of the senior year for three credits, or over two semesters (two credits in fall, one credit in spring).</i>	
SSCH 499	Research Reporting	(1)
<b>Total</b>		<b>(12)</b>

## Courses

### **SSCH-110 FR Science Scholars Sem (1)**

Provides an introduction to the questions and methods across the natural science, computer science and mathematics disciplines in preparation for the sophomore seminar. Graded S/U.

**Restrictions:** Including: -Attribute: Science Scholar

### **SSCH-111 FR Science Scholars Sem (1)**

Continues the introduction to the questions and methods across the natural science, computer science, and mathematics disciplines in preparation for the sophomore seminar.

**Attributes:** YLIB

**Prerequisites:** SSCH-110 S

**Restrictions:** Including: -Attribute: Science Scholar

### **SSCH-210 SO Science Scholars Sem (.5)**

Provides structure to off-campus, work-shadowing experiences and provides an opportunity for Science Scholars to share information and understanding across the scientific disciplines as well as to get involved in professional organizations. Graded S/U. This course is repeated for a total of one credit. Students who have credit for ITDY 162 may not take this course.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior, Sophomore -Attribute: Science Scholar

### **SSCH-210 SO Science Scholars Sem (.5)**

Provides structure to off-campus, work-shadowing experiences and provides an opportunity for Science Scholars to share information and understanding across the scientific disciplines as well as to get involved in professional organizations. Graded S/U. This course is repeated for a total of one credit. Students who have credit for ITDY 162 may not take this course.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Science Scholar

### **SSCH-310 JR Science Scholars Sem (1)**

Provides an introduction to research experiences available with science and mathematics faculty in

preparation for the senior research project. Graded S/U.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Science Scholar

### **SSCH-399 Research Proposal Dev (1)**

This course culminates in the development of a research proposal, including a background study, a detailed budget, and a plan for the senior research course (SSCH 498). As part of this, students design a poster to be presented to an audience of Science Scholars, science faculty, and other interested parties. Separate sections of this course are offered for each department that is part of the Science Scholars program.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Science Scholar

### **SSCH-498 Research (1 TO 3)**

This is an independent research experience, guided by a faculty member in the sciences. Students carry out the research plan they wrote in SSCH 399. Depending on the specific discipline within which a student majors, this course may be used to fulfill major requirements. Science Scholars must complete a total of three credits in SSCH 498 as part of the scholarship but no more than 5 credits without permission of the Program Director..

**Attributes:** YLIB ZRES

**Prerequisites:** SSCH-399 S

**Restrictions:** Including: -Attribute: Science Scholar

### **SSCH-499 Research Reporting (1)**

After completing the research project in SSCH 498, Science Scholars are required to produce a written research report about their project and to make a presentation to an audience of Science Scholars, science faculty, and other interested parties. Separate sections of this course are offered for each department that is part of the Science Scholars program.

**Attributes:** YLIB ZCAP

**Prerequisites:** SSCH-498 C

**Restrictions:** Including: -Attribute: Science Scholar



# Service Scholars

## Overview

Sally Vaughan, *Director of Community Service*  
Deborah VanderBilt (English), *Academic Program Director*

Faculty Advisors: J. Jason Berman (Management), David Pate (Economics), Jill Swiencicki (English)

## Mission Statement

The Service Scholars Program offers students an opportunity for service in the context of service learning. We partner with individuals with a clear need and in communities where resources to provide services are scarce. The program encourages person-to-person interaction with the goal of empathizing with and getting to know the poor and needy, appreciating who they are and what they need and do, and serving their needs within our ability. Service learning is supported in the classroom through ongoing, connected, challenging, and contextual reflection.

Our aim at the end of the Service Scholars Program is that students will have developed a pattern of living for their future—a pattern of service and giving not only of time but of self.

In 2015, the College was once again named to the President's Higher Education Community Service Honor Roll, recognizing institutions of higher education that support exemplary, innovative, and effective community service programs. This is the eighth year in a row that the program has received this recognition.

In 2002, the Service Scholars Program won the President's Community Volunteer Award—the nation's highest honor for volunteering.

## Program Requirements

### Program Description

The Fisher Service Scholars Program embodies the spirit of community and caring that is the hallmark of the Fisher experience. Scholarships are awarded annually to high school seniors from across the region who exhibit outstanding community service through activities in their schools, places of worship, and community agencies.

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 titled Leadership Through Self-Development during the fall semester of their first year at St. John Fisher College.
- Complete a 1/2-credit service learning seminar in the spring semester of their freshman year (SERV 130C) and in the spring semester of their senior year (SERV 334).
- Pass one service learning course (3-4 credits) taken at any time after their freshman year. Courses that fulfill this requirement can be found during registration each semester by searching for the Service Learning (SLC) attribute.
- Fulfill a commitment to community service hours as indicated below:
  - 1st year = 130 hours
  - 2nd year = 200 hours
  - 3rd year = 200 hours
  - 4th year = 200 hours
- Maintain satisfactory academic progress toward the completion of their degree requirements.

Upon completion, students will be awarded a Certificate in Service Leadership.

Questions about the Fisher Service Scholars Program can be addressed to the Director of Community Service.

**Note:** *Students fill out a learning agreement and commit to an hours policy. The learning agreement is a*

*document you write with your volunteer site supervisor. It outlines your goals and is an important way of ensuring that you are utilized at the site in a way that matches your own vision for what you want to achieve through community service. The hours policy is a simple form that ensures you are aware of the number of volunteer hours required each year by the service learning scholarship. Both the learning and hours agreements are important for student responsibility and accountability.*

*Community service hours are recorded through the office of the Director of Community Service. The scholarship program depends on one or two primary sites at which a student performs most of his or her volunteer hours. However, students can also volunteer at other, more temporary sites toward fulfilling their hours requirements. In addition, students can arrange to have a portion of the community service hours they perform during semester breaks credited toward their yearly hours requirements. The policies governing retention of the service scholarship are explained in a fact sheet provided for all students. Further questions should be directed to the Director of Community Service.*

**Note:** *Students who study abroad during one or more semesters can make alternative arrangements with the Director of Community Service to satisfy their community service hours and their service learning seminar requirements.*

## Courses

### **SERV-120C Leadership Self Dev (3)**

The most basic responsibility of leadership is self-development. In this class, different ways of obtaining self-knowledge (such as structured reflection, self-directed writing, and role playing) are used to promote discovery of values, strength of commitments, individual learning style, and feelings about change. Readings introduce learners to scholars whose ideas have shaped modern approaches to leadership, including those who write about stewardship, servant leadership, and values-based leadership. Participants practice the behavioral skills upon which leaders rely to build credibility, inspire trust, and exert non-coercive influence.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Freshman -Attribute: Service Scholar

### **SERV-130C FR Service Learning Sem (.5)**

This seminar introduces students to the academic area of service learning. The seminar typically meets for one hour on alternating weeks, although other learning arrangements may be possible. Fisher Service Scholars should be enrolled in SERV 130C during the spring semester of their freshman year. Students need not be designated as Service Scholars to enroll in the service learning seminars. However, course registration requires the permission of the Academic Program Director of the Fisher Service Scholars program.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Service Scholar

### **SERV-330P JR Service Learning Sem (.5)**

Taken in consecutive semesters beginning in the junior year, these seminars build upon the work completed in the previous service learning seminars, emphasizing case study research on leadership development as well as the planning and implementation of group and leadership projects. All students must attend a mandatory capstone retreat during the spring semester of their senior year. This retreat emphasizes evaluating the previous four years of the student's growth, participation, and leadership, as well as strengthening the ongoing involvement of the Service Scholars program.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Junior -Attribute: Service Scholar

### **SERV-331P JR Service Learning Sem (.5)**

Taken in consecutive semesters beginning in the junior year, these seminars build upon the work completed in the previous service learning seminars, emphasizing case study research on leadership development as well as the planning and implementation of group and leadership projects. All students must attend a mandatory capstone retreat during the spring semester of their senior year. This retreat emphasizes evaluating the previous four years of the student's growth, participation, and leadership, as well as strengthening the ongoing involvement of the Service Scholars program.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Service Scholar

### **SERV-332P SR Service Learning Sem (.5)**

Taken in consecutive semesters beginning in the junior year, these seminars build upon the work completed in the previous service learning seminars, emphasizing case study research on leadership development as well as the planning and implementation of group and leadership projects. All students must attend a mandatory capstone retreat during the spring semester of their senior year. This retreat emphasizes evaluating the previous four years of the student's growth, participation, and leadership, as well as strengthening the ongoing involvement of the Service Scholars program.

**Attributes:** YLIB

**Restrictions:** Including: -Class: Senior -Attribute: Service Scholar

### **SERV-333P SR Service Learning Sem (.5)**

Taken in consecutive semesters beginning in the junior year, these seminars build upon the work completed in the previous service learning seminars, emphasizing case study research on leadership development as well as the planning and implementation of group and leadership projects. All students must attend a mandatory capstone retreat during the spring semester of their senior year. This retreat emphasizes evaluating the previous four years of the student's growth, participation, and leadership, as well as strengthening the ongoing involvement of the Service Scholars program.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Service Scholar

### **SERV-334 SR Service Learning Sem (.5)**

This seminar, for seniors completing the Service Scholarship program, typically uses a one-day workshop format. Students need not be designated as Service Scholars to enroll in the service learning seminars. However, course registration requires the permission of the Academic Program Director of the Fisher Service Scholars program. Graded S/U.

**Restrictions:** Including: -Class: Senior -Attribute: Service Scholar

### **SERV-495 Service Proj Indep Study (1 TO 3)**

This course will involve a separate community service or leadership experience. Completion of the Independent Study/Tutorial Authorization form is required. See the College Policy on Independent Study.

**Attributes:** YLIB

**Restrictions:** Including: -Attribute: Service Scholar

# Sociology

## Overview

David Baronov, *Chair*

David Bell, Kevin Clarke, Barbara Rockell, Marta Rodríguez-Galán, Jebaroja Singh, Patricia Tweet, Pao Vue

Contemporary society is nothing if not interesting. Our 24-hour news and entertainment media flood us with a daily orgy of sex and violence; disintegrating, dysfunctional families are suddenly the norm; deadly global diseases lurk in the shadows; corrupt, conniving CEOs control vast wealth; we are haunted by the specter of terrorism; each ride in an SUV further accelerates global warming; Kodak ships more jobs than cameras to China. Meanwhile, our increasingly self-absorbed pop culture of American Idol and Lady Gaga spins aimlessly out of control. The ominous signs of gloom and doom feel overwhelming, as today's students confront a variety of complex challenges. The Sociology major represents an effort to make sense of this avalanche of spectacular social change and to provide students with the skills and tools to navigate an ever-shifting and altering world after graduation and into the future.

The sociology major is designed, above all, for inquisitive students who are curious about the strange and amazing society that they call home. For example, why do almost half the prime-time television shows involve either solving crimes or putting people in jail? How does drug use among Fisher undergraduates differ from drug use among Fisher professors? Does MTV shape social attitudes toward gays and lesbians or do social attitudes shape MTV programming? How can the U.S. compete in a new global information economy when less than 30 percent of the population has college degrees? Given the divorce rate, isn't it likely that the notion of long-term, monogamous marriage is today just an old-fashioned, outdated concept? What kind of society do I want to live in 20 years from now? ... 40 years? ... 60 years? Sociology is about trying to figure out the current and future social trends across all these domains and more.

Given the broad range of topics addressed by sociology, there are a number of career options for which our majors are especially well-suited. These include law, criminal justice, human services, social work, business, journalism, politics, etc. Majors interested in human services may wish to complete the Human Services departmental concentration within the major.

Lastly, sociology majors are strongly encouraged to consider a double-major to further enhance their knowledge base, skill set, and career prospects. Likewise, it is suggested that non-sociology majors consider either a minor or double-major option, given the need for everyone to anticipate and adjust to the enormous social changes affecting all of our professional and personal lives.

## The Washington Experience: Fisher Semester in Washington

Sociology majors may avail themselves of the Washington Experience, a semester in Washington, D.C. See [The Washington Experience](#) section for details.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Expose students to the fundamental concepts, theories, values, perspectives and methodological traditions that comprise sociology as a discipline.

- Demonstrate an understanding of core concepts and theories within the discipline
- Recognize and reflect on core values and beliefs within the discipline
- Analyze and apply core methodological traditions within the discipline

Goal #2 Cultivate engaged, critical thinking that contributes to life-long, intellectual flexibility.

- Analyze, interpret, and apply critical perspectives within the discipline.

## Program Requirements

## Required Courses for the Sociology Major

SOCI 101D	P3 Introduction to Sociology	(3)
SOCI 280C	Social Research Methods	(3)
SOCI 381	Thinking Sociologically	(3)
SOCI 419	Sociology Capstone	(3)
Eight Sociology electives**		(24)
<b>Total</b>		<b>(36)</b>

*\*\*Students must complete at least three electives at the 200 level and two electives at the 300 and/or 400 level. SOCI 490 (Internship) and SOCI 496 (Independent Study) only apply as upper level major electives with the written permission of the department chairman. Students may choose general sociology electives or choose electives to meet the human services departmental concentration.*

**All courses designated as Sociology courses (SOCI) are included in the determination of the grade point average in the major.**

### Human Services Focus

In addition to completing the required course selections for the sociology major, students may pursue a human services focus within the major. The human services focus includes three required courses that must be taken as electives within the major:

- SOCI 150 – Introduction to Human Services (3)
- SOCI 160 – Helping Relationships (3)
- SOCI 220 – CC Groups and Diversity (3)

### General Department Rules

- SOCI 101D is a prerequisite for SOCI 280 and all 300 and 400 level Sociology electives.
- No seniors are permitted to enroll in: SOCI 101D, 110, 111C, 150, or 160.

### Independent Study Criteria

To be eligible for an independent study in sociology, a student must be a senior sociology major with a minimum 3.30 grade point average.

To apply, a student must submit a three-page proposal to the department chair explaining the topic, purpose, and design of the study, along with the required Independent Study/Tutorial Authorization form. The chair will assign a faculty member to work with the student.

All independent studies are graded S/U; work must be at the B+ level to earn a satisfactory grade. Independent study courses in sociology only count as upper level major sociology electives with the written permission of the department chair.

### Minor:

### Minor in Sociology

SOCI 101D	P3 Introduction to Sociology	(3)
Three SOCI electives at any level		(9)

Two SOCI electives at or beyond the 300 level	(6)
<b>Total</b>	<b>(18)</b>

**Note:** Only one course taken to meet a major requirement may also be applied to the sociology minor. If a student is a criminal justice major and wishes to minor in sociology, only SOCI 101D 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.

Students pursuing a minor in sociology should consult with the sociology department chair and their major advisors to determine the most appropriate courses in sociology for their academic program. Below are two suggested sequences of minor courses for specific majors"

### Suggested Minor in Sociology for Education Majors

- SOCI 101D – P3 Introduction to Sociology
- SOCI 150 – Introduction to Human Services
- SOCI 223 – Sociology of the Family
- SOCI 232 – P3 Sociology of Juvenile Delinquency
- SOCI 238 – Deviant Behavior
- SOCI 314 – U.S. Race Relations
- SOCI 381 – Thinking Sociologically

### Suggested Minor in Sociology for Majors in the Health Professions

- SOCI 103 – Introduction to Sociology for the Health Professions
- SOCI 160 – Helping Relationships
- SOCI 201 – SQ Principles of Epidemiology
- SOCI 217D – Latino Health Care Issues
- SOCI 226 – Sociology of Health and Healing
- SOCI 322 – Sociology of Aging and the Life
- SOCI 381 – Thinking Sociologically

## Recommended Progression

### B.A. Sociology

Recommended progression of courses **required** for a **B.A. Sociology major**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
FR	SOCI 101D (3)	SOCI Elective (3)
SO	SOCI 280 (3) SOCI Elective (3)	SOCI Elective (3) SOCI 200 level Elective (3)
JR	SOCI 381 (3)	SOCI 200 level Elective (3) SOCI 3/400 level Elective (3)
SR	SOCI 419 (3) SOCI 200 level Elective (3)	SOCI 3/400 level Elective (3)

## Courses

### **SOCI-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

**Attributes:** P3 YLIB

### **SOCI-101D P3 Sociology 21st Century (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

**Attributes:** P3 YLIB

### **SOCI-103 P3 Intro Soc Hlth Professn (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. In addition, this course has been designed for students interested in the health professions. For example, there is a focus on the sociology of health and illness for students who may be preparing for the MCAT. Students who have credit for SOCI 101D may not register for SOCI 103.

**Attributes:** P3 YLIB

### **SOCI-110 Pers Troubles & Pub Issues (3)**

A survey of various social factors that shape individual identity and sense of self. The contemporary world is "broken" in the sense that social institutions, practices, and conventions are increasingly fragmented and lack broad social consensus. It is today very difficult for individuals to appeal to a common set of beliefs, traditions, and values regarding the most basic social practices, such as marriage, religion, or war. What is right and what is wrong remains murky and so society lacks the basic consensus for creating and enforcing general rules of everyday interaction.

**Attributes:** YLIB

### **SOCI-111C P3 Sociology of Crime (3)**

This course examines how patterns of social inequality (such as race and class) shape patterns of crime and criminal activity and determine how crime is understood and perceived by different segments of society. Why does the enforcement of certain laws (such as drug possession) differ across different racial/ethnic communities? Why are the crimes of wealthy bankers that cost communities millions of dollars treated differently than the petty street crime in poor neighborhoods? Students consider the sociological context of crime as the product of certain social conditions.

**Attributes:** P3 YLIB

### **SOCI-111C P3 Sociology of Crime (3)**

This course examines how patterns of social inequality (such as race and class) shape patterns of crime and criminal activity and determine how crime is understood and perceived by different segments of society. Why does the enforcement of certain laws (such as drug possession) differ across different racial/ethnic communities? Why are the crimes of wealthy bankers that cost communities millions of dollars treated differently than the petty street crime in poor neighborhoods? Students consider the sociological context of crime as the product of certain social conditions.

**Attributes:** P3 YLIB

### **SOCI-113 Prof & Family Caretaking (3)**

This course is an enquiry into how aging relatives are cared for, with a focus on the U.S. It examines the significance of longer life expectancy and subcultural differences in attitudes towards the aged and family obligations. Responsibilities of the sandwich generation, and the timing of the moves to assisted living, the nursing home or hospice will be debated. Growth in eldercare options, including home care, will be explored. Emergence of nonprofit organizations to help the elderly and their families, such as Lifespan, will be discussed.

**Attributes:** YLIB

### **SOCI-114 LC Health & Human Services (3)**

This course examines medicine and social work as ways to care for people and their physical, mental, and emotional needs. The United States is a relatively new nation that is today a global superpower. By comparison, other nations, such as India, are ancient civilizations that are comparatively disadvantaged

nations within the global economy. There are major differences, therefore, between the US and a nation like India regarding how illness and social dysfunction are diagnosed, explained, treated, and planned for. While this course focuses on the provision of health care and social services in the US, it will draw comparisons between the US situation and how health and other social needs are met in other nations.

**Attributes:** LC YLIB

### **SOCI-115 CC Crime and Punishment (3)**

A systematic study of the administration of criminal justice in the United States. The course focuses on: historical origins of present systems; the police; the courts; adult corrections; and current issues relative to the administration of justice.

**Attributes:** CC PLAW YLIB

### **SOCI-115 CC Crime and Punishment (3)**

A systematic study of the administration of criminal justice in the United States. The course focuses on: historical origins of present systems; the police; the courts; adult corrections; and current issues relative to the administration of justice.

**Attributes:** CC PLAW YLIB

### **SOCI-115 CC Crime and Punishment (3)**

A systematic study of the administration of criminal justice in the United States. The course focuses on: historical origins of present systems; the police; the courts; adult corrections; and current issues relative to the administration of justice.

**Attributes:** CC PLAW YLIB

### **SOCI-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

### **SOCI-160 The Helping Relationship (3)**

This course concerns the study of the human services helping relationship at the individual, family, and group levels. Forms of the helping relationship include interviewing, counseling, group facilitation, leadership, and supervision. Students will learn theories about individual, family, and group behavior to guide their helping relationships.

**Attributes:** YLIB

### **SOCI-180P P5 Sociocult Iss Med&Sci (3)**

The purpose of this course is to examine Western biomedicine as a sociocultural form. By examining the underlying values, beliefs, and practices that comprise biomedicine as a scientific category in the West, the course frames biomedicine as a sociocultural practice in the West and compares and contrasts biomedicine with non-Western health and healing traditions. Students consider the scientific claims of biomedicine by comparing biomedical practices across different Western societies and by comparing Western and non-Western health and healing traditions more broadly.

**Attributes:** HHCF P5 YLIB

### **SOCI-190 Contemp Issues in Span Soc (3)**

Since the late twentieth century Spanish society has undergone very rapid social, cultural and political changes. A once largely rural society abandoned the countryside for the urban landscape. A former dictatorship and isolated state is now democratic, pluralistic one that recognizes historic nationalities and multiple co-official languages, and is fully inserted in the European Union. The Iberian form of machismo has now given way to a public discourse preoccupied with issues of gender violence, gender inequities, and significant gains for women in the public sphere have taken place. Changes in cultural norms can also be seen from the repressive moral and religious order of the Franco era to secularism, a sexual revolution and the legalization of gay marriage. But the Spanish society of today still struggles with old and new issues: reconciling different nationalities and autonomous communities into one state, the continuing threat of terrorism, integrating the marginalized Gypsy population, facing the challenges of an aging society, an exponential increase of immigrants, unemployment, old and new forms of xenophobia and racism, and a new pattern of Spanish out-migration. These and other issues will be examined through a critical analysis of a variety of sociological, political and cultural texts and media.

**Attributes:** CC YLIB



### **SOCI-190 CC Contemp Issues Span Soc (3)**

Since the late twentieth century Spanish society has undergone very rapid social, cultural and political changes. A once largely rural society abandoned the countryside for the urban landscape. A former dictatorship and isolated state is now democratic, pluralistic one that recognizes historic nationalities and multiple co-official languages, and is fully inserted in the European Union. The Iberian form of machismo has now given way to a public discourse preoccupied with issues of gender violence, gender inequities, and significant gains for women in the public sphere have taken place. Changes in cultural norms can also be seen from the repressive moral and religious order of the Franco era to secularism, a sexual revolution and the legalization of gay marriage. But the Spanish society of today still struggles with old and new issues: reconciling different nationalities and autonomous communities into one state, the continuing threat of terrorism, integrating the marginalized Gypsy population, facing the challenges of an aging society, an exponential increase of immigrants, unemployment, old and new forms of xenophobia and racism, and a new pattern of Spanish out-migration. These and other issues will be examined through a critical analysis of a variety of sociological, political and cultural texts and media.

**Attributes:** CC YLIB

### **SOCI-190 CC Contemp Issues Span Soc (3)**

Since the late twentieth century Spanish society has undergone very rapid social, cultural and political changes. A once largely rural society abandoned the countryside for the urban landscape. A former dictatorship and isolated state is now democratic, pluralistic one that recognizes historic nationalities and multiple co-official languages, and is fully inserted in the European Union. The Iberian form of machismo has now given way to a public discourse preoccupied with issues of gender violence, gender inequities, and significant gains for women in the public sphere have taken place. Changes in cultural norms can also be seen from the repressive moral and religious order of the Franco era to secularism, a sexual revolution and the legalization of gay marriage. But the Spanish society of today still struggles with old and new issues: reconciling different nationalities and autonomous communities into one state, the continuing threat of terrorism, integrating the marginalized Gypsy population, facing the challenges of an aging society, an exponential increase of immigrants, unemployment, old and new forms of xenophobia and racism, and a new pattern of Spanish out-migration. These and other issues will be examined through a critical analysis of a variety of sociological, political and cultural texts and media.

**Attributes:** CC YLIB

### **SOCI-192 CC Interprets of Globaliz (3)**

The purpose of this course is to introduce students to the fundamental concepts, ideas, and arguments that have emerged from the many debates about globalization. There are a number of common core issues in this regard. One example of this is the question of what is old and what is new about contemporary globalization. For this purpose, the contemporary period must be placed in historical context. A second critical issue is how globalization impacts different nations and regions around the globe differently. For example, interpretations of globalization distinguish between the impact of globalization on advanced industrial nations versus less-developed nations. A third critical issue is how one interprets the consequences of globalization. For some, globalization is believed to have primarily brought great benefits. For others, the results of globalization have reaped greater harm than benefit. Deciphering and analyzing these and other issues pertaining to the contemporary period of globalization across a number of academic disciplines will be the fundamental task for students in this course.

**Attributes:** CC YLIB

### **SOCI-195 P1 Hip-Hop Music & Poetry (3)**

This course is designed to deepen students' appreciation for hip-hop as a black cultural art form. Even though hip-hop is understood to be a multicultural form of expression today, it is a product of the African Diaspora and black experience in the U.S. In the first third of the semester (Unit I), students will learn about the "roots" and "routes" of hip-hop and examine rap as poetry. Unit I will establish the basic knowledge that students will use for the entire semester. In the second third of the semester (Unit II), students will learn about issues of ethics, authenticity and racial politics that relate to hip-hop. Unit II will also expose students to international case studies of hip-hop, which will require students to think critically about these issues. In the final third of the semester (Unit III), students will focus on boundary work and gender issues in hip-hop. By the end of the semester, students should have a nuanced appreciation for hip-hop and be able to identify key problems and challenges that hip-hop consumers and practitioners face in a race conscious and sexist globalizing society.

**Attributes:** P1 YLIB

### **SOCI-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **SOCI-200D CC Global Sociocult Dev (3)**

The purpose of this course is to compare and contrast the impact of (and reaction to) globalization on various societies and cultures from several regions of the world. Globalization is one of the most fundamental forces in the contemporary world. Its constellation of cultural, economic, political, and military influences have transformed societies across both advanced capitalist nations as well as among less developed nations. Students analyze the ongoing impact of such global changes.

**Attributes:** CC ISFS YLIB

**Restrictions:** Excluding: -Class: Freshman

### **SOCI-201 SQ Prin of Epidemiology (3)**

This course is an introduction to epidemiology, with emphasis to methods, study design, and quantitative analysis. The course will draw from concepts of statistical analysis in the study of populations along with study design and methodological approaches important to the field of epidemiology. The course will also pay particular attention to dominant concerns in the field of epidemiology, including forms of bias, types of error, and other factors which can skew quantitative representation or interpretation. True to the concept of "epidemiology", this course begins with a focus on disease, and then expands to include social variables. Epidemiology, as the study of "that which is on the people" will be presented as a highly useful methodological approach relevant to the quantitative and statistical analysis of both biological and social factors.

**Attributes:** SQ YLIB

### **SOCI-203 Society and the Individual (3)**

A survey of the interaction of individuals within group settings. Of particular interest is group behavior and group dynamics with an emphasis on interactions and exchanges at the micro-level. The nature of individual interactions within groups is framed in the context of larger social structures and processes.

**Attributes:** YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-204 Multicult, Inclusn&Race (3)**

Students will explore the varied views on "multiculturalism" and their historical contexts. In combination with dialogues on "multiculturalism" and the differing philosophies about the inclusion of racial and ethnic minorities over time, students will also discuss the notion of a post-racial society. This course is designed to inform students about U.S. racial "problems" both contemporary and historical and to encourage students to become engaged ethical citizens. A primary goal in the course is to have students formulate their own informed opinions about race in the U.S.

**Attributes:** YLIB

### **SOCI-205 CC Savage Inequalities (3)**

An analysis of systematic patterns of social inequality and privilege across society. What are the origins and the consequences of great disparities in wealth, status, and social power? How do patterns of stratified social advantage impact an individual's life as members of particular social groups? This course examines the nature of inequality as an organizing principle of social interaction and a framework for understanding social conditions.

**Attributes:** CC YLIB

### **SOCI-209 P5 Society and Culture (3)**

In this course students will consider how social structures and developments shape cultural forms (such as music or films) and, in turn, how cultural forms shape social structures and developments (such as social networks or globalization). The relationship between culture and various social settings is the focus.

**Attributes:** P5 YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-210 P2 Crimes & Corporations (3)**

When an individual harms another individual the criminal justice system provides a range of possible consequences. When a corporation harms an individual (or a community) the legal consequences are less clear. This class will examine how a corporation is treated as a unique type of social and legal entity and why certain harmful corporate activities are subject to criminal prosecution while others are not. In particular, we will consider how different interpretations of crime and social responsibility shape how corporate behavior is treated by society.

**Attributes:** P2 YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **SOCI-211C Ethnicity and Race (3)**

A systematic study of minority-dominant relations in the United States. The course focuses on the following areas: the development of racial, ethnic, and religious minorities; the social psychology of minority-dominant relations; inter-group power and conflict relations; and issues relative to the recognition of other types of minority groups (women, age groups, the disabled, etc.). Cross-listed with WGST 211C.

**Attributes:** AFGE AMSS PSJ WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-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.

**Attributes:** HHHH YLIB

### **SOCI-220 CC Groups and Diversity (3)**

Introduces students to a broad range of peoples and settings pertinent to the delivery of human services. Within the general field of human services, there is a rich diversity of populations and circumstances that account for the many arenas of service delivery. Students will investigate the heterogeneity of human services from a variety of perspectives and consider the unique tools, skills, and cultural competencies that are required to contribute effectively to this field.

**Attributes:** CC YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-221 CC Helping Professions 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

### **SOCI-223 Sociology of the Family (3)**

An examination of the family as an institution; its structure and function; cross-cultural comparisons; problems and crises; variations in family lifestyles in modern industrial society.

**Attributes:** WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-225 Sociology of Aging (3)**

Places aging in a social context and emphasizes how gender, race, ethnicity, social class, and other contextual variables affect the reality of aging. This study of social gerontology is viewed as a public issue and as an experience that is socially constructed. Cross-cultural comparisons are addressed.

**Attributes:** HHHH YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-225 Sociology of Aging (3)**

Places aging in a social context and emphasizes how gender, race, ethnicity, social class, and other contextual variables affect the reality of aging. This study of social gerontology is viewed as a public issue and as an experience that is socially constructed. Cross-cultural comparisons are addressed.

**Attributes:** HHHH YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-226 Soc of Health & Healing (3)**

This course examines health and healing from a critical sociological perspective, placing an emphasis on how macro-structural forces, such as broader economic, health care and policy issues influence the health of individuals and groups in society. In particular, the course presents an overview of observed health disparities that are directly linked to an individual's position within the social structure (race/ethnicity, nation, gender, class, age). In addition, this course will also look at the "micro" aspects of illness, such as the subjective dimension of the lived experience of illness, and an examination of health seeking behavior and the management of disease. Finally, it analyzes health care systems, the profession of medicine, "healing options" and bio-ethical issues.

**Attributes:** HHCF YLIB ZCIV

### **SOCI-230 CC 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:** CC YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-230 CC 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:** CC YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-232C P3 Soc Juven Delinquency (3)**

A sociological study of the legal concept of juvenile delinquency. The course includes examination of the historical origins of the legal concept; the prevention and control of juvenile delinquency; the juvenile justice system in the United States; and current innovations in juvenile justice.

**Attributes:** P3 YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-234P Social Power and Society (3)**

Sociological perspective toward power and authority in conflict and consensus situations; social bases of political movements, ideologies, organizations, and systems. Cross-listed with WGST 234P.

**Attributes:** AMSS PSJ WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-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

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-238 Deviant Behavior (3)**

This course introduces students to key concepts and theories shaping the sociology of deviance. Students will examine several facets of deviant behavior and subcultures. This includes how certain attributes and behaviors are defined as deviant, the social consequences of deviant labels, and the construction and imposition of norms, values, and rules. Deviant behaviors include criminal and non-criminal behaviors such as drug use, violence, mental illness, and sexual behavior.

**Attributes:** YLIB

### **SOCI-257D Genders and Society (3)**

A systematic study of gender roles in modern social systems. The course includes the historical evolution of gender roles and current issues surrounding the changing nature of gender roles in modern societies. Cross-listed with WGST 257D.

**Attributes:** AMSS PSJ WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-257D Genders and Society (3)**

A systematic study of gender roles in modern social systems. The course includes the historical evolution of gender roles and current issues surrounding the changing nature of gender roles in modern societies. Cross-listed with WGST 257D.

**Attributes:** AMSS PSJ WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-260 Old Age, Senesc & Death (3)**

This course examines how individuals and societies respond to death, dying and bereavement. Particular attention will be given to the experiences of people who have reached an advanced age, but the course will more generally study individuals whose functional abilities have severely declined and who are approaching death. Among the various topics covered in this course are: suicide, euthanasia and end-of-life ethical debates; bereavement; how different institutions and professionals manage death and dying; and cross-cultural differences.

**Attributes:** YLIB

### **SOCI-280C Social Research Methods (3)**

The nature of science and sociology as a science; primary emphasis on the logic of scientific procedure; values and objectivity; problem statement; theory; concepts and operationalization; hypotheses; theory construction; experimental research design; analysis of data; problems of social research and policy-making; social science and humanism.

**Attributes:** HHSM YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-307C Sociology of Law (3)**

A systematic study of the role of formal and informal legal systems in creating, controlling, and sustaining deviance. The course focuses on changing legal systems in modern urban society and the role of law in a mass urban society. Emphasis is placed on such issues as: creation of deviance through legislation; the legislation of morality; unanticipated consequences of social control; legitimate and illegitimate power; and violence and social control.

**Attributes:** LEST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-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.

**Attributes:** PSJ WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-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.

**Attributes:** PSJ WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-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

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-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.

**Attributes:** WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-321 Soc of Health & Illness (3)**

This course addresses a wide range of topics related to health, illness, medicine, and alternative forms of treatment. The intersection of race, class, gender, age, and the distribution of health and illness are explored. The social meaning of health and illness is evaluated at many different levels from a national and international perspective.

**Attributes:** HHCF YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-322 Soc of Aging&Life Course (3)**

This course offers an overview of some of the major issues and research findings relating to aging and the life course, especially as viewed by sociologists. However, because aging is an interdisciplinary field of inquiry, different aspects of aging from a larger social/gerontological perspective will also be examined. The course situates aging in its social and cultural context addressing how the aging experience varies cross-culturally and depending upon an individual's social location.

**Attributes:** HHHH YLIB ZCIV

### **SOCI-325 Sociology of Deviance (3)**

An examination of the conditions under which deviance as social reality is created and maintained by social systems. This includes an analysis of: collective definitions of deviance; reactions to deviance; and attempts to control deviance. The course places particular emphasis on the labeling process and its implications for particular forms of deviance.

**Attributes:** PSJ YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-325 Sociology of Deviance (3)**

An examination of the conditions under which deviance as social reality is created and maintained by social systems. This includes an analysis of: collective definitions of deviance; reactions to deviance; and attempts to control deviance. The course places particular emphasis on the labeling process and its implications for particular forms of deviance.

**Attributes:** YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-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

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-335 Crime and the Media (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.

**Attributes:** YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-335 Crime and the Media (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.

**Attributes:** YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-348 21st Century Cities (3)**

An analysis of contemporary urban social problems. The course focuses on the value conflicts associated with policy decisions regarding education, housing, and other community services.

**Attributes:** YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-381 Thinking Sociologically (3)**



Thinking Sociologically 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.

**Attributes:** YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-385 Regulate Addicted/Impaired (3)**

This course examines how society manages and regulates populations who are chemically dependent and populations who are mentally impaired. These populations are both marginalized in the U.S., though for very different reasons. Addicts are often blamed for their own condition and therefore treated as outcasts. The impaired, though not blamed for their condition, are seen as a burden and generally ignored and shunned, remaining at the margins of society. In addition, there remains the latent fear that any one of us could fall into the category of the impaired. The purpose of this course is to examine the life worlds of these two populations and to investigate how society regulates and disciplines such people through a variety of social institutions, prisons, hospitals, long-term care facilities, etc. Students will examine the origins of different forms of social control for the addicted and impaired and will consider contemporary options in this regard.

**Attributes:** YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-411 Departmental Seminar (3)**

A workshop environment is the context for this course in which both students and the instructor engage in study on a variety of topics. In recent years, the topic has been Social Movements with an emphasis on violent and nonviolent change.

**Attributes:** YLIB ZRES

**Restrictions:** Including: -Major: Sociology -Class: Senior

### **SOCI-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

### **SOCI-421 Social Change & Movements (3)**

An analysis of a variety of contemporary social conditions contributing to major social disruptions and the impact of large-scale and small-scale collective efforts to address these developments. The role of individuals and groups to bring about social change and generate and direct mass-based social movements will be examined.

**Attributes:** YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **SOCI-430C Social Thought & Theory (3)**

A survey and an analysis of selected concepts and theories concerning social life and group behavior; the origin, development, and growth of social thought and sociological theory will be examined through an analysis of the work of influential thinkers and representative schools. Selected contemporary theorists

are studied.

**Attributes:** YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

**Restrictions:** Including: -Class: Junior, Senior

**SOCI-430C Social Thought & Theory (3)**

A survey and an analysis of selected concepts and theories concerning social life and group behavior; the origin, development, and growth of social thought and sociological theory will be examined through an analysis of the work of influential thinkers and representative schools. Selected contemporary theorists are studied.

**Attributes:** YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

**Restrictions:** Including: -Class: Junior, Senior

**SOCI-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

**Prerequisites:** SOCI-476 Y D-

**SOCI-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

**Prerequisites:** SOCI-477 Y D-

**SOCI-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

**SOCI-490 Sociology Internship (1 TO 3)**

Field experience and independent study in public and private organizations. Graded S/U. Permission of the department chair is required to register.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Sociology -Class: Junior, Senior

**SOCI-490 Sociology Internship (1 TO 6)**

Field experience and independent study in public and private organizations. Graded S/U. Permission of the department chair is required to register.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Sociology -Class: Junior, Senior

**SOCI-490 Sociology Internship (3 TO 6)**

Field experience and independent study in public and private organizations. Graded S/U. Permission of the department chair is required to register.

**Attributes:** YLIB

**Restrictions:** Including: -Major: Sociology -Class: Junior, Senior

**SOCI-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.

**Attributes:** YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

# Spanish/Latino Culture for the Health Professions

## Overview

Rubén L. Gómez (Modern Languages and Cultures), *Program Director*

David Baronov (Sociology), Dianne Cooney Miner (Nursing)

## 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 program closely parallels curricular sequences in the Department of Nursing by design, it serves all programs interested in various aspects of the health professions: **Biology**, **Chemistry**, **Mental Health Services**, **Nursing**, **Psychology**, and **Sociology**.

The minor (20 credits) includes elementary Spanish language training, Latino cultural practice, specialized health-related vocabulary, and community health issues, and it culminates in a community health internship experience in a Spanish-speaking health-related facility. The minor program includes all courses outlined below.

**Note:** For students starting at the LSPN 103 level (or equivalent), the minor can be completed with 16 credits. This requires a two-credit internship.

## Certificate

The certificate program (15 credits) targets working individuals who seek employment or are currently employed in a health-care setting. It does not include the internship component, as participants may apply their learning in their immediate work environment. 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 program director.

## Program Models

- A two-year model for those requiring Beginning Spanish.
- A one-year model for those with Beginning Spanish skills.

All courses may be completed in evening classes.

Course substitutes for **Foreign Study** or more advanced Spanish coursework are possible, particularly the short summer immersion program: Fisher in Mexico. Permission of the supervising committee is required.

Nursing majors will receive clinical placements at Spanish/bilingual facilities in the Rochester area during their junior and senior years. These placements provide two years of experience in cross-cultural and linguistic communication. The capstone project in LSPN 490 offers experiential service/learning to the student in an environment where Spanish is the dominant language, while the student shares vital health information with Spanish-speaking members of the community. The internship projects will serve public health education.

## Program Requirements

## Model Program Sequence

Includes required courses for both the minor and the certificate program.

The highlighted area distinguishes the certificate program from the full minor.

	Fall Semester	Spring Semester
FR		LLIT/LSPN 230 P1 Hispanic/Latino Vistas: Film and Literature (3)*

<b>SO</b>	LSPN 101C P5 Beginning Spanish I (4) -OR- LSPN 102D P5 Beginning Spanish II (4)	LSPN 102D P5 Beginning Spanish II (4) -OR- LSPN 103D P5 Beginning Spanish III (4)
<b>JR</b>	LSPN 121 Conversational Spanish For Health I (2)	LSPN 122 Conversational Spanish For Health II (2)
<b>SR</b>	SOCI 217D Latino Healthcare Issues (3)	LSPN 490 Internship (Community Health Projects) (2) -OR- Nursing Clinical Placement at a Spanish/bilingual facility

*\*If a student takes this course at the onset of the minor prior to the completion of the language and conversation sequences, the student must take LLIT 230P P1 Hispanic/Latino Vistas: Film and Literature (3) (taught in English); however, if the student has transfer credit for the language courses or wishes to delay taking this course until after completing the language sequence, the student should take LSPN 230P P1 Hispanic/Latino Vistas" Film and Literature (3) (taught in Spanish), which is preferable. See the program director for appropriate placement before beginning the minor courses.*

# Sport Management

## Overview

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The Sport Studies Department offers a B.S. 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.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Cultivate a foundation of content specific knowledge in the numerous fields within the sport industry (e.g. marketing, law, finance), and the ability to generate and acquire the appropriate resources to be an informed practitioner.

- Students will actively engage in the sport management foundations of law, ethics, leadership, marketing, and finance.
- By practicing the role of sport management professionals, students will critically explore the legal, ethical, and social environments that are part of business decisions made in the maintenance and expansion of the fields supporting sport.
- Students learn to identify, read, and evaluate information from various disciplines.

Goal #2 Provide an environment to practice and develop effective communication strategies relevant to business practices in the numerous fields within the sport industry.

- Students will enhance their writing abilities and learn industry appropriate formatting.
- Students will demonstrate competency in oral and/or visual presentations.

Goal #3 Within classroom and industry settings, provide applied learning opportunities through assignment and experiences that connect theory to practice.

- Students will seek and complete experiential opportunities that have been secured through their own efforts.
- Students will satisfactorily complete applied learning assignments.

Goal #4 Provide a framework within which students will have opportunities to develop professional perspectives.

- Students will develop professional contacts through activities in and/or out of the classroom.

## Program Requirements

### Requirements for the Sport Management Major

SPST 100	Introduction to Sport Management	
SPST 105	Sport Industry Seminar (1)	
SPST 240	Sport Law	
SPST 245	Software in Sport	
SPST 280	Theory and Behavior of Sport Organizations	
SPST 320	Sport Marketing and Promotions	
SPST 380	Sales and Client Services	
SPST 390	Practicum	
SPST 399	Research and Evaluation	
SPST 401	Sport Business and Finance	
SPST 420	Sport Leadership and Ethics	
SPST 421	Capstone in Sport (1)	
SPST 490	Internship (3–6)	
SPST 499	Sport Management Seminar	
<b>Three Sport Management electives from the following two areas (students must take at least one course from each area)</b>		<b>(9)</b>
<b>Human Relations</b>		
SPST 201P	P3 Sport and Society	
SPST/HIST 203	History of Sport	
SPST 205	CC Gender and Sport	
SPST/PSYC 212	Psychology of Sport and Physical Activity	
SPST 225P	P3 Sport and American Culture	
SPST 235	LC Ethics in Sport	
SPST 265	P5 International Cultures & Sport	
SPST 270	P5 Cultural Understanding Through Sport Film	
SPST/COMM 375	Sport and Social Media	
<b>Business Electives</b>		
SPST 231	College Athletics	
SPST 250	Facility and Operations Management	

SPST 260	Sport and Recreation Management	
SPST/ECON 330	Economics of Sport	
SPST 350	Negotiation and Athlete Representation	
SPST 365D	CC International Sport	
SPST 440	Professional Sport and the Law	
SPST 450	Events and Sales Seminar	
SPST 460	Event Planning and Sponsorship Sales	
SPST 497	Baseball Ops Challenge	
<b>Required Liberal Arts courses</b>		<b>(12)</b>
COMM 253	Business Communication	
ECON 105C	P3 Principles of Microeconomics	
ECON 221	SQ Statistics I	
Choose <b>one</b> :	REST 386D Morality in Business <b>–OR–</b>	
	PHIL 273C Business Ethics	
<b>Required Accounting and Management courses</b>		<b>(9)</b>
ACCT 101	Principles of Accounting I	
ACCT 102	Principles of Accounting II	
MGMT 221	Marketing Principles	
<b>Total</b>		<b>(68-71)</b>

**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. The College’s location provides a unique opportunity for quality internship experiences. In Rochester alone, there are a number of minor league sport teams that offer volunteer and internship experiences during each semester. In addition, the College has formed an academic partnership with the



Buffalo Bills of the National Football League. Through this partnership, Bills' personnel serve the program as guest lecturers, and the Bills' summer training camp, held at Fisher, offers a number of additional experiential opportunities for students.

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. Please refer to SPST 493 Advanced Field Experience for details.

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).

**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.**

### Minor:

## Sport Management Minor

Required courses		
SPST 100	Introduction to Sport Management	(3)
Choose <b>two</b> :	SPST 240 Sport Law	(6)
	SPST 280 Theory and Behavior in Sport Organizations	
	SPST 320 Sport Marketing and Promotions	
	SPST 401 Sport Business and Finance	
Three Sport Management electives		(9)
<b>Total</b>		<b>(18)</b>

**Note:** An internship in sport management is not available to a student who minors in the department. Only one course taken to meet a student's 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.

### Recommended Progression

## B.S. Sport Management

Recommended progression of courses **required** for the **B.S. Sport Management major**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	ACCT 101 (3) ECON 105C (3) SPST 100 (3)	ACCT 102 (3)
<b>SO</b>	COMM 253 (3) SPST 240 (3)	MKTG 221 (3) SPST 245 (3)

	SPST 105 (1)	SPST Elective (3)
<b>JR</b>	ECON 221 (3) SPST 280 (3) SPST 320 (3) SPST 390/391 (3)	SPST 380 (3) SPST 399 (3) SPST Elective (3) REST 386/PHIL 273 (3)
<b>SR</b>	SPST 401 (3) SPST 499 (3) SPST Elective (3)	SPST 420 (3) SPST 421 (1) SPST 490* (3–6)

*\*SPST 490 can be taken in the student's senior year or the summer after the graduation ceremony. Per College policy, students may participate in the graduation ceremony provided they have no more than six credits to complete toward degree requirements.*

## 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.

**Attributes:** YLIB

### **SPST-105 Sport Industry Seminar (1)**

This one-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 resume 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).

Graded S/U.

**Attributes:** NLIB

**Prerequisites:** SPST-100 D-

**Restrictions:** Including: -Major: Sport Management, Sport Studies

### **SPST-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **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.

**Attributes:** 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. Cross-listed with HIST 203.

**Attributes:** HINA SPHR YLIB

### **SPST-205 CC Gender & Sport (3)**

Most individuals are raised to view gender in the binary, clearly separating male and female. This thinking is then translated into sport participation. This course will both use and challenge that thinking by critically examining how gender is seen, shaped, and encouraged through sport. By exploring how different sport identities (e.g. football, tennis, rugby, figure skating) and different gender ideologies (e.g. masculinity versus femininity) are combined and viewed, we can begin to see how broader understanding of societal roles of women and men are translated into a sporting context. Using discussions of historical contexts, media representations, sexuality, and race, the course will foster understanding of the contemporary landscape of sport. This course is a repeat of WGST/SPST 305. Students who have already completed SPST 305 or WGST 305 Women in Sport and Leisure, should not take this course, as additional credit will not be awarded.

**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.

**Attributes:** SPHR YLIB

### **SPST-225P P3 Sport & Amer Culture (3)**

This course explores the resonance with which sport operates as a lens on American cultural values. A close look is taken at the role of sports in our culture in the 20th century, contextualizing our understanding of current figures and trends through a consideration of earlier figures such as Red Grange, Jim Thorpe, Jesse Owens, Jack Johnson, and Babe Didrikson Zaharias. This interdisciplinary investigation of the role of sports in American culture combines films, histories, sociological studies, novels, and biographies.

**Attributes:** AMSS P3 SPHR WGST YLIB

### **SPST-231 College Athletics (3)**

An overview of the issues, problems, and concerns facing managers of collegiate athletics. Areas of emphasis include the organizational structure of college athletic departments, conferences, and the NCAA, as well as an analysis of current issues regarding academic and recruiting legislation, finances, and Title IX/gender equity.

**Attributes:** NLIB SPBE

### **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.

**Attributes:** YLIB

**Prerequisites:** 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

**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.

**Attributes:** NLIB SPBE ZCIV

### **SPST-260 Sport & Recreation Mgmt (3)**

This course reviews the overarching principles of recreation management and explores various philosophies, theories, and concepts of recreation and the value this has to the betterment of a modern, healthy society. Students will be exposed to the recreational programs and services of departments around the country; ultimately preparing their own seasonal brochure. An overview of potential career avenues (e.g. YMCA, Eco-tourism & Outdoor Recreation, aquatics facilities, collegiate & university leisure programming, Disney, the Cruise ship industry, corporate wellness) for those aspiring to work in this area of the sport industry will also occur.

**Attributes:** NLIB SPBE

### **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

**Prerequisites:** 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.

**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.

**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, and permission of advisor.

Graded S/U.

**Attributes:** NLIB

**Prerequisites:** SPST-100 C

**Restrictions:** Including: -Major: Sport Management

### **SPST-305 Women in Sport & Leisure (3)**

This course provides students with an opportunity to critically examine, understand, and appreciate women's involvement in and contributions to sport and physical activity from both a historical and contemporary perspective. By examining historical, cultural, economic, and sociopsychological elements, students discover how these factors have shaped women's participation in sport, physical activity, and leisure. Particular attention is given to the various ways in which females (and their bodies) are often viewed as fundamentally different from their male counterparts. Cross-listed with WGST 305.

**Attributes:** SPHR WGST YLIB

### **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.

**Attributes:** NLIB ZCIV

**Prerequisites:** (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.

**Attributes:** SPBE YLIB

**Prerequisites:** ECON-105C D-

### **SPST-340 Amateur Sport & the Law (3)**

An examination of legal issues applicable to amateur sport. Emphasis on identifying legal issues in contract, tort, and constitutional law as they apply to the actions of amateur athletic associations. Legal issues in risk management and employment law are also explored.

**Attributes:** YLIB

**Prerequisites:** SPST-240 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.

**Attributes:** NLIB PLAW SPBE

**Prerequisites:** 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.

**Attributes:** CC SPBE YLIB

### **SPST-375 Public Relations in Sport (3)**

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 analyzing emerging trends. Course includes the practical application of social media in promoting athletes, coaches and teams through the creation of a student e-portfolio. Cross-listed with COMM 375.

**Attributes:** SPHR YLIB

**Prerequisites:** COMM-253 Y D- OR COMM-270 Y D-

**Restrictions:** Excluding: -Class: Freshman

### **SPST-375 Sport and Social Media (3)**

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 analyzing emerging trends. Course includes the practical application of social media in promoting athletes, coaches and teams through the creation of a student e-portfolio. Cross-listed with COMM 375.

**Attributes:** SPHR YLIB

**Prerequisites:** COMM-253 Y D- OR COMM-270 Y D-

**Restrictions:** Excluding: -Class: Freshman

### **SPST-380 Sales and Client Services (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.

**Attributes:** NLIB ZCIV

**Restrictions:** Including: -Major: Sport Management, Sport Studies -Class: Junior, Senior

### **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.

**Attributes:** NLIB

**Prerequisites:** SPST-105 D-

**Restrictions:** Including: -Major: Sport Management, Sport Studies -Class: Junior, Senior

### **SPST-399 Research and Evaluation (3)**

This course focuses on the research and evaluation process in the field of sport management. Students first gain an understanding of how research and evaluation are commonly used in the sport management industry and then take a hands-on approach to understanding the various approaches to research. Building on skills acquired in learning communities, 199 courses, and work produced in other courses, students learn how to conduct and report on research. Topics include problem selection, literature review, instrumentation, methodology, and types of research commonly used in sport management. Time is divided between the process of formal evaluation and the use of quantitative and qualitative research. As a culminating project, students are asked to develop their own evaluation or research project that becomes the basis for their senior research project.

**Attributes:** NLIB ZRES

**Prerequisites:** ECON-221 D- AND SPST-280 D-

**Restrictions:** Including: -Major: Sport Management, Sport Studies

### **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.

**Attributes:** NLIB

**Prerequisites:** ECON-221 D-

**Restrictions:** Including: -Class: Junior, Senior

### **SPST-420 Policy in Sport (3)**

As a capstone course, this course works to assimilate lessons learned throughout the program with a focus on ethical decision making as well as strategies and techniques employed by successful and

unsuccessful leaders across many industries. Class focus will be on the development of skills and knowledge necessary to be an active participant in the process of building and sustaining an excellent organization/company. Additionally, students will examine the notions of fairness and morality as they relate to the management of sport and will concentrate on those concepts as they pertain to real sport industry examples.

**Attributes:** NLIB

**Prerequisites:** SPST-390 C

**Restrictions:** Including: -Major: Sport Management, Sport Studies -Class: Senior

### **SPST-420 Sport Leadership & Ethics (3)**

As a capstone course, this course works to assimilate lessons learned throughout the program with a focus on ethical decision making as well as strategies and techniques employed by successful and unsuccessful leaders across many industries. Class focus will be on the development of skills and knowledge necessary to be an active participant in the process of building and sustaining an excellent organization/company. Additionally, students will examine the notions of fairness and morality as they relate to the management of sport and will concentrate on those concepts as they pertain to real sport industry examples.

**Attributes:** NLIB ZCAP ZCIV ZRES

**Prerequisites:** SPST-390 C

**Restrictions:** Including: -Major: Sport Management, Sport Studies -Class: Senior

### **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.

**Attributes:** YLIB

**Prerequisites:** SPST-390 C OR SPST-420 Y C

**Restrictions:** Including: -Major: Sport Management, Sport Studies

### **SPST-440 Professional Sport & Law (3)**

An in-depth case-study analysis of the law as it applies to the professional team sports industry. Emphasis is on contracts, labor law, antitrust law, collective bargaining, arbitration, and representation of the professional athlete.

**Attributes:** NLIB SPBE

**Prerequisites:** SPST-240 D-

### **SPST-450 Events & Sales Seminar (3)**

Adapting the skills learned in their college careers, students will be subjected to real-life scenarios tied to the operation of an NFL team training camp. Enrollees will split their class-time between in-class sessions, featuring sport industry professional presentations and focused readings, and out-of-classroom, practical applications. Students will be asked to take on various roles within the training camp structure, from facility managers and concessions to market research and sales in a competitive environment similar to that seen on the television show "The Apprentice."

**Attributes:** NLIB SPBE ZCIV

### **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.

**Attributes:** NLIB SPBE

**Restrictions:** Including: -Major: Sport Management, Sport Studies -Class: Junior, Senior

### **SPST-470 Sem: Adv Sport Promotion (3)**

An applied sport promotion class involving the application of promotional theory, event planning and management, public relations, sponsorship proposal writing, and solicitation to an existing sporting event in order to enhance its presentation and meet class-defined objectives.

**Attributes:** NLIB

**Prerequisites:** SPST-320 D-

### **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.

**Attributes:** NLIB ZCAP

**Prerequisites:** SPST-390 D-

**Restrictions:** Including: -Major: Sport Management, Sport Studies -Class: Junior, Senior

### **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.

**Attributes:** NLIB ZCAP

**Prerequisites:** SPST-390 D- AND GPA  $\geq 3.00$

**Restrictions:** Including: -Major: Sport Management, Sport Studies -Class: Senior

### **SPST-495 Senior Seminar (1)**

This course one-credit seminar is designed to complete the senior thesis as well as prepare soon-to-be graduates for life-long learning and professional growth. Approximately half of the course will be spent completing the research, writing the thesis paper, and presenting the results. Other portions of the course will explore continuing education opportunities, elements of personal and professional growth, and various initiatives designed to help students find success in their professional careers.

**Attributes:** YLIB ZCAP ZRES

**Prerequisites:** SPST-399 C

**Restrictions:** Including: -Major: Sport Management, Sport Studies -Class: Senior

### **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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Sport Management, Sport Studies -Class: Junior, Senior

### **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:** YLIB

**Prerequisites:** SPST-240 D-

**Restrictions:** Including: -Class: Senior

### **SPST-499 Sport Management Seminar (3)**

This course is designed to prepare soon-to-be graduates for career entry, life-long learning, and professional growth. Approximately half of the course will be spent exploring continuing education opportunities, elements of personal and professional growth, and various initiatives designed to help students find success in their professional careers. The other half will be spent completing their research, writing the thesis paper, and presenting the results of their senior thesis. This course is part of the updated curriculum for 2015-2016 onward. May not be taken if SPST 495 has already been completed for credit.

**Attributes:** YLIB

**Prerequisites:** SPST-399 C

**Restrictions:** Including: -Major: Sport Management, Sport Studies -Class: Senior

# Statistics

## Overview

Bruce Blaine (Statistics)\*\*, *Program Director*

Kris H. Green, *Chair*

Daniel Cass, Ryan Gantner, Anne K. Geraci, Scott Harrison,\* Erica Johnson,\*\* Elizabeth Leboffe,\*\* Mark McKinzie, Donald L. Muench, Bernard Ricca, Erik Winarski

\*On leave, Fall 2015

\*\*On leave, Spring 2016

The statistics major emphasizes: a) mathematical statistics and probability, b) applied statistical methods, c) data analytic and statistical computing skills, d) consulting and communication skills, and e) fieldwork experience. Education in statistics at St. John Fisher College follows a model where students integrate mathematical statistics, applied statistical methods, and statistical computing.

Graduates of the B.A. in Statistics program are able to:

- Apply mathematical and statistical models to solve research problems.
- Use basic and advanced statistical methods to analyze data.
- Use statistical programming and computing skills to manipulate and analyze data.
- Communicate the results of statistical analyses in reports and presentations.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Statistical: Be trained and experienced in statistical reasoning, in designing studies (including practical aspects), in exploratory analysis of data by graphical and other means, and in a variety of formal inference procedures.

- Knowledge of statistical theory (e.g., distributions of random variables, point and interval estimation, hypothesis testing, Bayesian methods)
- Knowledge of graphical data analysis methods
- Competency in the design of studies (e.g., random assignments, replication, blocking, analysis of variance, fixed and random effects, diagnostics in experiments; random sampling, stratification in sample surveys; data exploration in observational studies)
- Be able to do statistical modeling (e.g., simple, multiple, and logistic regression; categorical data; diagnostics; data mining)

Goal #2 Computational: Be familiar with standard statistical software, data management and algorithmic problem solving.

- Have an understanding of programming concepts and their applications in statistics
- Knowledge of the professional statistical software appropriate for a variety of tasks

Goal #3 Mathematical: Have knowledge of probability, statistical theory, and any prerequisite mathematics (especially calculus and linear algebra).

- Knowledge of Calculus (integration and differentiation) through multivariable calculus
- Knowledge of linear algebra (emphasis on matrix manipulations, linear transformations, projections in Euclidean space, eigenvalue/eigenvector decomposition and singular value decomposition)
- Probability: emphasis on connections between concepts and their applications in statistics

Goal #4 Communicating & Consulting: Be able to write clearly, speak fluently, and have developed skills in collaboration and teamwork and organizing and managing projects.

- Be able to demonstrate effective technical writing and presentations skills

- Demonstrate teamwork and collaborative skills
- Demonstrate effective planning for data collection
- Competency in data management

## Program Requirements

### Statistics Course Requirements

The statistics major consists of at least 41 credit hours, as follows:

Required courses		(32)
MATH 120C	P4 Calculus I (4)	
MATH 122C	P4 Calculus II (4)	
MATH 232	Linear Algebra (3)	
MATH 301	SQ Mathematical Statistics I (3)	
MATH 302	Mathematical Statistics II (3)	
MATH 410	Probability Models (3)	
STAT 210	Regression Analysis (3)	
STAT 220	Experimental Design (3)	
STAT 390	Special Topics in Statistics (3)	
STAT 490	Field Experience (3)	
Elective courses*		(9)
Choose <b>three</b> :	CSCI 161 P4 Foundations of Computer Science I (3)	
	ECON 314 Introduction to Econometrics (3)	
	MATH 221C Calculus III (4)	
	MATH 260 Applied Mathematical Statistics (3)	
	STAT/ECON 222 Nonparametric Statistics (3)	
	STAT 270 Meta-Analysis (3)	
	STAT 275 Statistical Computing (3)	
	STAT 330 Sample Survey Methods (3)	
	STAT 496 Independent Study (3)	
Total		(41)

\*Students may substitute a course not listed for a required statistics elective with the approval of the major advisor.

For students majoring in statistics, 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.

At least 21 of the required 41 credits (one half of the major) must be completed in residence at St. John Fisher College.

Since the statistics major is completed as part of a Bachelor of Arts degree, a minor or second major is required. A statistics major may NOT minor in **mathematics**.

### Minor:

The statistics minor consists of the following:

Required courses		(6)
STAT 210	Regression Analysis (3)	
STAT 220	Experimental Design (3)	
Elective courses*		(12)
Choose <b>four</b> (or more):	CSCI 161 P4 Foundations of Computer Science I (3)	
	ECON 314 Introduction to Econometrics (3)	
	MATH 260 Applied Mathematical Statistics (3)	
	STAT/ECON 222 Nonparametric Statistics (3)	
	STAT 270 Meta-Analysis (3)	
	STAT 275 Statistical Computing (3)	
	STAT 330 Sample Survey Methods (3)	
	STAT 390 Special Topics in Statistics (3)	
Total		(18)

\*At least two elective courses must be at the 300-400 level.

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

### Recommended Progression

#### B.A. Statistics

Recommended progression of **required** courses for the **B.A. Statistics major**. Students should consult **Core Requirements** for a complete description of the College's Core.

	FALL	SPRING
FR	MATH 119C, if needed (4) MATH 120C (4)	MATH 122C (4)
SO	STAT 210 (3)	STAT 220 (3)

SO	Major Elective (3)	MATH 232 (3)
JR	MATH 301 (3) STAT 390 (3)	MATH 302 (3) Major Elective (3)
SR	Major Elective (3)	MATH 410 (3) STAT 490 (3)

## Courses

### **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-160 P4 Data Analysis Soc Res (3)**

This course covers research methods commonly used in the social sciences. Topics include: statistical and graphical methods for summarizing data, statistical methods for finding relationships and testing models of social behavior, survey methods and sampling, and the application of quantitative methods to problems in political science, sociology, and public policy. The course emphasizes data analytic skills and the ability to interpret and communicate data analytic results. SPSS and Qualtrics will be the primary software applications used in this course; no prior experience with either is assumed.

**Attributes:** LEST P4 YLIB

### **STAT-160 P4 Quant Methods Soc Res (3)**

This course covers research methods commonly used in the social sciences. Topics include: statistical and graphical methods for summarizing data, statistical methods for finding relationships and testing models of social behavior, survey methods and sampling, and the application of quantitative methods to problems in political science, sociology, and public policy. The course emphasizes data analytic skills and the ability to interpret and communicate data analytic results. SPSS and Qualtrics will be the primary software applications used in this course; no prior experience with either is assumed.

**Attributes:** LEST P4 YLIB

### **STAT-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **STAT-205 SQ Design & Analysis Exper (3)**

The course covers the logic of experimentation; experimental and quasi-experimental research designs; threats to internal, external, and statistical validity; control in experimentation; as well as a thorough introduction to the analysis of variance (ANOVA). Statistics and quantitative methods used in the analysis of experimental designs include variance partitioning; the F distribution; single-factor and factorial ANOVA;

multiple comparison procedures; ANOVA in between-subjects and repeated-measures designs; main and interaction effects; and effect size estimation. Data analytic and statistical communication skills are developed in the course.

**Attributes:** SQ YLIB

### **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

### **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

### **STAT-222 Nonparametric Statistics (3)**

Basic nonparametric methods will be covered, including binomial and sign tests, rank tests for 1-sample and 2-sample designs, and Kolmogorov-Smirnov type tests. Nonparametric analysis of contingency tables and bivariate association will also be covered. The course will emphasize data analysis and interpretation as well as statistical computing skills. Cross listed with ECON 222.

**Attributes:** YLIB

### **STAT-260 Intro to Meta-Analysis (3)**

Meta-analysis refers to statistical techniques for analyzing effect sizes across samples, and is used in the social and behavioral sciences, health sciences, and education. Topics include: effect size estimation, article search and retrieval methods, coding, weighting schemes, fixed vs. random effects models, moderation of meta-effects, and reporting and presenting meta-analytic results. To be properly prepared, students should have already taken a basic statistics course and have some experience reading empirical research articles.

**Attributes:** YLIB

**Prerequisites:** ECON-221 D- OR STAT-205 D-

### **STAT-270 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.

**Attributes:** YLIB

**Prerequisites:** MATH-260 D- OR ECON-221 D- OR PSYC-201 D- OR STAT-160 D-

### **STAT-275 Statistical Computing (3)**

This course is an introduction to statistical computing using the R statistical environment. It provides an in-depth coverage of R data types and structures, flow control and vectorization, and graphics. Students will write functions and programs to automatize various statistical procedures, to sample and resample data, and to perform various simulations (e.g., Monte Carlo). The study of simulations will include a discussion of random and pseudo-random numbers. In addition, students will learn appropriate debugging and optimization techniques. No prior programming experience is assumed.

**Attributes:** YLIB

### **STAT-330 Sample Survey Methods (3)**

This course covers statistical methods for the design and analysis of survey data, including principles and methods associated with sampling, survey design, delivery mode, and problems of unit and item nonresponse. Students will learn statistical approaches to sampling, measurement (e.g., principal components, factor analysis, and reliability analysis), and population estimation (e.g., multiple imputation and raking).

**Attributes:** YLIB

**Prerequisites:** STAT-210 D- OR STAT-220 D-

### **STAT-390 Spec Topics in Statistics (1 TO 3)**

The course will address an advanced topic in statistics which may emphasize mathematical statistics, applied statistics, or computer applications in statistics. Spring 2015: Topic: Statistics of Networks This course is an introduction to the statistical analysis of 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. The R statistical environment will be used throughout the course, although no previous experience with R is assumed.

**Attributes:** YLIB

**Prerequisites:** STAT-210 D- OR STAT-220 D-

**Restrictions:** Including: -Major: Statistics -Class: Junior, Senior

### **STAT-490 Field Experience (3 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.

**Attributes:** YLIB

**Prerequisites:** MATH-122C D- AND STAT-210 D-

**Restrictions:** Including: -Major: Statistics -Class: Junior, Senior

### **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.

**Attributes:** YLIB

**Prerequisites:** MATH-122C D- AND STAT-210 D-

**Restrictions:** Including: -Major: Statistics -Class: Junior, Senior

### **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.

**Attributes:** YLIB



**Restrictions:** Including: -Major: Statistics -Class: Junior, Senior

# Sustainability

## Overview

Michael Boller (Biology),\* *Program Director*

Faculty Advisors: Kimberly Chichester (Chemistry), Gregory Cunningham (Biology), Kris Green (Mathematics), Barbara Lowe (Philosophy), Linda MacCammon (Religious Studies), Timothy Madigan (Philosophy), Clair Smith (Economics)

\*On leave, Fall 2015

Sustainability is the careful stewardship of natural, social, and economic resources so that we meet our present needs without compromising the needs of future generations. Sustainable practice and development requires a commitment to environmental justice; i.e., the idea that environmental costs and risks should not be shouldered by any one geographical region or segment of society.

The Sustainability minor offers an integrative, interdisciplinary approach that prepares students to address the challenges and ethical responsibilities of sustainable development. Students will explore the theory and practice of sustainability in a number of different disciplines, including, but not limited to, biology, business, chemistry, ethics, economics, mathematics, and sociology. There is immediate need to understand sustainability because most organizations (for-profit, nonprofit and government) now evaluate themselves along the dimensions of social, environmental, and economic performance (rather than just economic).

The minor is designed to provide students with:

- A foundation of scientific concepts and ethical and economic principles to evaluate and synthesize solutions to sustainability issues
- Knowledge of best practices within different disciplines for protecting environmental quality and fostering environmental justice
- Analytical tools to evaluate the benefits and costs, both direct and indirect, of alternative solutions to environmental problems
- Opportunities to develop and apply effective, interdisciplinary approaches to present and emerging problems in sustainable development
- Opportunities for experiential learning and advanced study in sustainability within their chosen fields

## Program Requirements

### Required Courses in the Sustainability Minor

The Sustainability minor consists of seven courses (19 credit hours). These courses may count toward the College Core or another minor.

Introductory courses		(9)
BIOL 101C	P4 Environmental Issues	
PHIL 235	P2 Environmental Ethics	
ECON 105C	P3 Principles of Microeconomics	
Electives		(9)

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. To ensure a diverse evaluation of sustainability, only one course from a discipline can be applied as an elective. For example, only one CHEM course can be used to satisfy the requirement. Also note that this is a partial list of elective that may be used. Additional courses will be added as they are developed.

Choose <b>three</b> *:	BIOL 408 Ecology	
	CHEM 315 Analytical Chemistry	
	ECON 360 Environmental Economics	
	EDUC 335 Differentiated Curriculum, Instruction, and Assessment in Science, Technology, Engineering and Math (STEM)	
	ENGL 204 Nature Writing	
	MATH 170 P4 Mathematical Modeling	
	MATH 260 Applied Mathematical Statistics	
	PHIL 250 P2 Bioethics	
	PSJS 270 CC Ethics & World Ecology	
	STAT 160 P4 Data Analysis in Social Research	
SUST 138 P4 Green Chemistry		
<b>Capstone course</b>		<b>(1)</b>
SUST 400	A Sustainable Future	
<b>Total</b>		<b>(19)</b>

\*Each elective must be from a different discipline, with at least one at the 200 level or above.

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

Please refer to the appropriate department for descriptions of the above courses.

## Courses

### **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-400 A Sustainable Future (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

**Prerequisites:** BIOL-101C D- AND ECON-103C D-

# The Washington Experience

## Overview

Monica Cherry (Economics), *Campus Liaison*

St. John Fisher College is an affiliated institution with The Washington Center (TWC), a nonprofit educational organization in the nation's capital, which 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 Cherry) 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. Cherry or directly from the Center at [www.twc.edu](http://www.twc.edu).

**Costs:** There is an application fee of \$60 payable to TWC; Fisher tuition is payable to the College 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. Cherry or visit the Center at [www.twc.edu](http://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, 475.
- An academic seminar, 476, selected from a variety of topics.
- A participatory forum, 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.*

# Women & Gender Studies

## Overview

Jill Swiencicki (English), *Program Director*

Faculty Advisors: Katrina Arndt (Education), David Baronov (Sociology), Lisa Cunningham (Interdisciplinary Studies), Emily Dane-Staples (Sport Management), Melissa Ghera (Psychology), Maria Gonzalez-Smith (Political Science), Barbara Lowe (Philosophy), Cynthia Ricci McCloskey (Nursing), Barbara Rockell (Sociology), Marta Rodríguez-Galán (Sociology), Jennifer Rossi (American Studies), Jebaroja Singh (Sociology), Arlette Miller Smith (English and African American Studies), Deborah Uman (English), Carolyn Vacca (History), Pao Vue (Sociology), Nancy Wilk (Nursing)

The Women and Gender Studies Minor is an interdisciplinary series of courses that investigate how our lives are affected by gender in its relationship with race, class, sexuality, religion, nationality, (dis)ability, and technology. WGST courses are organized around feminist research, methods, and theory, and integrate personal, academic and policy issues into all topics of inquiry. In WGST, students find a vibrant and supportive community of peers, close interaction with faculty from across the college, and opportunities to take on a wide range of leadership roles on campus and beyond.

## Students Who Minor in Women and Gender Studies

- Develop written, visual and oral communication skills across social and cultural differences, genres, technologies and contexts.
- Engage multiple perspectives on complex social issues.
- Identify cultural norms, assess their power structures and implications, and respond effectively.
- Apply interdisciplinary methods of research and analysis to real-world problems for social and community transformation and active citizenship.

The Women and Gender Studies Minor is designed to be a crucial intellectual complement for students planning careers in law, business, media, politics, international relations, science, health professions, social and community service, and education.

## Learning Outcomes

### Program Goals and Student Learning Outcomes

Goal #1 Students will understand how gender is socially constructed.

- Demonstrate how cultural objects contribute to an understanding of gender in society.

Goal #2 Students will understand how gender intersects with other social and cultural identities.

- Articulate how concepts of gender can vary when combined with other social and/or cultural identities
- View gender as one part of a complex identity that includes factors such as race, ethnicity, class, sexuality, gender expression, ability nationality, religion, geography, age and identity.

Goal #3 Students will know and be able to articulate important aspects of feminist theories.

- Identify and apply at least two important feminist paradigms, methods and/or theoretical perspectives to objects of study.

Goal #4 Students will understand how systems of power affect the individual and society.

- Explain the effects of privilege and oppression on individual experience.
- Explain the dynamics of power and hierarchy within society.

## Program Requirements

### Requirements for the Minor in Women and Gender Studies

<b>Required Courses</b>		<b>(6)</b>
WGST 101C	CC Introduction to Women and Gender Studies	
WGST 400P	Senior Seminar in Women and Gender Studies	
<b>Course in feminist and/or gender theory</b>		<b>(3)</b>
Choose <b>one</b> :	WGST/ENGL 214D P1 Reading Gender	
	WGST/AMST 216 P2 Feminist Theory	
<b>Electives</b>		<b>(9)</b>
Three elective courses chosen from at least two different disciplines (see below)		
<b>Total</b>		<b>(18)</b>

Courses that satisfy the WGST minor elective requirement include:

AFAM/REST 282P	Black Church Issues
ANTH 227	P3 Anthropology of Sex
CLST 210C	P5 Love in the Ancient World
CRIM 308	Women and Crime
ECON 110P	CC Gender and Race in the American Workplace
ENGL 230	P1 Literature of Travel
ENGL 261C	Topics in Sexuality and Literature
ENGL 348	Women Writers
ENGL 370	Gender and Writing
HIST 201	Women's History
HIST 202	P1 Women and Gender in the 19th Century
HIST 205D	CC American Social History: The Family
HIST 237D	P1 The Female Body: A Problem to Grow Into
HIST 242D	P3 Women in American History
HIST 244	Women and War
ISPR 270D	CC Global Gender Studies
LLIT/LSPN 230P	P1 Hispanic/Latino Vistas: Film and Literature
PSJS 210D	Women and Peace



REST 255D	P2 Great Women in Christianity
REST 340D	P2 Feminism and Religion
REST 352D	P5 Marriage and Sexuality: Issues
SOCI 195	P1 Hip-Hop Music and Poetry
SOCI 223	The Sociology of the Family
SOCI 314	U.S. Race Relations
SOCI 315	Our Gendered World
SPST 205	CC Gender and Sport
SPST 225P	P3 Sport and American Culture
WGST 120	Visions of Social Change
WGST 150	LC Equity and Access
WGST 203P	CC Introduction to Queer Studies
WGST/ENGL 214D	P1 Reading Gender
WGST/AMST 216	P2 Feminist Theory
WGST 220	Women and Film
WGST 230	Special Topics in WGST
WGST/AMST 237P	P3 Hope, Survival, and the Human Spirit: Theories of Resistance
WGST/HIST 240D	CC Women in East Asia
WGST 258	P1 Gender in Popular Media
WGST/PSYC 265	P3 Human Sexuality
WGST 270	P5 Gender and Culture
WGST/ENGL 272	P2 Digital Feminisms
WGST 275	P5 Life-Giving Women: Indigenous and Indelible
WGST 280	CC Gender and Identity in South Asia
WGST 295	P2 Gender, Science, and Society
WGST/AMST 470	Senior Research Seminar
WGST 496	Independent Study

**Note:** Courses counted toward the student's major cannot count for the WGST minor. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.

# Courses

## **WGST-101C CC Women&Gender Studies (3)**

Designed to introduce students to the academic study of the relationship between gender roles and power. By examining the topic 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 effects of gender on the lives of men and women in diverse cultures and in contemporary American society, as well as the ways in which our understanding of gender has changed over time.

**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-150 LC Equity and Access (3)**

This course explores gender as a factor that influences individuals' opportunities in the world. Students will learn about relationships between gender and power and about struggles to achieve equality. Course content will vary according to the interest and discipline of the instructor.

**Attributes:** LC WGST YLIB

**Restrictions:** Including: -Class: Freshman

## **WGST-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

## **WGST-201 Gender in My Life (1)**

Seminar designed to provide students with an opportunity to participate in in-depth discussions on gender topics. Includes readings, guest presentations, and experiential activities designed to explore the correlates of gender in students' everyday lives. Topics may include: communication between genders, the role of gender in self-esteem issues, gender-related health issues, issues of power between the sexes, and alternatives to traditional gender roles. Graded S/U.

**Attributes:** YLIB

**Prerequisites:** WGST-101C Y D-

## **WGST-203P CC Intro to Queer Studies (3)**

An introduction to queer studies from a wide range of orientation perspectives and academic disciplines. Students learn to distinguish among LGBTI identities to understand the unique challenges each group faces from a mainstream straight culture as well as between and within queer communities themselves. The goal is to give a voice and place of inclusion to those who are too often marginalized, as well as to prepare all students to better understand existing differences.

**Attributes:** CC WGST YLIB

### **WGST-211C Ethnicity and Race (3)**

A systematic study of minority-dominant relations in the United States. The course focuses on the following areas: the development of racial, ethnic, and religious minorities; the social psychology of minority-dominant relations; inter-group power and conflict relations; and issues relative to the recognition of other types of minority groups (women, age groups, disabled, etc.). Cross-listed with SOCI 211C. .

**Attributes:** AMSS WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **WGST-211C Ethnicity and Race (3)**

A systematic study of minority-dominant relations in the United States. The course focuses on the following areas: the development of racial, ethnic, and religious minorities; the social psychology of minority-dominant relations; inter-group power and conflict relations; and issues relative to the recognition of other types of minority groups (women, age groups, disabled, etc.). Cross-listed with SOCI 211C. .

**Attributes:** AMSS WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **WGST-214D P1 Reading Gender (3)**

This course is an introduction to feminist literary theory. Students will learn some of the major schools of feminist thought over the centuries and learn to apply these perspectives to a number of literary works. Major issues will include concepts of authorship and voice, representations of gender roles, and ideas of identity and agency. In addition, students will develop skills in close reading and critical analysis. Cross-listed with ENGL 214D.

**Attributes:** ENLT P1 WGST YLIB

### **WGST-216 P2 Feminist Theory (3)**

This course explores historical foundations of American feminisms and charts three waves of feminist movements, discussing the evolution of feminist theories from 19th through 21st century America. We discuss how other social movements, such as the abolitionist movement, have informed and contributed to American feminisms. Contemporary themes include multicultural feminism, Black feminism, youth activism, and feminist teaching theories. Cross-listed with AMST 216.

**Attributes:** P2 WGST YLIB

### **WGST-220 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. We will explore the concept of "women and film" in several ways throughout this course, including: (1) women looking behind the camera (as makers of film, such as directors, producers, writers, camera crew, etc.), (2) women in front of the camera (as subjects of film, such as actors, characters, featured persons in documentaries, etc.), and (3) women and men, looking at film as viewers and audience members. 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.

**Attributes:** WGST YLIB

### **WGST-223 Sociology & the Family (3)**

An examination of the family as an institution, its structure and function, cross-cultural comparisons, problems and crises, variations in family lifestyles in modern industrial society.

### **WGST-230 Special Topics in WGST (3)**

This course offers special topics in Women and Gender Studies, not offered on a regular basis. Course content may vary with each offering and may be repeated for credit with different content. Fall 2012 Topic: Women and the Unfinished Revolution This special topic will explore the ever changing role of women in issues of human rights and human security. Using some historical foundations, the course will explore how women are integral in the continuing quest for equality in many areas of society and the world.

**Attributes:** YLIB

### **WGST-234P Social Power & Society (3)**

Sociological perspective toward power and authority in conflict and consensus situations; social bases of political movements, ideologies, organizations, and systems. Cross-listed with SOCI 234P.

**Attributes:** AMSS WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **WGST-237P P3 Hope, Survival & Spirit (3)**

This course examines theories of resistance as they apply to three areas of identity: nation, race, and gender. We examine interlocking systems of power and investigate institutions that have historically oppressed the "Other." We read a range of texts (fiction, history, essays) on issues like the following: universality and difference, patriotism and nationalism, prison and torture, struggle and survival, hope and human spirit, language and culture, and writing and activism. Julia Alvarez calls fiction "a way to travel through the human heart," so we analyze how fiction creates space for us to re-imagine history and apply theory. Cross-listed with AMST 237P.

**Attributes:** AMSS P3 WGST YLIB

### **WGST-240D CC Women in East Asia (3)**

An introductory comparison of the historical experiences of women in East Asia with an emphasis on China and Japan. Class time is split equally between traditional times (before 1800) and the modern period. Additional recommended reading for students with no background in Asian history. Cross-listed with HIST 240D.

**Attributes:** CC WGST YLIB

### **WGST-250P P3 Psychology of Gender (3)**

This course explores the psychology of both women and men from a bio/psycho/social perspective. Students learn and discuss: the nature and meaning of gender, gender roles, and stereotypes; research on gender similarities and differences; gender development; and the way that gender intersects with race/ethnicity, social class, sexual orientation, and other differences of interest. Cross-listed with PSYC 250P.

**Attributes:** P3 WGST YLIB

**Prerequisites:** PSYC-100C D-

### **WGST-257D Gender Roles and Society (3)**

A systematic study of gender roles in modern social systems. The course includes the historical evolution of gender roles and current issues surrounding the changing nature of gender roles in modern society. Cross-listed with SOCI 257D.

**Attributes:** AMSS WGST YLIB

**Prerequisites:** SOCI-101D D- OR SOCI-101T D-

### **WGST-258 P1 Gender in Popular Media (3)**

In this course students will learn a variety of cinematic techniques to analyze popular films, television programs, and internet videos. We will consider ways gender, race, and sexuality have been represented in various US and international media productions. Our investigation of popular media will include Hollywood and independent feature films, network and cable television programs, and internet webisodes and videos.

All works will be in English or subtitled in English. No prior experience with media studies is required.

**Attributes:** P1 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.

**Attributes:** P3 WGST YLIB

**Prerequisites:** PSYC-100C C

### **WGST-270 P5 Gender & 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 by focusing on several specific cultures that are frequently overlooked: the elderly, disabled, and queer. 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 age, ability, and sexual orientation. Since gender is so often considered a stable and "natural" biological rather than cultural category, this course seeks to destabilize this perception and broaden students' understanding of gender as a socially and culturally constructed category. A central goal of the course is to provide a greater level of respect and understanding for the specific cultural groups that are addressed.

**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 Life-Giving Women (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

### **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 is 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-305 Women in Sport & Leisure (3)**

This course provides students with an opportunity to critically examine, understand, and appreciate women's involvement in and contributions to sport and physical activity from both a historical and contemporary perspective. By examining historical, cultural, economic, and sociopsychological elements, students discover how these factors have shaped women's participation in sport, physical activity, and leisure. Particular attention is given to the various ways in which females (and their bodies) are often viewed as fundamentally different from their male counterparts. Cross-listed with SPST 305.

**Attributes:** SPHR WGST YLIB

### **WGST-400P Senior Seminar in WGST (3)**

Spring 2011 Topic: Gender and the Media The capstone class this semester will explore media representations of gender identity and the effects of media images on identity construction. Through reading and discussion we will consider the idea that, although our understandings of the ideas "masculine" and "feminine" have come to seem natural and unchanging, these concepts may alternatively be understood as flexible and as socially created, in part through media influence. We will examine some of the ways in which this creation of ideas about gender is accomplished through various media genres (these might include films, advertisements, children's cartoons, soap operas, music videos, video games, talk shows, and reality television). We will explore the complex relationships among media images, cultural values, and the development of identities and self-images, debating the extent to which our sense of self is impacted by popular media images. A central goal of the course will be to recognize how our own communicative practices can condone, contribute to, or resist the cultural construction of gender stereotypes in the media. The course will utilize a number of theoretical approaches to media criticism, including feminist analysis, masculinity studies, audience reception theory, textual analysis, and queer theory.

**Attributes:** WGST YLIB

**Prerequisites:** WGST-101C D-

### **WGST-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 AMST WGST 470.

**Attributes:** WGST YLIB

**Prerequisites:** AMST-370 D-

### **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

**Prerequisites:** WGST-101C D-

**Restrictions:** Including: -Class: Junior, Senior

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# School of Business

## Overview:

Raymond Shady, *Interim Dean*  
Lori Hollenbeck, *Assistant Dean*

Hemant Sashittal, *Chair, Department of Management and Marketing*  
Michael Fedoryshyn, *Chair, Department of Accounting/Finance*

Steven Barber, Jeongho Choi, Mary Kay Copeland, Robert Costigan, Seyda Deligonul, Arthur Hintz, Monica Hodis, Kamil Kozan, David Kunsch, Merouane Lakehal-Ayat, Hugh Lambert, Nicholas Leifker, Farrokh Mamaghani, Lynn Mucenski-Keck, Marcia O'Brien, Laurel Parrilli, Jana Sacks,\* Ronald Sicker, Edward Stendardi, Thomas Tyson, Derek Vanderlinde, Patricia Wollan, Mel Zuberi

\*On leave, Fall, 2015

Welcome to the School of Business. Our goal is to deliver excellent undergraduate and graduate-level business education.

The business programs of St. John Fisher College were accredited by AACSB International - The Association to Advance Collegiate Schools of Business - in 2003. AACSB International accreditation represents the highest standards of achievement for business schools worldwide. Colleges earning accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. AACSB International accreditation is the hallmark of excellence in business.

The Business School houses two departments; Department of Accounting/Finance and Department of Management and Marketing. We offer the following programs of study:

- [Accounting Certificate](#)
- [B.S. in Accounting](#)
- [B.S. in Finance](#)
- [B.S. in Human Resources Management](#)
- [B.S. in Management](#)
- [B.S. in Marketing](#)
- [Master of Business Administration](#)

The vision of the School of Business at St. John Fisher College is to be recognized as a premier School of Business by offering student-focused programs, informed by quality research, that emphasize professional competencies and ethical business practices.

## Mission Statement

The School of Business prepares professionally competent and ethically responsible graduates for careers as managers and professionals primarily for local and regional business. Professional competence is evidenced by graduates demonstrating competency in communication, business knowledge, teamwork and critical thinking. The School of Business emphasizes excellence in teaching, close interaction with students, and recognizes that excellent teaching is informed by faculty actively engaged in research and scholarship. The faculty members produce research published in peer-reviewed journals and other recognized outlets for intellectual contribution that advances the scholarship of teaching, business practice, and disciplinary knowledge.

## Philosophy

Consistent with the College's mission, teaching excellence is the principal focus of the School of Business faculty at St. John Fisher College. This focus on teaching excellence is supported by faculty engagement in intellectual endeavors, participation in professional organizations and activities, and interaction with the business community. The School is committed to recruiting and retaining qualified faculty who are dedicated to the success of its students. Both the College and the School of Business support ongoing faculty development. Additionally, faculty members are encouraged to engage in service to the College, the community, and their disciplines, recognizing that these efforts enhance their roles as teacher-



scholars.

Faculty members regard technical knowledge as necessary but not sufficient for an excellent education. In addition to providing students with technical knowledge, they endeavor to equip students with the skills necessary to effectively communicate, solve problems, work collaboratively, and manage change in an increasingly diverse and globalizing environment.

The School of Business programs attract both traditional and nontraditional students, primarily from the Central and Western New York State region. Both full- and part-time students are provided with individual attention through small class size and an accessible faculty. Students are encouraged to be actively engaged in the formal learning process, as well as more informal learning experiences. The city of Rochester, home to a number of Fortune 500 companies, is an active business and commercial center which offers a multitude of experiential opportunities for students.

Students are urged to embrace lifelong learning and to appreciate the fundamental role of continuous improvement. In keeping with the School of Business' emphasis on continuous improvement, the faculty actively seeks and incorporates feedback from their constituencies, including current students, alumni, and the local business community.

## **Academic Programs**

# Accounting

## Overview

### Accounting Program

The Accounting program strives to achieve excellence in accounting and tax education and to develop students with the highest possible professional competence, enabling them to pursue rewarding careers in accounting and taxation.

Students graduate with an understanding of current accounting, tax, economic, and management theories and the practical applications of these theories. Students are exposed to issues relating to rapid changes in technology, the accounting profession, and in the globalization of the economy, as well as an awareness of ethical issues they may encounter in their professional careers.

The program allows students opportunities to develop their interpersonal skills, improve their knowledge of business and organizations, and develop their personal capabilities.

The Accounting program prepares students for entry into many different fields after graduation, including public accounting, commercial and industrial accounting, government organizations, and other not-for-profit agencies. Accounting faculty members are involved with all aspects of the students' preparation for entering their chosen professions.

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 a bachelor's degree or higher 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

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.

- Pass all four parts of the CPA examination, a standard computerized national exam. Most candidates either take a CPA exam preparation course or spend considerable time studying on their own to enhance their success on the four-part 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 be of good moral character.

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](http://www.nysed.gov).

### Professional Standards

Professional accountants, whether employees in auditing or management, are expected to have accounting expertise and behave in a professional manner. They are expected to have special technical expertise in management, tax, auditing, financial reporting, and information technology. In addition, to

ensure that the profession of accounting maintains the confidence, trust, and respect of the general public, accountants are expected to adhere to the professional standards set forth by the organization to which they belong. The American Institute of Certified Public Accountants (AICPA), the largest professional organization for accountants in public accounting, and the Institute of Management Accountants (IMA), the largest professional organization for accountants in the private sector, have both developed Standards of Professional Behavior. These standards cover areas of integrity, professional excellence, respect of others, and personal responsibility. Students need to develop an understanding of these standards and are expected to behave in accordance with the standards as set forth in both the Standards of Professional Behavior and in the St. John Fisher College Code of Conduct.

## Learning Outcomes

### Undergraduate Learning Objectives

Upon completion of the B.S. in Accounting program, students will:

- Be knowledgeable in the functional areas of business
- Display effective written and oral presentation skills
- Work effectively in teams to accomplish objectives
- Be aware of legal and ethical issues in the business environment
- Use critical-thinking skills to become effective problem-solvers and strategic thinkers

## Program Requirements

### B.S. in Accounting

The program requires 60 credits in accounting, finance, and management and 60 credits in the liberal arts and sciences.

<b>Business School core</b>		<b>(27)</b>
ACCT 101	Principles of Accounting I	
ACCT 102	Principles of Accounting II	
MGMT 203	The Legal Environment of Business	
MGMT 211	Managing Team and Organizational Behavior	
MKTG 221	Marketing Principles	
FINA 315	Introduction to Corporate Finance	
MGMT 357	Information Technology Management	
MGMT 409	Operations Management*	
MGMT 432	Strategic Management*	
<b>Globalization course</b>		<b>(3)</b>
Choose <b>one</b> :	ECON 340C International Economic Policy**	
	FINA 413 International Banking and Finance	
	MGMT 312 International Business Management	
<b>Accounting major requirements</b>		<b>(21)</b>

ACCT 201	Intermediate Accounting I	
ACCT 202	Intermediate Accounting II*	
ACCT 301	Cost Accounting	
ACCT 304	Advanced Financial Accounting*	
ACCT 310	Career Planning (0)	
ACCT 311	Introduction to Federal Taxation*	
ACCT 401	Auditing*	
ACCT 415	Governmental and Nonprofit Accounting*	
<b>Finance course</b>		<b>(3)</b>
Choose <b>one</b> :	FINA 316 Intermediate Financial Management I	
	FINA 336 Investments I	
<b>Additional electives</b>		<b>(6–9)</b>
Two or three** additional accounting (ACCT), finance (FINA), human resources (HRMG), management (MGMT), or marketing (MKTG) electives at the 300 or 400 level, excluding MGMT 491, MKTG 491 and HRMG 491.		
<b>Liberal Arts and Sciences (some of which may fulfill the College Core)</b>		<b>(60)</b>
COMM 253	Business Communication	
CSCI 150	P4 Introduction to High Technology	
ECON 105C	P3 Principles of Microeconomics	
ECON 106C	P3 Principles of Macroeconomics	
ECON 221	SQ Statistics I	
MATH 111C	SQ Finite Mathematics for Social Sciences***	
MATH 112C	P4 Calculus for Social Sciences***	
REST 386D	Morality in Business****	
Additional Liberal Arts and Sciences courses to total 60 credits		
<b>Total</b>		<b>(120–123)</b>

\*These courses must be taken at St. John Fisher College.

\*\*If ECON 340C is taken to meet the Globalization requirement, then three accounting, finance, human resources, management, or marketing electives must be taken.

\*\*\*The sequences MATH 119C/120C or 120C/122C are considered equivalents.

\*\*\*\*PHIL 273C may be substituted for REST 386D.

**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.

### Notes on the Accounting requirements:

- At least half of the accounting (ACCT) courses must be taken at the College.
- 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.

For students majoring 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.

### Minor:

## Accounting Minor

The minor requires 18 credits in accounting courses taken at the College or accepted in transfer as Fisher accounting courses:

ACCT 101	Principles of Accounting I	(3)
ACCT 102	Principles of Accounting II	(3)
Four Accounting electives at or beyond the 200 level		(12)
<b>Total</b>		<b>(18)</b>

**Note:** A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor. Accounting electives for the minor must be three-credit courses that begin with the prefix ACCT.

### Recommended Progression

## B.S. Accounting

Recommended sequence of courses **required** for the **B.S. Accounting major**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	ACCT 101 (3) ECON 105C (3) MATH 111C (3) CSCI 150 (3)	ACCT 102 (3) ECON 106C (3) MATH 112C (3)
<b>SO</b>	ACCT 201 (3) MGMT 203 (3) MGMT 211 (3) ECON 221 (3)	ACCT 202 (3) COMM 253 (3) MKTG 221 (3) PHIL 273C <b>-OR-</b> REST 386D (3)
<b>JR</b>	ACCT 304 (3) ACCT 311 (3) FINA 315 (3) MGMT 357 (3) ACCT 310 (0)	Globalization Course (3) ACCT 301 (3) FINA 316 or 336 (3)

<b>SR</b>	ACCT 401 (3) ACCT 415 (3) MGMT 409 (3) Elective (ACCT/FINA/HRMG/MGMT/MKTG) (3)	MGMT 432 (3) Elective (ACCT/FINA/HRMG/MGMT/MKTG) (3) Elective (ACCT/FINA/HRMG/MGMT/MKTG)* (3)
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*\*The third ACCT/FINA/HRMG/MGMT/MKTG elective is needed **only if** ECON 340 is taken to meet the Globalization course requirement.*

## 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 and non-current liabilities.

**Attributes:** NLIB

### **ACCT-102 Principles of Acct II (3)**

This course is a continuation of Accounting 101. Topics covered include stockholders' equity, the statement of cash flows, financial statement analysis, and managerial accounting topics including cost terminology, cost accumulation, master and flexible budgeting, and cost allocation.

**Attributes:** NLIB

**Prerequisites:** 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.

**Attributes:** NLIB ZEXL ZRES

**Prerequisites:** 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, revenue recognition, leases, stockholders' equity, earnings per share, and pension costs.

**Attributes:** NLIB

**Prerequisites:** 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 inventory planning and control. Emphasis is on analyzing data to improve the performance of the organization.

**Attributes:** NLIB

**Prerequisites:** ACCT-102 C

**Restrictions:** Including: -Class: Certificate Student, Junior, Senior

**ACCT-304 Advanced Financial Acct (3)**

This course covers the statement of cash flows, revenue recognition, accounting for income taxes, accounting changes and error corrections, investments, and corporate business combinations.

**Attributes:** NLIB

**Prerequisites:** ACCT-202 C

**ACCT-310 Career Planning (0)**

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 resume preparation, interviewing techniques, and job market research. Graded S/U. Note: course is bill at 1 credit hour.

**Attributes:** NLIB

**ACCT-311 Intro to Federal Taxation (3)**

This course covers the basics of federal income taxation of individuals and the professional and ethical standards applicable to persons practicing before the IRS. Included topics are the federal income taxation formula for individuals, gross income and exclusions, deductions for adjusted gross income (including Schedule C deductions), standard and itemized deductions, personal exemptions, tax computations, credits, penalties, and interest.

**Attributes:** NLIB ZEXL ZRES

**Prerequisites:** ACCT-102 C

**Restrictions:** Including: -Class: Certificate Student, Junior, Senior

**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.

**Attributes:** NLIB

**Prerequisites:** ACCT-202 C AND ACCT-301 C AND ACCT-304 C

**ACCT-402 Forensic&Contemp Auditing (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

**Prerequisites:** ACCT-401 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

**Prerequisites:** ACCT-401 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

**Prerequisites:** ACCT-311 C

### **ACCT-415 Governmental&Nonprof Acct (3)**

This course covers the basic accounting standards and financial reporting concepts for governmental and not-for-profit entities. The course focuses on the accounting and financial reporting requirements for state and local municipalities, colleges and universities, health care organizations, voluntary health and welfare organizations, and other charitable organizations.

**Attributes:** NLIB

**Prerequisites:** 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

**Prerequisites:** 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 2015 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

**Prerequisites:** ACCT-101 C AND ACCT-102 C

**Restrictions:** Including: -Major: Accounting

### **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

**Prerequisites:** ACCT-201 C



**Restrictions:** Including: -Class: Senior; Excluding: -Major: Accounting

### **ACCT-491 Internship in Accounting (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.

**Attributes:** NLIB

**Prerequisites:** GPA  $\geq$ 2.50

**Restrictions:** Including: -Class: Certificate Student, Junior, Senior

### **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.

**Attributes:** NLIB

**Prerequisites:** GPA  $\geq$ 2.50

**Restrictions:** Including: -Class: Certificate Student, Junior, Senior

### **ACCT-492 Internship:Tax Counseling (3)**

This course gives students practical experience in interviewing clients and preparing individual state and federal tax returns. It gives them the opportunity to provide a service to the Rochester community through volunteer work for Tax Counseling for the Elderly (TCE). Students are required to attend three full-day lectures (each approximately six hours in length), which familiarize them with the basic 1040 and taxpayer filing status, as well as specific items of income, adjustments for adjusted gross income, deductions, and various credits available to qualifying taxpayers. Students also receive a full day of training using tax preparations software (TaxWise). Students are required to take a test certifying them to work as a volunteer employee of the IRS for TCE. Students should complete a total of 50 hours of volunteer work in addition to their training. No prior tax preparation is necessary. Graded S/U. Permission of the internship coordinator required to register.

**Attributes:** NLIB

**Prerequisites:** GPA  $\geq$ 2.50

**Restrictions:** Including: -Class: Certificate Student, Junior, Senior

### **ACCT-496 Independent Study (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.

**Attributes:** NLIB

### **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.

**Attributes:** NLIB

### **ACCT-496 Independent Study (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.

**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 seniors who are full-time students and who have previously taken ACCT 311 and, if possible, 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

**Prerequisites:** ACCT-311 D-

# 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.

To become licensed as a C.P.A. in New York State, 33 semester hours of accounting coursework are required. The Accounting Certificate program only requires 27 semester hours of accounting coursework. Students planning to enter public accounting and achieve licensure as a C.P.A. need 6 additional semester hours of accounting coursework which can be obtained through additional courses in either the undergraduate accounting program or the MBA accounting program. Students should consult with the Office of Transfer Admissions to assess individual situations if they want to become a C.P.A.

The entrance requirement is a baccalaureate degree from an accredited institution with at least 60 credits in the liberal arts, including MATH 112C P4 Calculus for the Social Sciences, or equivalent, and CSCI 150 P4 Introduction to High Technology, or comparable coursework.

The program requires the following:

ACCT 101, 102, 201, 202, 301, 304, 310, 311, 401, 415	(27)
ECON 105C, 106C, and 221	(9)
FINA 315, and FINA 316 or 336	(6)
MGMT 203 and 409	(6)
<b>Total</b>	<b>(48)</b>

**Note:** A minimum of 21 hours, including five credit-bearing accounting courses, must be taken at the College, 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.

# Finance

## Overview

The primary goal of the B.S. in Finance program is to prepare undergraduate students for professional positions in corporate finance and financial planning.

The Department of Accounting and Finance offers a B.S. 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 CFA (Chartered Financial Analyst) 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 CFP (Certified Financial Planner) designation.

## Mission Statement

The finance program at St. John Fisher College offers applied, student-centered instruction in corporate finance and financial planning. The program is challenging, supportive, and enriching and it promotes the Fisher spirit by fostering community and social responsibility.

## Vision Statement

The finance program at St. John Fisher College aspires to be a preferred provider of corporate finance and financial planning instruction in the western New York region by continuing to attract a growing number of students, strengthening our relationships with the region's finance community, and employing innovative instructional techniques in our state of the art facilities.

## Learning Outcomes

### Learning Objectives

Upon completion of the B.S. in Finance program, students will:

- Be knowledgeable in the functional areas of business
- Display effective written and oral presentation skills
- Work effectively in teams to accomplish objectives
- Be aware of legal and ethical issues in the business environment
- Use critical-thinking skills to become effective problem-solvers and strategic thinkers

## Program Requirements

### B.S. in Finance

Requirements for the B.S. in Finance include:

- Business School core courses
- Globalization requirement
- Choice of tracks - Corporate Finance or Financial Planning
- Designated liberal arts courses

Business School core		(27)
ACCT 101	Principles of Accounting I	
ACCT 102	Principles of Accounting II	
MGMT 203	The Legal Environment of Business	
MGMT 211	Managing Team and Organizational Behavior	

MKTG 221	Marketing Principles	
FINA 315	Introduction to Corporate Finance	
MGMT 357	Information Technology Management	
MGMT 409	Operations Management*	
MGMT 432	Strategic Management*	
<b>Globalization course</b>		<b>(3)</b>
Choose <b>one</b> :	ECON 340C International Economic Policy	
	FINA 413 International Banking and Finance **	
	MGMT 312 International Business Management	
<b>Finance Tracks</b>		<b>(22)</b>
Choose <b>one</b> :	Corporate Finance Track	
	Financial Planning Track	
<b>Liberal Arts and Sciences (some of which may fulfill the College Core)</b>		<b>(60)</b>
COMM 253	Business Communication	
CSCI 150	P4 Introduction to High Technology	
ECON 105C	P3 Principles of Microeconomics	
ECON 106C	P3 Principles of Macroeconomics	
ECON 221	SQ Statistics I	
MSTI 130C	SQ Mathematical Modeling and Quantitative Analysis***	
REST 386D	Morality in Business***	
Additional Liberal Arts and Sciences courses to total 60 credits.		
<b>Total</b>		<b>(112)</b>

\*These courses must be taken at St. John Fisher College.

\*\*FINA 413 is the recommended course for the globalization requirement.

\*\*\*MATH 112C or 120C may be substituted for MSTI 130C; PHIL 273C may be substituted for REST 386D.

### Notes on the Finance requirements:

- 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 College.
- 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 College, 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.

**For students majoring in finance (either track), the seven specific courses in each track and FINA 315 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.**

## Finance Tracks

### Corporate Finance Track

Choose <b>one</b> :	ACCT 201 Intermediate Accounting I –OR–	
	ACCT 301 Cost Accounting –OR–	
	ACCT 311 Introduction to Federal Taxation	
ECON 301C	Money and Banking	
FINA 310	Career Planning (1)	
FINA 316	Intermediate Financial Management	
FINA 336	Investments I	
FINA 470	Strategic Financial Management	
One Finance elective (200 level or above)		
One Finance or Accounting elective (200 level or above)		
<b>Total</b>		<b>(22)</b>

### Financial Planning Track

FINA 310	Career Planning (1)	
FINA 318	Introduction to Financial Planning	
FINA 336	Investments I	
FINA 337	Investments II	
FINA 464	Retirement Planning (1)*	
FINA 465	Insurance and Risk Management (1)*	
FINA 466	Principles of Estate Planning (1)*	
Choose <b>one</b> :	MKTG 344 Personal Selling –OR–	
	MKTG 327 Buyer Behavior	
ACCT 311	Introduction to Federal Taxation**	

FINA 495	Internship in Financial Planning	
<b>Total</b>		<b>(22)</b>

\*These three one-credit hour modules comprise one course requirement.

\*\*Course must be taken at St. John Fisher College.

### Minor:

## Corporate Finance Minor

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.

The minor in corporate finance requires coursework in accounting and finance:

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 <b>two</b> :	FINA 336 Investments I	(6)
	FINA 401 Derivative Securities I	
	FINA 413 International Banking and Finance*	
	FINA 470 Strategic Financial Management	
<b>Total</b>		<b>(18)</b>

\*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, HRMG or MKTG. Note that a management major may not minor in corporate finance.

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

## Financial Planning Minor

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.

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)
	FINA 336 Investments I	

Choose <b>two</b> :	FINA 337 Investments II	(6)
	FINA 401 Derivative Securities I	
	FINA 464 Retirement Planning (1)*	
	FINA 465 Insurance and Risk Management (1)*	
	FINA 466 Principles of Estate Planning (1)*	
<b>Total</b>		<b>(18)</b>

\*These three one-credit hour modules comprise one course requirement.

**Note:** A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor. Note that a management major may not minor in financial planning.

### Recommended Progression

## B.S. Finance — Corporate Finance Track

Recommended progression of courses **required** for a **B.S. Finance major with a Corporate Finance Track**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
<b>FR</b>	ACCT 101 (3) ECON 105C (3) CSCI 150 (3)	ACCT 102 (3) ECON 106C (3) ECON 221 (3)
<b>SO</b>	MGMT 203 (3) MGMT 211 (3) MSTI 130C (3)	COMM 253 (3) MKTG 221 (3) FINA 315 (3)
<b>JR</b>	Globalization Course (3)* PHIL 273C <b>-OR-</b> REST 386D (3) ECON 301C (3) FINA 316 (3) FINA 310 (1)	MGMT 357 (3) FINA 336 (3) ACCT 201, 301, <b>-OR-</b> 311 (3)
<b>SR</b>	MGMT 409 (3) Finance <b>-OR-</b> Account Elective (3)	FINA 470 (3) MGMT 432 (3) Finance Elective (3)

\*FINA 413 recommended.

## B.S. Finance — Financial Planning Track

Recommended progression of courses **required** for a **B.S. Finance major with a Financial Planning Track**. Students should consult *Core Requirements* for a complete description of the College's Core.

	FALL	SPRING
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<b>FR</b>	ACCT 101 (3) ECON 105C (3) CSCI 150 (3)	ACCT 102 (3) ECON 106C (3) ECON 221 (3)
<b>SO</b>	MGMT 203 (3) MGMT 211 (3) MSTI 130 (3)	COMM 253 (3) MKTG 221 (3) FINA 315 (3) FINA 318 (3)
<b>JR</b>	FINA 336 (3) MKTG 344 <b>-OR-</b> MKTG 327 (3) Globalization Course (3)* PHIL 273C <b>-OR-</b> REST 386D (3) FINA 310 (1)	MGMT 357 (3) FINA 337 (3) ACCT 311 (3)
<b>SR</b>	MGMT 409 (3) FINA 464 (1) FINA 465 (1) FINA 466 (1)	FINA 495 (3) MGMT 432 (3)

\*FINA 413 recommended.

## 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.

**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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Corporate Finance, Finance -Class: Junior, Senior

### **FINA-310 Career Planning (0)**

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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Corporate Finance, Finance -Class: Junior, Senior

### **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.

**Attributes:** NLIB

**Prerequisites:** ACCT-102 D- AND ECON-221 D- AND (MSTI-130C D- OR MATH-112C D- OR MATH-120C D-)

### **FINA-316 Intermed Financial Mgmt I (3)**

This course extends and integrates tools and concepts learned in FINA 315. Students apply the basic building blocks of finance to the major corporate financial decisions. Topics include financial forecasting, corporate valuation, capital budgeting and risk analysis, capital structure, leasing, and raising capital. Spreadsheet analysis is used extensively in the course.

**Attributes:** NLIB

**Prerequisites:** FINA-315 C

### **FINA-318 Intro to Fin Planning (3)**

This course is designed to introduce students to the growing and dynamic field of financial services, specifically financial planning, insurance, and investment advising. It examines the three major areas of financial planning (investing, insurance, and retirement planning) and focuses on college funding and retirement funding in some depth.

**Attributes:** NLIB ZRES

**Restrictions:** Excluding: -Class: Freshman

### **FINA-323 Global Acct & Fin Mgmt (3)**

This course presents an interdisciplinary exposure to the principles, theories, and techniques of international accounting and financial management. Topic areas include comparative accounting practices; international reporting standards and professional bodies; accounting for foreign subsidiaries; principles of accounting for inflation and international taxation; consolidation of international financial statements; multinational capital budgeting principles and techniques; transfer pricing; global working capital management; foreign exchange risk management; and international financial statement analysis.

**Attributes:** NLIB

**Prerequisites:** FINA-315 C

### **FINA-336 Investments I (3)**

Basic concepts and analytical techniques are developed to enable the investor to rationally evaluate an investment strategy through goal specification, selection of appropriate securities, and periodic evaluation of performance. Simulation gaming is used to further students' understanding of the concepts and theories of investments.

**Attributes:** NLIB

**Prerequisites:** FINA-315 C

### **FINA-337 Investments II (3)**

The principles and analytical techniques underlying the selection, timing, and management of securities portfolios are studied. Furthermore, students are provided with the opportunity to further their exposure through cases, a mutual fund project, and a portfolio simulation game.

**Attributes:** NLIB

**Prerequisites:** 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

**Prerequisites:** ECON-105C D- AND ECON-106C D- AND FINA-315 C

### **FINA-351 Real Estate Finance&Invest (3)**

This course provides the student with a comprehensive overview of the real property financing and investment process as well as analytical tools necessary for effective decision making. Real estate finance and investment includes: capital market analysis with particular emphasis on implications in the mortgage market and securitization, institutional real estate finance including primary and secondary mortgage markets and documentation, real estate investment analysis and cases utilizing multi-period cash flow modeling, and new development analysis and feasibility studies.

**Attributes:** NLIB

### **FINA-401 Derivative Securities I (3)**

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

**Prerequisites:** ECON-221 D- AND (MSTI-130C D- OR MATH-112C D- OR MATH-120C D-)

### **FINA-402 Debt Investments (3)**

When it comes to investing money, most people think of "stocks and bonds". There is a profusion of available information on stocks; but information on bonds and other debt investments can be difficult to come by. This course covers debt investments from basic bonds to interest rate swaps, with a special emphasis on municipal bonds. During the semester you will look at debt investing from the perspective of a portfolio manager, a credit analyst and an investor. You'll come away with knowledge of information resources that could prove valuable long after the final exam. A unique opportunity for you to "get" debt!

**Attributes:** NLIB

**Prerequisites:** FINA-315 C

### **FINA-413 International Bank & Fin (3)**

Serves as an introductory course in International Finance. The class provides a framework for the study of key concepts, issues and applications used by decision makers in the international financial context.

**Attributes:** ISFS NLIB

**Prerequisites:** FINA-315 C

### **FINA-415 Internatl Trade Finance (3)**

Trade finance is a specialized area of international banking. The focus is on the various methods used to minimize the payment risk involved in the international trade of goods and services.

**Attributes:** NLIB

**Prerequisites:** FINA-413 D-

**Restrictions:** Including: -Major: Management -Class: Senior

### **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.

**Attributes:** NLIB

**Prerequisites:** FINA-318 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.

These modules cannot be used to meet requirements in the Finance major.

**Attributes:** NLIB

**Prerequisites:** FINA-318 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.

These modules cannot be used to meet requirements in the Finance major.

**Attributes:** NLIB ZRES

**Prerequisites:** 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.

These modules cannot be used to meet requirements in the Finance major.

**Attributes:** NLIB

**Prerequisites:** 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.

These modules cannot be used to meet requirements in the Finance major.

**Attributes:** NLIB

**Prerequisites:** 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.

These modules cannot be used to meet requirements in the Finance major.

**Attributes:** NLIB

**Prerequisites:** 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.

These modules cannot be used to meet requirements in the Finance major.

**Attributes:** NLIB ZRES

**Prerequisites:** 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. While the basic skills and tools of financial analysis will be relied on, more advanced and complex topics will be covered. It is recommended that students take FINA 316 prior to enrolling in FINA 470.

**Attributes:** NLIB

**Prerequisites:** FINA-315 C

### **FINA-471 Retirement Planning (3)**

The 21st century will require a new retirement paradigm involving more self reliance on the part of the individual. The role of Social Security and employer provided pensions will decrease while the role of defined contribution plans and work during retirement will increase. The course will examine how to plan a successful retirement. While it will focus primarily on economic issues it will also consider social and psychological aspects of retirement.

**Attributes:** NLIB

**Prerequisites:** FINA-318 C

### **FINA-472 Insurance&Risk Management (3)**

In the current and projected environments, health costs, liability costs, and market risks are on the rise. The need for managing and understanding these risks and the catastrophic effects that they have is also increasing. In this course students will learn the roots, importance, and role of different risk management tools and techniques in relation to financial planning. By the completion of the course you will be able to assess risks that individuals and businesses are exposed to and how to help them using different risk management tools. The course will also discuss ethical issues in the planning market place, public perceptions and misconceptions of risk management, and how to prioritize different needs of individuals and businesses.

**Attributes:** NLIB

**Prerequisites:** FINA-318 C

### **FINA-473 Estate Planning (3)**

Some people think that estate planning is only for the wealthy; however estate planning is for everyone. Anyone who has assets, anyone who has a family and anyone who has final wishes that they want to be carried out needs an estate plan. The course will examine the estate planning process in detail. It examines how various estate planning techniques can be used to be able to minimize state taxes and costs, provide for family members and insure that a person's final wishes will be carried out.

**Attributes:** NLIB

**Prerequisites:** FINA-318 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. To be eligible for a 3-credit Internship, a student must have at least a 2.50 overall GPA, and at least a 2.50 GPA in courses required for the major. Students can receive credit for either ACCT 491 or FINA 491. Permission of the internship coordinator is required to register.

**Attributes:** NLIB

**Prerequisites:** GPA  $\geq$  2.50

**Restrictions:** Including: -Class: Junior, Senior

### **FINA-491 Internship in Finance (3)**

This course allows students to work in approved positions with local organizations in the area of finance. To be eligible for a 3-credit Internship, a student must have at least a 2.50 overall GPA, and at least a 2.50 GPA in courses required for the major. Students can receive credit for either ACCT 491 or FINA 491. Permission of the internship coordinator is required to register.

**Attributes:** NLIB

**Prerequisites:** GPA  $\geq$  2.50

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** NLIB ZEXL

**Prerequisites:** GPA  $\geq$  2.50

**Restrictions:** Including: -Major: Finance -Class: Junior, Senior

### **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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Corporate Finance, Finance -Class: Senior

# Human Resources Management

## Overview

This major provides students with an understanding of human resource processes. Specifically, organizational-entry strategies, human resource development, and reward systems are emphasized. Job-relevant skills in team building, leadership, conflict management, and meeting skills are also learned. Upon graduation, students are able to assist in various human resource roles, including: recruitment and selection activities, evaluation of a firm's current and future training needs, implementation of training and development programs, implementation of a compensation and benefits program, design and implementation of a firm's planned change initiative.

The Human Resources Management curriculum in the School of Business is aligned with the Society for Human Resource Management (SHRM), the world's largest association devoted to human resource management. SHRM's stated goal is "to provide colleges and universities a resource for tracking HR curricula against a common, minimum skill set needed by employers who seek to fill HR professional positions." St. John Fisher College's HRMG program is the only undergraduate program in the region recognized by SHRM as aligning with their curriculum standards. Only 188 traditional programs in the U.S. have been awarded this distinction.

## Learning Objectives

- Knowledgeable of human resource management processes
- Display effective oral communication and written communication skills
- Work effectively in teams as a leader or follower to accomplish objectives
- Knowledgeable of employment and labor laws and aware of ethical issues in human resource management role
- Use critical-thinking skills effectively in the role of a problem solver and strategic thinker

## Program Requirements

### B.S. in Human Resources Management

Students are required to complete the following courses:

- Business School core courses
- A globalization course
- Courses required for the Human Resource Management major
- Designated Liberal Arts courses

Business School core		(27)
ACCT 101	Principles of Accounting I	
ACCT 102	Principles of Accounting II	
MGMT 203	The Legal Environment of Business	
MGMT 211	Managing Team and Organizational Behavior	
MKTG 221	Marketing Principles	
FINA 315	Introduction to Corporate Finance	
MGMT 357	Information Technology Management	
MGMT 409	Operations Management*	
MGMT 432	Strategic Management*	

<b>Globalization course</b>		<b>(3)</b>
Choose <b>one</b> :	ECON 340C International Economic Policy	
	FINA 413 International Banking and Finance	
	MGMT 312 International Business Management	
<b>Courses required for the Human Resource Management major</b>		<b>(18)</b>
HRMG 275	Human Resource Management	
HRMG 338	Staffing Human Resources	
HRMG 339	Rewarding and Maintaining Human Resources	
HRMG 348	Developing Human Resources	
Choose <b>two</b> :	MGMT 340 Leading Change	
	MGMT 345 Applied Management Research	
	MGMT 346 Leadership Not-for-Profit	
	HRMG 483 Special Topics in HRM	
	HRMG 491 Internship in HRM	
	COMM 352/PSYC 352 Group Dynamics	
<b>Liberal Arts and Sciences (some of which may fulfill the College Core)</b>		<b>(60)</b>
COMM 253	Business Communication	
CSCI 150	P4 Introduction to High Technology	
ECON 105C	P3 Principles of Microeconomics	
ECON 106C	P3 Principles of Macroeconomics	
ECON 221	SQ Statistics I	
MSTI 130C	SQ Mathematical Modeling and Quantitative Analysis**	
REST 386D	Morality in Business***	
Additional Liberal Arts and Sciences courses to total 60 credits		
<b>Total</b>		<b>(108)</b>

\*These courses must be taken at St. John Fisher College.

\*\*MATH 112C or 120C may be substituted for MSTI 130C.

\*\*\*PHIL 273C may be substituted for REST 386D.

**Notes on the Human Resources Management requirements:**



- At least half of the courses for the Human Resources Management major—including the business school core, the globalization course, and Human Resources Management required courses—must be taken at St. John Fisher College.
- Students should pay careful attention to course prerequisites; not doing so could delay progress through the program.
- Human Resources Management majors may not declare a minor in either Management or Marketing.

**For students majoring in Human Resources Management, all business core, globalization, and Human Resources Management 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.**

### Minor:

## Minor in Human Resources Management

The minor in Human Resources Management requires 18 credit hours of coursework:

MGMT 211	Managing Team and Organizational Behavior	(3)
HRMG 275	Human Resource Management	(3)
HRMG 338	Staffing Human Resources	(3)
HRMG 339	Rewarding and Maintaining Human Resources	(3)
HRMG 348	Developing Human Resources	(3)
Choose <b>one</b> :	MGMT 340 Leading Change	(3)
	MGMT 345 Applied Management Research	
	MGMT 346 Leadership for Not-for-Profit	
	HRMG 483 Special Topics in HRM	
	HRMG 491 Internship in HRM	
<b>Total</b>		<b>(18)</b>

**Management and Marketing majors may NOT declare a minor in Human Resources Management.**

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

### Recommended Progression

## B.S. Human Resources Management

*Recommended progression of courses **required** for a **B.S. Human Resources Management** major. Students should consult **Core Requirements** for a complete description of the College’s Core.*

### First Year

ACCT 101  
ACCT 102  
CSCI 150

ECON 105C  
ECON 106C  
ECON 221

## Second Year

COMM 253  
MGMT 203  
MGMT 211  
MKTG 221  
MSTI 130C –OR– MATH 112 –OR– MATH 120  
HRMG 275

## Third Year

HRMG 338  
HRMG 339  
HRMG 348  
FINA 315  
GLOBAL CRS  
MGMT 357  
PHIL 273C –OR– REST 386D

## Fourth Year

MGMT/HRMG Elective 1  
MGMT/HRMG Elective 2  
MGMT 409  
MGMT 432

## Courses

### **HRMG-275 Human Resource Management (3)**

This introductory course to human resource management [HRM] provides students with an overview of the HRM field. Students will be introduced to job analysis, organizational competencies, employee recruitment and selection, training and development, performance management and compensation strategies, termination, voluntary turnover, workplace health and safety, and labor relations. Employment law and labor law are given special attention. Careers in the different HRM fields will be discussed. Development of the student's communication skills is emphasized throughout the course. In-class activities, simulated experiments, and case discussions add to the student's learning experiences.

**Attributes:** NLIB

### **HRMG-338 Staffing Human Resources (3)**

Methods and practices of staffing decisions and the strategic role of staffing in modern business organizations. Covers topics such as job analysis, workforce planning, recruitment, and selection. Includes validation of selection procedures, legal issues, and issues of diversity and ethics. Cases and activities are used to enhance student learning. Formerly offered as MGMT 338

**Attributes:** NLIB

### **HRMG-339 Rewarding&Maintaining HR (3)**

This course surveys compensation and reward strategies and the strategic role of total compensation in modern business organizations. Performance management, financial and non-financial incentives, wage and salary administration, benefits, health and safety, discipline, arbitration, downsizing, voluntary turnover, and termination are covered. Ethical and legal considerations in each topic area are given special attention. Cases and activities are used to enhance student learning. Formerly offered as MGMT 339.

**Attributes:** NLIB

### **HRMG-348 Developing Human Resources (3)**

Methods and practices used by organizations for human resource development (HRD). Includes a comprehensive, step-by-step approach to assessing HRD needs and designing, implementing and

evaluating HRD programs. Covers HRD applications such as employee socialization/orientation, training, career management/development, organizational development, and management development. Cases and activities are used to enhance student learning. Formerly offered as MGMT 348.

**Attributes:** NLIB

### **HRMG-483 Special Topics:HRM (1 OR 3)**

An opportunity to study an area of Human Resources Management not regularly offered.

Formerly offered as MGMT 483.

**Attributes:** NLIB

### **HRMG-491 Internship in HRM (1 TO 3)**

Allows students to work in approved professional human resources positions in the business 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.

**Attributes:** NLIB ZEXL

**Prerequisites:** HRMG-275 D- AND GPA  $\geq 2.50$

**Restrictions:** Including: -Class: Junior, Senior

# Management

## Overview

The primary goal of the B.S. in Management program is to prepare undergraduate students who aim to occupy entry level management and professional positions in business organizations and to prepare students who aspire to postgraduate work for entry into graduate programs.

## Learning Objectives

Upon completion of the B.S. in Management program, students will:

- Demonstrate an understanding of how and why organizations function the way they do.
- Acquire specialized knowledge in at least two functional areas of business
- Display effective written and oral communication skills
- Display awareness of legal and ethical issues that confront the modern business organization
- Demonstrate use of critical-thinking skills in solving business problems

## Program Requirements

### B.S. in Management

Requirements for the B.S. in Management include the completion of different types of coursework:

- Business School core courses
- A globalization course
- Business School Electives
- Designated Liberal Arts courses

Business School core		(27)
ACCT 101	Principles of Accounting I	
ACCT 102	Principles of Accounting II	
MGMT 203	The Legal Environment of Business	
MGMT 211	Managing Team and Organizational Behavior	
MKTG 221	Marketing Principles	
FINA 315	Introduction to Corporate Finance	
MGMT 357	Information Technology Management	
MGMT 409	Operations Management*	
MGMT 432	Strategic Management*	
Globalization course		(3)
Choose <b>one</b> :	ECON 340C International Economic Policy	
	FINA 413 International Banking and Finance	
	MGMT 312 International Business Management	
Courses required for the Management major		(21)

HRMG 275	Human Resource Management	
<p>Six additional business electives</p> <p>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 <b>six electives which carry the FINA, HRMG, MGMT, or MKTG prefix and must include courses from at least two of the three functional business areas of finance, human resources, and marketing.</b> 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.</p>		
<b>Liberal Arts and Sciences</b> (some of which may fulfill the College Core)		<b>(60)</b>
COMM 253	Business Communication	
CSCI 150	P4 Introduction to High Technology	
ECON 105C	P3 Principles of Microeconomics	
ECON 106C	P3 Principles of Macroeconomics	
ECON 221	SQ Statistics I	
MSTI 130C	SQ Mathematical Modeling and Quantitative Analysis**	
REST 386D	Morality in Business***	
Additional Liberal Arts and Sciences courses to total 60 credits		
<b>Total</b>		<b>(111)</b>

*\*These courses must be taken at St. John Fisher College.*

*\*\*MATH 112C or 120C may be substituted for MSTI 130C.*

*\*\*\*PHIL 273C may be substituted for REST 386D.*

### Notes on the 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 College.
- 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 College, 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, marketing, or human resources management. 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.
- Management majors may not declare a double major in any of the former concentration areas of business: finance, human resources management, and marketing.

**For students majoring 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.**

## Minor:

### Minor in Management

Any six finance (FINA), human resources management (HRMG), management (MGMT), and/or marketing (MKTG) courses.

**Accounting, finance, human resources management, and marketing majors may NOT declare a minor in management.**

**Note:** *Only one course applied to a student's major may also be used to meet a requirement in the management minor. A grade point average of 2.00 is required for all courses taken in residence that may be applied to the minor.*

## Recommended Progression

### B.S. Management

*Recommended progression of courses **required** for a **B.S. Management major**. Students should consult **Core Requirements** for a complete description of the College's Core.*

**Note:** *Students are encouraged to consult their academic advisors about their individual programs to determine optimum timing for their coursework.*

### First Year

ACCT 101  
ACCT 102  
CSCI 150  
ECON 105C  
ECON 106C  
ECON 221

### Second Year

COMM 253  
HRMG 275  
MGMT 203  
MGMT 211  
MKTG 221  
MSTI 130C  
BUS ELEC 1

### Third Year

FINA 315  
GLOBAL CRS  
MGMT 357  
PHIL 273C –OR– REST 386D  
BUS ELEC 2

### Fourth Year

MGMT 409  
MGMT 432  
BUS ELEC 3  
BUS ELEC 4  
BUS ELEC 5  
BUS ELEC 6

## Academic Opportunities

# The Washington Experience: Fisher Semester in Washington

Management majors may avail themselves of The Washington Experience, a semester in Washington, D.C. See [The Washington Experience](#) for details.

## Management 4+1 MBA

This program is designed specifically for students who are graduating with a business-related degree and are interested in continuing immediately on with their studies to get an MBA. Students who have achieved academic equivalency at the undergraduate level for the MBA foundation courses with a 3.00 or better in each course may require as few as 30 credit hours to complete the program. Concentrations are available in Accounting, General Management, Global Context, Health Services Management, and Pharmaceutical Industry.

- No GMAT if you have a 3.00 or greater undergraduate GPA.
- Up to six MBA credits may be taken once a student has achieved senior status with an overall GPA of 3.30 at no additional cost (based on full-time enrollment of 12 undergraduate credit hours in the semester in which the MBA course(s) are taken).

## Courses

### **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.

**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.

**Attributes:** NLIB

### **MGMT-221 Introduction to Marketing (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.

**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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Human Resources Management, Management, Marketing -Class: Junior, Senior

### **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.

**Attributes:** NLIB

**Restrictions:** Including: -Class: Junior, Senior

### **MGMT-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.

**Attributes:** NLIB

**Prerequisites:** ECON-221 D- AND MGMT-221 D-

### **MGMT-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.

**Attributes:** NLIB

**Prerequisites:** MGMT-221 D-

### **MGMT-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.

**Attributes:** NLIB

**Prerequisites:** MGMT-221 D-

### **MGMT-328 Process Management (3)**

The course provides a comprehensive understanding of key Lean Methodology topics. Lean is a key process improvement methodology that is used in all industries regardless of size to remove waste and variation from all business processes. Concepts taught in this class are recognized globally and can be applied to any process in any business setting. Students will learn through a series of lectures, textbook readings, book reports, business simulation exercises, and guest speakers to enhance practical learning of the course curriculum.

**Attributes:** NLIB

**Restrictions:** Including: -Class: Certificate Student, Junior, Senior

### **MGMT-338 Staffing Human Resources (3)**

Methods and practices of staffing decisions and the strategic role of staffing in modern business



organizations. Covers topics such as job analysis, workforce planning, recruitment, and selection. Includes validation of selection procedures, legal issues, and issues of diversity and ethics. Cases and activities are used to enhance student learning.

**Attributes:** NLIB

### **MGMT-339 Rewarding&Maintaining HR (3)**

This course surveys compensation and reward strategies and the strategic role of total compensation in modern business organizations. Performance management, financial and non-financial incentives, wage and salary administration, benefits, health and safety, discipline, arbitration, downsizing, voluntary turnover, and termination are covered. Ethical and legal considerations in each topic area are given special attention. Cases and activities are used to enhance student learning.

**Attributes:** NLIB

### **MGMT-340 Organizational Leadership (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.

**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.

**Attributes:** NLIB

### **MGMT-342 The Learning Organization (3)**

The term "learning organization" stands for an ideal, an organization in which assumptions are examined, ideas are tested, and experimentation is encouraged so that the "work" place and the "learning" place become integrated. This course examines how organizations overcome resistance to change and facilitate individual and institutional learning.

**Attributes:** NLIB

### **MGMT-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.

**Attributes:** NLIB

**Prerequisites:** MGMT-221 D-

### **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

**Prerequisites:** ECON-221 D- OR MATH-112C D- OR MATH-120C D- OR MSTI-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-348 Developing Human Resources (3)**

Methods and practices used by organizations for human resource development (HRD). Includes a comprehensive, step-by-step approach to assessing HRD needs and designing, implementing and evaluating HRD programs. Covers HRD applications such as employee socialization/orientation, training, career management/development, organizational development, and management development. Cases and activities are used to enhance student learning.

**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.

**Attributes:** NLIB

**Prerequisites:** CSCI-150 D-

### **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.

**Attributes:** NLIB

**Prerequisites:** ECON-106C D- AND ECON-221 D- AND MSTI-130C D- OR MATH-112C D- OR MATH-120C D-

### **MGMT-410 Supply Chain Systems (3)**

Students learn about Supply Chain Management Systems, from ERP systems to Lean Manufacturing. Students also learn about all major ERP suppliers and complete several exercises that increase knowledge of ERP systems. Understanding various aspects of Manufacturing Planning and Control helps prepare students for the last four APOCS exams (Master Planning of Resources, Detailed Scheduling and Planning, Execution and Control of Operations, and Strategic Management of Resources). Guest speakers present on various Supply Chain topics in order to enhance the "learning experience."

**Attributes:** NLIB

**Prerequisites:** MGMT-409 D-

**Restrictions:** Including: -Class: Junior, Senior

### **MGMT-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

**Prerequisites:** MGMT-221 D-

### **MGMT-428 Fundamentals of Sourcing (3)**

This is an introductory course on sourcing (i.e., purchasing). Students will learn the various job duties, skills, and attributes needed in today's purchasing world. This class will teach students negotiation skills, analysis of sourcing deals, and cutting-edge purchasing techniques needed in today's business environment. Students will develop an understanding of the demands placed on purchasing professionals and comprehend the impact of sourcing on the competitive success and profitability of modern organizations.

**Attributes:** NLIB

**Restrictions:** Including: -Class: Junior, Senior

### **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.

Additional fee applies.

**Attributes:** NLIB ZCAP

**Prerequisites:** MGMT-211 D- AND (MGMT-221 D- OR MKTG-221 D-) AND (FINA-315 D- OR MGMT-315 D-)

**Restrictions:** Including: -Class: Certificate Student, Senior

### **MGMT-450 Entrepreneurship (3)**

This course examines the tools, practices, and concepts of entrepreneurship. This class will provide students with an overview of business creation, giving them foundational understanding of writing a business plan, raising venture capital, and growing a new venture. There will be a hands-on approach to understanding how new ventures grow and develop as well as looking at success stories. The course material will be supplemented with discussion and presentations from local and national entrepreneurs as well as the business professionals that contribute to their success.

**Attributes:** NLIB

**Restrictions:** Excluding: -Class: Freshman

### **MGMT-453 Project Management (3)**

This course introduces modern techniques for planning, scheduling, reporting, controlling, and managing information systems projects. The project life cycle is analyzed and concepts in creating the Work Breakdown Structure (WBS), project team roles and responsibilities, risk and contingency budgeting, resource allocation and scheduling, Gantt charts, network diagrams, status reporting, project control, and communications issues are introduced. Students use MS Project software to plan a project and monitor its progress.

**Attributes:** NLIB

**Prerequisites:** MGMT-357 D-

**Restrictions:** Including: -Class: Junior, Senior

### **MGMT-461 Marketing Information Systems (3)**

This course helps students develop a comprehensive understanding of both the theory and practice of marketing information systems. It explores the nature of electronic commerce and its future prospects and affords an opportunity to apply concepts to real-world situations.

**Attributes:** NLIB

**Prerequisites:** (MGMT-221 D- OR MKTG-221 D-) AND MGMT-357 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.

**Attributes:** NLIB

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** NLIB

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** NLIB

**Restrictions:** Including: -Class: Junior, Senior

### **MGMT-486 Topics in Mkt (3)**

This course is used as a vehicle to cover special topics in management that would not normally be offered on a regular basis.

**Attributes:** NLIB

### **MGMT-486 Topics in Mkt (3)**

This course is used as a vehicle to cover special topics in management that would not normally be offered on a regular basis.

Spring 2015 Topic: Customer Relationship Management This course exposes students to the concepts of Customer Relationship Management (CRM). CRM is a widely implemented strategy for managing a company's interactions with customers, clients, and sales prospects. It involves technology to organize, automate and synchronize business processes, including marketing, sales, customer service and technical support. The course includes theory and concepts as well as hands learning. It incorporates concepts from marketing, information systems and project management disciplines. Students in the course spend time learning the theories and strategies of CRM while also learning to utilize one of the most commonly used midmarket CRM systems, Microsoft Dynamics CRM. Students will learn how Customer Relationship Management is a key business strategy that addresses a firm's sales, marketing and customer service efforts. The course also enables students to understand how an automated and well designed CRM solution can significantly improve a company's sales, marketing, management and customer service functions.

**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.

Spring 2015 Topic: Customer Relationship Management This course exposes students to the concepts of Customer Relationship Management (CRM). CRM is a widely implemented strategy for managing a company's interactions with customers, clients, and sales prospects. It involves technology to organize, automate and synchronize business processes, including marketing, sales, customer service and technical support. The course includes theory and concepts as well as hands learning. It incorporates concepts from marketing, information systems and project management disciplines. Students in the course spend time learning the theories and strategies of CRM while also learning to utilize one of the most commonly used midmarket CRM systems, Microsoft Dynamics CRM. Students will learn how Customer Relationship Management is a key business strategy that addresses a firm's sales, marketing and customer service efforts. The course also enables students to understand how an automated and well designed CRM solution can significantly improve a company's sales, marketing, management and customer service functions.

**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.

**Attributes:** NLIB ZEXL

**Prerequisites:** MGMT-211 D- AND GPA  $\geq 2.50$

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** NLIB ZEXL

**Prerequisites:** MGMT-211 D- AND GPA  $\geq 2.50$

**Restrictions:** Including: -Class: Junior, Senior

### **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

**Restrictions:** Including: -Major: Management -Class: Senior

**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.

**Attributes:** NLIB

# Marketing

## Overview

All firms aim for healthy relationships with customers and markets. Market-oriented, customer focused firms are responsive to environmental changes, satisfy customers better than their competitors, and attain their profit and growth-related objectives. The objective of the Marketing major is to prepare students for working in the sales and marketing function of the firm. Students are exposed to uses related to understanding customers, gathering and analyzing market information, and communicating with and building relationships with customers. The marketing program also aims to prepare students for entry into graduate and professional programs in marketing and business administration.

## Learning Objectives

Upon completion of the B.S. in Marketing, students will develop an understanding of:

- The process by which the firm deploys resources to positioning, products, services, prices, distribution and communication to build long term mutually satisfying relationships between the firm and chosen target customers.
- The processes and methods by which the firm can collect and draw inferences about customer and market-related information, and draw and disseminate their inferences to managers involved in making marketing decisions.
- The processes by which they make buying-related decisions and choices in a competitive marketplace.
- The process by which a firm can build personal relationships with key buyers of marketing goods and services (consumers as well as other businesses, domestic and international) by the use of personal selling, internet tools, and other elements of a communication strategy.
- The key issues related to distribution of goods and services, and to supply chain systems.

Upon completion of the B.S. in Marketing, students will be ready to occupy entry level positions in sales, brand management, and marketing in the industry.

## Program Requirements

### B.S. in Marketing

Students are required to complete the following courses:

- Business School core courses
- A globalization course
- Courses required for the Marketing major
- Designated Liberal Arts courses

Business School core		(27)
ACCT 101	Principles of Accounting I	
ACCT 102	Principles of Accounting II	
MGMT 203	The Legal Environment of Business	
MGMT 211	Managing Team and Organizational Behavior	
MKTG 221	Marketing Principles	
FINA 315	Introduction to Corporate Finance	
MGMT 357	Information Technology Management	

MGMT 409	Operations Management*	
MGMT 432	Strategic Management*	
<b>Globalization course</b>		<b>(3)</b>
Choose <b>one</b> :	ECON 340C International Economic Policy	
	FINA 413 International Banking and Finance	
	MGMT 312 International Business Management	
<b>Marketing Electives</b>		<b>(21)</b>
Choose <b>seven</b> :	MKTG 324 Marketing Research	
	MKTG 325 Promotion Management	
	MKTG 327 Buyer Behavior	
	MKTG 344 Personal Selling	
	MKTG 410 Supply Chain Systems	
	MKTG 414 International Marketing	
	MKTG 415 Internet Marketing	
	MKTG 418 Business-to-Business Marketing	
	MKTG 486 Special Topics in Marketing	
	MKTG 491 Internship in Marketing	
	<i>OPTION: You may include either one of the following in place of a marketing elective: COMM 270 or COMM 367</i>	
<b>Liberal Arts and Sciences (some of which may fulfill the College Core)</b>		<b>(60)</b>
COMM 253	Business Communication	
CSCI 150	P4 Introduction to High Technology	
ECON 105C	P3 Principles of Microeconomics	
ECON 106C	P3 Principles of Macroeconomics	
ECON 221	SQ Statistics I	
MSTI 130C	SQ Mathematical Modeling and Quantitative Analysis**	
REST 386D	Morality in Business***	
Additional Liberal Arts and Sciences courses to total 60 credits		
<b>Total</b>		<b>(111)</b>



\*These courses must be taken at St. John Fisher College.

\*\*MATH 112C or 120C may be substituted for MSTI 130C.

\*\*\*PHIL 273C may be substituted for REST 386D.

### Notes on the 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 College.
- Students should pay careful attention to course prerequisites.
- Marketing majors may not declare a minor in either Management or Human Resources Management

**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.**

### Minor:

## Marketing Minor

The minor in Marketing requires 18 credit hours of coursework:

MKTG 221	Marketing Principles	
Choose <b>five</b> :	MKTG 324 Marketing Research	
	MKTG 325 Integrated Marketing Promotion and Communication Management	
	MKTG 327 Buyer Behavior	
	MKTG 344 Personal Selling	
	MKTG 410 Supply Chain Systems	
	MKTG 414 International Marketing	
	MKTG 415 Internet Marketing	
	MKTG 418 Business-to-Business Marketing	
	MKTG 486 Special Topics in Marketing	
	MKTG 491 Internship in Marketing	
	<i>OPTION: You may include either one of the following in place of a marketing elective: COMM 270 or COMM 367</i>	
<b>Total</b>		<b>(18)</b>

**Management and Human Resources Management majors may not declare a minor in Marketing.**

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

### Recommended Progression

## B.S. Marketing

*Recommended progression of courses **required** for a **B.S. Marketing major**. Students should consult **Core Requirements** for a complete description of the College's Core.*

**Note:** *Students are encouraged to consult their academic advisors about their individual programs to determine optimum timing for their coursework.*

### First Year:

ACCT 101, ACCT 102, CSCI 150, ECON 105, ECON 106, ECON 221

### Second Year:

COMM 253, MGMT 203, MGMT 211, MKTG 221, MKTG Elective 1, MSTI 130 (or MATH 112C or 120C)

### Third Year:

FINA 315, GLOBAL Course, MGMT 357, MKTG Elective 2, MKTG Elective 3, MKTG Elective 4, PHIL 273C (or REST 386D)

### Fourth Year:

MGMT 409, MGMT 432, MKTG Elective 5, MKTG Elective 6, MKTG Elective 7

## Courses

### **MKTG-221 Introduction to Marketing (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

**Attributes:** DCSM NLIB ZCIV

### **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

**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.

**Attributes:** NLIB

**Prerequisites:** 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.

**Attributes:** NLIB

**Prerequisites:** 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.

**Attributes:** NLIB ZEXL

**Prerequisites:** 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.

**Attributes:** NLIB ZCIV

**Prerequisites:** MKTG-221 D- OR MGMT-221 D-

### **MKTG-410 Supply Chain Systems (3)**

Students learn about Supply Chain Management Systems, from ERP systems to Lean Manufacturing. Students also learn about all major ERP suppliers and complete several exercises that increase knowledge of ERP systems. Understanding various aspects of Manufacturing Planning and Control helps prepare students for the last four APOCS exams (Master Planning of Resources, Detailed Scheduling and Planning, Execution and Control of Operations, and Strategic Management of Resources). Guest speakers present on various Supply Chain topics in order to enhance the "learning experience." Formerly MGMT 410.

**Attributes:** NLIB

**Prerequisites:** MKTG-221 D- OR MGMT-221 D-

**Restrictions:** Including: -Class: Junior, Senior

### **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:** NLIB ZEXL

**Prerequisites:** MKTG-221 D- OR MGMT-221 D-

### **MKTG-415 Internet Marketing (3)**

This course is a hands-on introduction to one of the most crucial and quickly changing fields in the arena of marketing. This class focuses on core components of a firm's ability to target, educate, engage, and serve their customer base via Internet presence (digital assets). The majority of value derived from this course comes from creating a Digital Marketing Strategy (DMS) for a Rochester business.

**Attributes:** NLIB

**Prerequisites:** MGMT-221 D- OR MKTG-221 D-

### **MKTG-418 Business to Business Mktg (3)**

This course is designed to introduce students to business-to-business marketing by identifying the distinctive characteristics of the business market, apply demand analysis and segmentation techniques, explore ways in which organizations make buying decisions, and isolate the requirements for business-market strategy success. Students also have the opportunity to apply concepts and assess leading marketing firms that demonstrate best practices in marketing strategy through the use of case analysis.

**Attributes:** NLIB

**Prerequisites:** MKTG-221 D- OR MGMT-221 D-

### **MKTG-486 Topics in Mkt (1 TO 3)**

This course is used as a vehicle to cover special topics in management that would not normally be offered on a regular basis. Fall 2015 Topic: Commercialization (3)

This class is designed as course for students who want to learn more about the fundamentals of business, including key functional areas, the importance of each department to the overall business structure, and the evaluation of new product/service business opportunities. Working in teams, students will apply the creative process to identify appropriate business ideas and create a comprehensive marketing plan to support the launch of their business model. Students will be exposed to the basic mechanics of a working business, understand the business ideation and development process, and use their classroom knowledge to generate a workable business document for their hypothetical commercial venture.

**Attributes:** NLIB

**Prerequisites:** MKTG-221 D-

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This class is designed as course for students who want to learn more about the fundamentals of business, including key functional areas, the importance of each department to the overall business structure, and the evaluation of new product/service business opportunities. Working in teams, students will apply the creative process to identify appropriate business ideas and create a comprehensive marketing plan to support the launch of their business model. Students will be exposed to the basic mechanics of a working business, understand the business ideation and development process, and use their classroom knowledge to generate a workable business document for their hypothetical commercial venture.

**Attributes:** NLIB

**Prerequisites:** MKTG-221 D-

### **MKTG-491 Internship in Marketing (3)**

Allows students to work in approved positions in the business community. Students who meet the eligibility criteria (please see the internship coordinator for details) will usually enroll for the typical one- to

three-credit-hour option. Evaluation of all internship opportunities centers on the perceived educational value of such an assignment. Permission of the professor is required to register. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** MKTG-221 D- OR MGMT-221 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.

**Attributes:** NLIB ZEXL

**Prerequisites:** MKTG-221 D- AND GPA  $\geq 2.50$

**Restrictions:** Including: -Class: Junior, Senior

### **MKTG-491 Internship in Marketing (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.

**Attributes:** NLIB ZEXL

**Prerequisites:** MKTG-221 D- AND GPA  $\geq 2.50$

**Restrictions:** Including: -Class: Junior, Senior

### **MKTG-496 Independent Study (1 TO 3)**

An independent study in marketing (1 to 3 credit hours) is offered to students: (a) pursuing 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.

**Attributes:** NLIB

**Prerequisites:** MKTG-221 D- OR MGMT-221 D-

**Restrictions:** Including: -Major: Marketing



# School of Education

## Overview:

Michael W. Wischnowski, *Dean*  
James Schwartz, *Associate Dean*

Katrina Arndt, *Chair of Undergraduate Programs in Inclusive Education*

Michelle Erklenz-Watts, Lucia Guarino, Susan Hildenbrand, Jeffrey Liles, Whitney Rapp, Linda Schlosser, Susan Schultz

## Dean's Message

Welcome to the Ralph C. Wilson, Jr. School of Education at St. John Fisher College. 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 move 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 National Council for the Accreditation of Teacher Education (NCATE). 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.

## Admission to the School of Education

Candidates are expected to formally apply to a teacher education program in their sophomore year. Transfer students who are interested in a teacher education program should apply upon being accepted to the College. For admission to all teacher education programs, candidates are expected to provide evidence of the following:

- A cumulative GPA of 2.75
- A completed School of Education application form
- A goal statement addressing the desire to enter the teaching profession
- Two professional references
- Acceptable or target rating on key assessments in foundational education courses
- Grades of "C" or higher in all foundational courses

## Mission Statement

### Mission

The mission of the School of Education and the Professional Education Unit (SoE/PEU) at St. John Fisher College is to provide a quality educational experience that prepares candidates for distinguished careers in their chosen profession and for leadership roles in a diverse, rapidly changing, and increasingly technological society. To this end, we seek to:

- Prepare highly capable and ethically responsible professional educators who are committed to improving educational conditions, opportunities, and outcomes for all students.
- Prepare candidates who share the belief that all students can and will learn.
- Prepare candidates who understand educational theory, research, best practices, and the use of various technologies and how to apply this knowledge in diverse school settings and communities.
- Prepare candidates to meet college, state, and national standards and requirements for graduation and certification.

# Vision

Consistent with the missions of the College and the SoE/PEU, the vision of the SoE/PEU is that our candidates, faculty, and staff have a moral and professional obligation to contribute in meaningful ways to a more just world where people accept the humanitarian mandate to treat one another civilly and honorably and to develop themselves and the students they serve to meet the academic, social, and personal goals necessary for their positive contributions to a peaceful and progressive world. To help realize this vision, our candidates, faculty, and staff will demonstrate an unwavering commitment to: providing all learners with equitable access to knowledge about themselves and the world in which they live; engaging in caring and effective pedagogical practices that support the acquisition of new knowledge and skills; helping all students become independent and lifelong learners, and active participants in a social and political democracy; and advocating for the interests of the students, families, and communities that they serve.

## Conceptual Framework

The overarching theme for the SoE/PEU, “Educator as Advocator,” is a distillation of our vision, mission, beliefs, goals, central philosophy and five related tenets. This overarching theme captures a central commitment to the philosophy of **social justice**, accomplished through the related tenets of **diversity, achievement, compassion, knowledge, and service**. The conceptual framework follows a constructivist approach to instruction that shapes who we are and informs our daily pursuit of educational excellence as faculty, staff, and candidates in the SoE/PEU. The theme, philosophy, and tenets provide a strong context for the work that we do in collaboration with the College community, P–12 schools and broader community; our collective efforts to engage high-quality faculty in programs grounded in inclusive practice, with an extraordinary focus on the teaching profession in service to others, and an informed understanding of the teacher’s and educational leader’s responsibility to encourage children and adults toward intellectual pursuit and personal growth.

## Philosophy

### Professional Education Unit Belief Statement

Consistent with our conceptual framework, the SoE/PEU has adopted the following set of shared beliefs to help guide our work.

We believe that:

- A strong liberal arts background helps candidates to hone their intellectual skills and understand their chosen discipline more fully.
- Providing service to others is our civic responsibility.
- Commitment, dedication, and caring enhance student learning.
- Moral integrity, collegial and respectful conduct among the administration, faculty, staff, and candidates are necessary to provide an effective, professional, and cohesive educational experience.
- Self-determination, self-advocacy, and self-improvement are keys to lifelong learning.
- All students can and will learn when provided with the appropriate conditions, opportunities, and resources.
- Successful learning communities respond to the needs, interests, and backgrounds of each student.
- Professional educators should develop content knowledge and pedagogical skills concurrently and in the most authentic settings possible.
- Effective teaching and learning involves the transformation of understanding based on the depth, quality, and flexibility of the content being taught, and its applicability to the prior knowledge of the learner.
- Maximizing the relationship between technology and other resources enhances educational programs, faculty and staff development, and candidate learning.
- Understanding and respecting diversity enhances professional and personal development.
- Reflective practice is the foundation for career-long professional and personal growth.
- Embracing multiple perspectives expands our knowledge base and informs our decisions.



- The use of data collection, analysis, and evaluation informs decision-making and guides program improvement.
- Continuous improvement is essential and most effective when it is informed by research, best practice, and internal and external assessment.
- Partnerships within our own institution and with other institutions are essential and mutually beneficial.

## Social Justice: Philosophy of the Professional Education Unit

Social justice is the central philosophy on which the SoE/PEU's conceptual framework is based. This philosophy is deeply rooted in the Catholic tradition under which St. John Fisher College was originally founded and served as the central focus of the life of our patron, St. John Fisher. Consistent with this tradition, the SoE/PEU seeks to provide our candidates, faculty, and staff with insights of a more "just" world in which people treat one another civilly, humanitarily, and honorably. To accomplish this noble purpose, our candidates must know how and be able to: (1) provide all learners with equitable access to knowledge about themselves and the world in which they live; (2) engage in caring and effective pedagogical practices that support the acquisition of new knowledge and skills; (3) help students become independent and lifelong learners, and active participants in a social and political democracy; and (4) advocate for the interests of the students that they serve. To these ends, the SoE/PEU's philosophy of social justice is characterized by five interlocking tenets: diversity, achievement, compassion, knowledge and service.

### Goals

The School of Education defines six major goals:

- Developing and maintaining high quality programming and curriculum
- Accountability for standards-based practice
- Employing the many diversities of thought, background and experience that allow teachers and leaders to practice inclusive education in the local and global communities we serve
- Advancing the technology of teaching and learning; engaging internal and external partnerships
- Strengthening and evaluating our programs of study in teacher and leader education
- Providing effective leadership to support the currency, validity and continuous improvement of our programs, practices, services, and resources as vitally important to accomplishing the mission of the college

## Learning Outcomes

The learning outcomes for the teacher preparation programs offered by the SoE/PEU are aligned with the New York State standards for teacher preparation and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. The SoE/PEU's learning outcomes are:

- **Planning:** Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create learning experiences that make these aspects of the subject matter meaningful for students.
- **Development:** Candidates understand how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- **Diversity:** Candidates know, understand, and appreciate diversity and demonstrate this by creating learning experiences that honor diversity.
- **Content:** Candidates have command of the content area(s) they are to teach as defined by the state and national standards and create learning opportunities that are meaningful to their students.
- **Leadership:** Candidates demonstrate leadership in a multitude of ways. Leaders initiate and implement new ideas to improve the quality of education in the classroom, district, and society.
- **Theory and Practice:** Candidates demonstrate an emerging philosophical and theoretical framework to become effective educators. This is demonstrated through an iterative process of reflection, decision-making, and practice.
- **Management:** Candidates understand that effective classroom management is a blend of effective instruction, attention to effective elements, organization, a myriad of other factors, and

the ability to effectively balance these variables.

- **Assessment:** Candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- **Professionalism:** Candidates demonstrate dispositions, behaviors, and social skills that reflect professionalism.
- **Community:** Candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- **Technology:** Candidates use technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

## Degrees and Policies

### Majors and Areas of Study

The School of Education includes the following undergraduate areas of study in Inclusive Education:

#### **Inclusive Childhood Education with Middle School Extension**

- Leads to initial NYS certification in Childhood Education (grades 1–6) and Students with Disabilities (grades 1–6) with an extension in Middle School (grades 7–9) in the chosen content area

#### **Inclusive Adolescence Education with Middle School Extension**

- Leads to initial NYS certification in Adolescence Education (grades 7–12) in the chosen content area with extension in Middle School (grades 5–6) and Students with Disabilities (generalist) certification (grades 7–12)

### Field Experiences and Student Teaching Overview

Field experiences and student teaching allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of diverse settings. Field experiences and student teaching extend the SoE/PEU's mission and beliefs into practice through well-designed opportunities to learn through doing. Candidate learning is integrated into the classroom and teaching practice experiences. Candidates observe and are observed by others. They interact with teachers, college supervisors, and others about their practice regularly and continually. Candidates are expected to be members of instructional teams in the hosting school and active participants in professional decisions. They are expected to be involved in a variety of school-based activities directed at the improvement of teaching and learning, including the use of information technology. Candidates collect and analyze data on student learning, reflect on their work, and develop strategies for improving learning. At least one of the field experiences and one of the student teaching placements must be in a high-needs school. Candidate participation in Professional Development School sites enhances and extends the professional development of teacher candidates within the real-time context and culture of schools.

### Field Experiences

The field experiences are integrated into courses throughout each program, beginning with the pre-block courses and culminating in the methods courses. Field experiences are required for degree completion and certification. The field experiences provide candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of school settings.

Candidates must complete a minimum of 150 hours of field experiences before student teaching. Candidates are required to participate in a variety of diverse settings, including a high-needs school district. Candidates also are expected to work with diverse student populations, including students with exceptionalities and students of different ages. Candidates are placed in the grade levels and subjects for which they are preparing. Multiple assessments are used to evaluate candidates and their impact on student learning.

### Student Teaching

Student teaching is full-time for 14 weeks and consists of two placements. One of the placements must

be in a high-needs school. Student teaching allows candidates to apply, demonstrate, and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of school settings.

To be eligible for student teaching, the teacher candidate must:

- Complete all prerequisite courses
- Pass the Academic Literacy Skills Test (ALST)
- Complete content courses as outlined in the program
- Have a minimum cumulative GPA of 3.00 in the major(s)
- Have a minimum overall cumulative GPA of 2.75
- Pass all key program assessments
- Complete and submit a student teaching application

## Student Teaching Assignments

Inclusive Childhood Education candidates will have two assignments:

- One in a general education classroom and one in an inclusive education setting. Of these assignments, one must be in grades 1–3 and the other in grades 4–6.

Inclusive Adolescence Education candidates will have two assignments:

- One in a general education classroom and one in an inclusive education setting. Of these assignments, one must be in grades 7–9 and the other in grades 10–12.

All of the following are required for Teacher Certification:

- Completion of a bachelor's degree.
- At least 150 clock hours of field experiences prior to student teaching.
- Successful completion of the Student Teaching Experience (14 weeks).
- Successful completion of the New York State Teacher Certification Examinations.
- Fingerprint clearance.
- Completion of Child Abuse, DASA, and School Violence Intervention and Prevention Workshops.

*Note: Information regarding NYSED teacher certification is available at [www.highered.nysed.gov/tvert/home.html](http://www.highered.nysed.gov/tvert/home.html)*

### Additional Information

## Assessment System

The Professional Education Unit (PEU), in which the School of Education is the primary division, has implemented an assessment system to provide evidence of the successful achievement of state and national standards articulated by the professional associations and represented by our curriculum under the aegis of NCATE. The SoE/PEU collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

## Candidate Support System

Candidates are assessed regularly to monitor progress in meeting College and standards-based learning outcomes. To ensure that teacher candidates make satisfactory progress through their programs of study, a support process is employed to provide teacher candidates with ongoing feedback for continuous improvement. If course instructors, field experience supervisors, or academic advisors observe that candidates fall below the acceptable range on key assessments of knowledge, skills, or dispositions, they may recommend candidates to the Director of Advisement and Candidate Support who works with the candidate on a plan of action to support successful accomplishment of learning goals. This process is described in detail in the *SoE Academic Advising Handbook*.

## Course Grades/Required GPA/Program Progression

Candidates must have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. Candidates demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject in their coursework. Candidates must obtain a grade of “C” or higher in each course specifically required for certification in order to move on in the program. Required courses in which the candidate has achieved a grade lower than a “C” must be repeated. To maintain enrollment in a teacher education program, candidates must achieve a cumulative GPA of at least a 2.75 and a GPA of 3.00 in their major(s).

## **Professionalism**

Candidates are expected to exhibit appropriate professional dispositions in their college classrooms, field experiences, and in their interactions with others. Dispositions are identified as the values, beliefs, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect student learning, motivation, and development. Dispositions are guided by beliefs and attitudes related to certain values such as compassion, fairness, honesty, responsibility, and social justice. Professionalism is demonstrated by teacher candidates who exhibit personal responsibility, reliability, respect for others, effective interpersonal relationships, ethical behavior including honesty and integrity, and valuing diversity and learning preferences. Candidates are expected to demonstrate professional behaviors both on- and off-campus. Candidates who exhibit inappropriate behaviors or who fail to meet disposition standards may be reviewed through the student support process or recommended for dismissal from the teacher education program.

## **Professional Development Schools**

The faculty collaborates with colleagues in the higher education community and P–12 school partners to ensure a well-rounded and dynamic program of study for all candidates. Formal and informal partnerships between the SoE/PEU and its P–12 partner schools follow the nine essentials of Professional Development Schools advanced by the National Association for Professional Development Schools (NAPDS) which are: a comprehensive mission that is broader in its outreach and scope than that of either partner alone; a school-university culture that promotes active engagement in the school community; ongoing and reciprocal professional development; a shared commitment to innovative and reflective practice; public sharing of the results of innovation and investigation; a formal agreement detailing roles and responsibilities of the respective partners; a shared forum for governance, reflection, and collaboration; shared faculty between university and school partners; and dedicated and shared resources and recognition structures.

## **Academic Programs**

# Inclusive Adolescence Education

## Overview

### Program Overview

The Inclusive Adolescence Education degree program is a dual certification program comprised of the Inclusive Adolescence Education major and a content area major. The program results in certification in Adolescence Education (grades 7–12) in the chosen content area with Middle School Extension (grades 5–6) and Students with Disabilities (grades 7–12) Generalist. This program is designed to prepare candidates to teach in one of the following disciplines at the middle and adolescence levels (grades 5–12): Biology, Chemistry, Physics, Mathematics, American Studies, History, English, French, and Spanish. In addition, candidates earn certification to teach students with disabilities in grades 7–12 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.

The requirements in the content specialty major are designed to meet college, 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 (7–12) Generalist, candidates are also required to successfully complete a set of courses and field experiences relating to pedagogical content in teacher education. The Inclusive Adolescence Education major requires 47 credits. 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: Physics
- B.S. Inclusive Adolescence Education: English
- B.S. Inclusive Adolescence Education: French
- 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 (7–12) and Middle School extension (5–6) and Students with Disabilities (7–12), 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.

## Program Requirements

### Inclusive Adolescence Education Major Requirements

**Note:** Candidates must earn a grade of “C” or higher in each of the following courses required for certification. Courses in which the candidate has earned a grade lower than a “C” must be repeated.

Foundations Sequence		
EDUC 201	Schools, Ability, and Learning	(3)
EDUC 211	Historical and Philosophical Foundations of Education	(3)
EDUC 103	Foundational Seminar in Education	(1)
EDUC 202	Introduction to Differentiated Curriculum, Instruction, and Assessment	(3)
EDUC 204	Educational Technology	(3)

ITED 228C	P3 Adolescent Development	(3)
<b>Methods I</b>		
EDUC 203	Field Seminar I	(1)
EDUC 315	Content Area Literacy	(3)
EDUC 333*	Differentiated Curriculum, Instruction and Assessment in the Middle School	(3)
<b>Methods II</b>		
EDUC 303	Advanced Clinical Seminar	(1)
EDUC 415	Differentiated Literacy Instruction: Middle Childhood and Adolescence	(3)
EDUC 46_	Integrated Practice <i>Content Area</i> Education	(3)
EDUC 471	Management in Inclusive, Collaborative Classroom Communities	(4)
<b>Student Teaching</b>		
EDUC 424	Education for Social Justice	(3)
EDUC 101	Issues in Student Health and Safety	(0)
EDUC 486	Student Teaching Seminar: Adolescence	(1)
EDUC 489	Student Teaching: Adolescence	(4)
EDUC 499	Student Teaching: Inclusive Education 7–12	(4)
<b>Total</b>		<b>(46)</b>

*\*The required course for Middle School Extension —EDUC 333— is included in this program. If after consultation with an Education Advisor, it is determined that this course should not be part of the student's program, the department may waive the requirement for completion of the major.*

**For students majoring in Inclusive Adolescence Education, all of the above credit bearing courses are used in the determination of the grade point average in the major.**

## Content Area Major Requirements

Students must complete a second major in American Studies, Biology, Chemical Education, English, French, History, Mathematics, Physics, or Spanish. Please refer to individual majors' catalog pages for requirements.

## Fisher Liberal Arts Core Requirements

The St. John Fisher College Core curriculum, consisting of 15 courses, establishes the centrality of the liberal arts in the academic experience by creating a common foundation of intellectual and practical skills. Many of the requirements in the Core may be met by courses the student completes in the Inclusive Adolescence Education and Content majors. Likewise, some of the Fisher Core courses (not all) may meet New York State content requirements for the dual certification program. Please refer to **Core Requirements** for a description of the Fisher Core curriculum.

**Inclusive Adolescence Education students must complete two courses in a language other than English.** The two-course sequence must be in the same language for a minimum of six credits and must come from a traditional foreign language. **American Sign Language does NOT meet this requirement.** The student must earn grades of C or above in the language sequence. Two courses in a traditional foreign language also meet the Perspectives 5 area of the College's Core.

## Core Requirements for Adolescence Program

The following list of courses are approved to fulfill New York State requirements for the dual certification, Students with Disabilities 7–12 Generalist program. **Candidates must earn a grade of "C" or higher in each of these courses required for certification.** Fisher Core designations are included in the listings for those students who may wish to choose courses which meet both Core Requirements. 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. Please note that one course may not fulfill a requirement in more than one area.

**Mathematics courses** - select two from the following list: MATH 114C (P4), MATH 115C (P4), MSTI 130C (SQ), MATH 119C (P4), MATH 120C (P4), MATH 122C (P4), MATH 170 (P4)

**Science courses** - select two from the following list: BIOL 101C (P4), BIOL 104C (P4), BIOL 105C (P4), BIOL 106C (SQ), BIOL 107C (SQ), BIOL 108C (P4), BIOL 109C (P4), BIOL 110 (SQ), BIOL 111, BIOL 116C (P4), BIOL 117 (P4), BIOL 120C (P4), BIOL 206 (SQ), CHEM 103C (P4), CHEM 120C (P4), PHYS 111C (P4), PHYS 112C (P4), PHYS 121C (P4), PHYS 122C (P4), PHYS 131C (P4), PHYS 132C (P4)

**English courses** - select two from the following list: AMST 205D (P1), AMST 214P (P1), AMST 217 (P1), AMST 234D (P1), AMST 300D (P1), ENGL 207C (P1), ENGL 210 (P1), ENGL 211 (P1), ENGL 212C(P1), ENGL 214D (P1), ENGL 215C (P1), ENGL 218C (P1), ENGL 220C (P1), ENGL 226C (P1), ENGL 230 (P1), ENGL 231C (P1), ENGL 236D (CC), ENGL 248 (P5), ENGL 262P (CC), ENGL 263C (P1), ENGL 293 (P1), ENGL 294, ENGL 295 (P1), ENGL 297, ENGL 298, ENGL 312C (P1)

**Social Studies courses** - select two from the following list: AMST 101P (P3), AMST 140, AMST 180D (CC), AMST 190, AMST 210P (P3), AMST 216 (P2), AMST 220 (P3), AMST 230 (P1), AMST 233D (P1), AMST 234D (P1), AMST 237P (P3), AMST 273P (P5), HIST 101D (P3), HIST 102D (P3), HIST 103D (P3), HIST 104D (P3), HIST 116D (P2), HIST 202 (P1), HIST 208, HIST 250C (P2), HIST 237D (P1), HIST 291D (P3), HIST 292D (P3)

## Qualification for New York State Initial Certification in Adolescence Education (7–12) with Middle School Extension (5–6) and Students With Disabilities Generalist (7–12)

Candidates must successfully complete the following:

- Bachelor's degree which includes at least 30 credits in the liberal arts major (teaching content field)
- Major in Inclusive Adolescence Education — 46 credits
- At least 150 hours of field experiences prior to student teaching, at least 50 of which focus on the needs of students with disabilities
- Student Teaching Experience (partially in a general education placement and partially in a special education/inclusion placement)
- New York State Teacher Certification Examinations: edTPA, ALST, EAS, and Content Specialty Tests (CST) for the subject area and for Students with Disabilities
- Fingerprint clearance.
- Child Abuse and School Violence Prevention 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 5–12 and Students With Disabilities Generalist 7–12. The initial certificates expire after five years, at which time candidates must have met the requirements for the Professional Certificate.

## Recommended Progression

### B.S. Inclusive Adolescence Education

Recommended progression of courses **required** for the **B.S. Inclusive Adolescence Education major**. Students must also complete a second major in a Content Area, New York State Liberal Arts Content Courses for SWD Generalist certification, and the College's Core. Students should consult **Core Requirements** for a complete description of the College's Core.

#### Progression with Student Teaching in the FALL semester of the senior year:

	FALL	SPRING
FR		EDUC 201 (3) EDUC 211 (3)
SO	EDUC 103 (1) EDUC 202 (3) EDUC 204 (3)	ITED 228C (3)
JR	EDUC 203 (1) EDUC 315 (3) EDUC 333 (3)	EDUC 303 (1) EDUC 415 (3) EDUC 46_ (3) EDUC 471 (4)
SR	EDUC 101 (0) EDUC 424 (3) EDUC 486 (1) EDUC 489 (4) EDUC 499 (4)	

#### Progression with Student Teaching in the SPRING semester of the senior year:

	FALL	SPRING
FR		
SO	EDUC 201 (3) EDUC 211 (3)	EDUC 103 (1) EDUC 202 (3) ITED 228C (3) EDUC 204 (3)
JR	EDUC 203 (1) EDUC 315 (3) EDUC 333 (3)	EDUC 303 (1) EDUC 415 (3) EDUC 46_ (3) EDUC 471 (4)
SR		EDUC 101 (0) EDUC 424 (3) EDUC 486 (1) EDUC 488 (4) EDUC 498 (4)



# Courses

## **EDUC-101 Issues in Health & Safety (0)**

This multisession course fulfills the New York State requirement that school professionals applying for initial certification must complete. The following trainings are required: preventing abuse of alcohol, tobacco, or other drugs (Drug and Alcohol Awareness for Educators), violence prevention (Schools Against Violence Prevention Training), issues related to missing and sexually exploited children (National Center for Missing and Exploited Children, NCMEC), recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment Training), and training on the social patterns of harassment, bullying and discrimination (Dignity for All Students Act (DASA) (A six-hour training) . Each of the trainings are two-hours in length unless otherwise noted. Graded S/U .

**Attributes:** NLIB

**Prerequisites:** EDUC-485 Y S OR EDUC-486 Y S

**Restrictions:** Including: -Level: Undergraduate

## **EDUC-103 Foundational Seminar in Ed (1)**

This seminar is taken with two foundational courses in the program. The purpose of the seminar is to facilitate candidates' reflections on field experience and connections across coursework. Topics include foundational issues of meeting the needs of all students in inclusive classrooms in the context of the school system. Includes 50 hours of fieldwork.

**Attributes:** NLIB ZCLX

**Prerequisites:** (EDUC-201 C OR EDUC-211 C) AND EDUC-202 Y C

## **EDUC-103 Foundational Seminar in Ed (1)**

This seminar is taken with two foundational courses in the program. The purpose of the seminar is to facilitate candidates' reflections on field experience and connections across coursework. Topics include foundational issues of meeting the needs of all students in inclusive classrooms in the context of the school system. Includes 50 hours of fieldwork.

**Attributes:** NLIB ZCLX

**Prerequisites:** (EDUC-201 C OR EDUC-211 C) AND EDUC-202 Y C

## **EDUC-120 P P & O of Athletics in Ed (3)**

This is the first of three required courses that lead to intercollegiate coaching certification in New York State. The course covers basic philosophy and principles as integral parts of physical education an general education; state, local and national regulations and policies related to athletics; legal considerations' function and organization of leagues and athletic associations in New York State; personal standards for the responsibilities of the coach as an educational leader; public relations; general safety procedures' general principles of school budgets ,records, purchasing and use of facilities. (Note: This is the only course required for coaches of non-contact/non-strenuous sports: bowling, golf, archery, shuffleboard, table tennis). Graded S/U.

**Attributes:** NLIB

## **EDUC-121 Health Sci App Coaching (3)**

This 45 hour course is the second in the 3 courses sequence of requirements for NYSED interscholastic coaching certification. It is 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. Selected principles of biology, anatomy, physiology, and kinesiology related to coaching; risk minimization; mixed competition; NYSED selection and classification of athletes; age and maturity of athletes.

**Attributes:** NLIB

### **EDUC-122 Theory & Tech. of Coaching (3)**

This course will begin with an introductory phase in which the basic concepts common to all sports will be discussed. Topics will include a history of interscholastic athletics in New York State. The objectives, rules, regulations and policies of athletics, as well as performance skills, technical information, and organization and management practices will also be among the topics covered. The special training and conditioning of the athletes in specific sports, the fitting of equipment, specific safety precautions, and officiating methods will also be examined. An internship that will include practical experience as a coach in the specific sport and/or periods of observing other approved coaches will also be required.

**Attributes:** NLIB

**Prerequisites:** EDUC-120 S AND EDUC-121 S

### **EDUC-190 Field Experience I: CHED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. To support a high-quality field experience, course assignments are completed in the required 20 clock hours. This experience provides candidates with opportunities to work with students from diverse backgrounds in primary or intermediate grades who are at varying levels of development and to integrate the use of technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** MSTI-131 C AND GPA  $\geq 2.75$

### **EDUC-191 Field Experience I:ADOL (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development, to integrate theory and practice, and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** MSTI-131 C AND GPA  $\geq 2.75$

### **EDUC-192 Field Experience I: SPED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in primary grades who are at varying levels of development, to integrate theory and practice, and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** MSTI-131 N C AND GPA  $\geq 2.75$

### **EDUC-193 Field Exp I: ADOL/SWD (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development; to integrate theory and practice; and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

### **EDUC-201 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. This course includes field visits to schools and community agencies. Formerly offered as EDUC 230.

**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.

**Attributes:** NLIB

**Prerequisites:** EDUC-103 Y C-

### **EDUC-203 Field Seminar I (1)**

This seminar is taken with methods courses in the program. The purpose of the seminar is to facilitate candidates' reflections on field experience and connections across coursework. Topics include beginning differentiated instructional methods and technology. Includes 50 hours of fieldwork. Graded S/U.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-103 C AND (EDUC-315 Y C OR EDUC-316 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-103 Y C AND EDUC-202 Y C

### **EDUC-211 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 learning. 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 will begin to

acquire the skills and knowledge to understand the field of teaching and be assessed on that knowledge and on their ability to demonstrate behaviors and exhibit dispositions appropriate for a professional educator.

**Attributes:** NLIB

### **EDUC-225 Children's Literature (3)**

This course focuses on children's literature and the strategies teachers use to integrate literature into the elementary school curriculum. Candidates are introduced to issues of social justice as they relate to the evaluation, selection, and use of children's literature in a diverse classroom setting. Candidates use information technology and other resources to help identify and analyze literary elements of diverse texts and illustrations in relation to the varying perspectives and discuss the implications of these analyses for the teaching of all children. An additional focus is on the New York State Learning Standards, pedagogical and developmental topics, and literary issues. This course includes a field experience.

**Attributes:** YLIB ZCIV

**Prerequisites:** EDUC-190 Y S AND EDUC-312 Y C AND GPA  $\geq 2.75$

### **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.

**Attributes:** NLIB ZCIV

### **EDUC-227C P3 Child & Adolescent Dev (3)**

This course provides students with a look at 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.

**Attributes:** P3 YLIB

**Prerequisites:** PSYC-100C C

### **EDUC-229 Lang Acquistn&Literacy Dev (3)**

This course focuses on communication, language, and speech development, birth to grade 2, and how problems in these areas impact literacy growth for students with disabilities. The implications of cultural diversity on language development is explored. Topics include processing, storing, and retrieving of symbolic information; diagnosis; remediation of meta-linguistics difficulties, and alternative communication technology. A review of and emphasis on the NYS Learning Standards are embedded into the content of the course. This course includes a field experience.

**Attributes:** NLIB ZCIV

**Prerequisites:** EDUC-192 Y S AND MSTI-131 C AND GPA  $\geq 2.75$

### **EDUC-230 Human Exceptionalities (3)**

This is an introductory survey course for all pre-service teachers. This course focuses on the experiences of students with disability labels in school and has a strong emphasis on the examination of 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. Educational implications and interventions, including the use of technology, for teaching diverse populations are addressed. The importance of linking educational outcomes for all students to the NYS Learning Standards is introduced. This course includes a field experience.

**Attributes:** NLIB

### **EDUC-230 Human Exceptionalities (3)**

This is an introductory survey course for all pre-service teachers. This course focuses on the experiences of students with disability labels in school and has a strong emphasis on the examination of 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. Educational implications and interventions, including the use of technology, for teaching diverse populations are addressed. The importance of linking educational outcomes for all students to the NYS Learning Standards is introduced. This course includes a field experience.

**Attributes:** NLIB

### **EDUC-260 Understanding Adaptive Tech (3)**

Adaptive technological software and hardware, when applied appropriately, has the potential to reduce barriers to education for students with disabilities. This course provides candidates with the skills and knowledge to address the needs of students with disabilities in various settings, including inclusive classrooms. This course includes demonstrations and hands-on exercises, such as preparing modified lesson plans to better facilitate the inclusion of students with diverse characteristics. This course includes a field experience.

**Attributes:** NLIB

**Prerequisites:** MSTI-131 C

### **EDUC-290 Field Experience II: CHED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. To support a high-quality field experience, course assignments are completed in the required 30 clock hours. This experience provides candidates with opportunities to work with students from diverse backgrounds in primary grades who are at varying levels of development. Candidates integrate theory and practice and use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-190 S AND GPA  $\geq 2.75$

### **EDUC-291 Field Experience II: ADOL (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development. Candidates integrate theory and practice and use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-191 S AND GPA  $\geq 2.75$

### **EDUC-292 Field Experience II: SPED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development. Candidates integrate theory and practice and use technology to support learning. A certified special education teacher supervises candidates. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-192 S AND GPA  $\geq$ 2.75

### **EDUC-293 Field Exp II: ADOL/SWD (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds who are at varying levels of development; to integrate theory and practice; and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

### **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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-202 C

### **EDUC-303 Advanced Clinical Seminar (1)**

This course is a professional seminar for Childhood and Adolescence education students as they prepare for their student teaching semester. Taken during their sixth or seventh semester, and taken in conjunction with field-based methods and/or literacy courses, this one-credit seminar serves as a point of synthesis and integration for concepts being learned in coursework and field experiences. The course also serves to finalize candidates' preparation for the edTPA licensure exam, which will be completed during student teaching. Graded S/U.

**Attributes:** NLIB ZCLX

### **EDUC-312 CI&A Social Studies (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 New York State Standards in Social Studies and local curricula in order to enhance pedagogy and student learning. This course includes a field experience. Note: Registration in EDUC 312 requires successful completion of two P3 courses. Students must also enroll in EDUC 190.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-190 Y S AND GPA  $\geq$ 2.75

### **EDUC-313 CI&A Primary Literacy (3)**

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the primary classroom (grades 1-3). A key focus of this course is to help candidates address the needs of diverse learners through the use of multicultural materials and alternative and adaptive

methods, including the use of technology. This course addresses the learning needs of diverse students by integrating social justice education through critical literacy into the curriculum. Candidates demonstrate knowledge of the New York State Standards in English Language Arts in pedagogy and curriculum. This course includes a field experience.

**Attributes:** NLIB ZCIV ZCLX

**Prerequisites:** EDUC-290 Y S AND EDUC-312 C AND EDUC-350 Y C AND GPA  $\geq$ 2.75

### **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.

**Attributes:** NLIB

**Prerequisites:** EDUC-103 C AND EDUC-202 C AND EDUC-203 Y C

### **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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-202 C AND EDUC-203 Y C AND EDUC-335 Y C

### **EDUC-330 A&I Strategies: Inclusion (6)**

The course is designed to provide specific content and practice in assessment and strategies for teaching in the curricular areas for students with diverse learning needs. Emphasis is on co-teaching and models for differentiated instruction in heterogeneous classrooms. A review of assessment approaches that includes dynamic, performance, and curriculum-based assessment using a problem-solving method is covered as well as the use of technology for assessment and support of student learning. The New York State Learning Standards are used throughout the course as an informative guide.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-229 C AND GPA  $\geq$ 2.75

### **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 50-hour field placement is an integrated, fundamental component of the course.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-103 C AND EDUC-202 C

### **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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-202 C AND EDUC-203 Y C AND EDUC-316 Y C

### **EDUC-338 C, I & A - Middle School (3)**

This course focuses on curriculum, instruction, and assessment in intermediate, middle, and junior high schools. Special emphasis is given to diverse instructional strategies; interdisciplinary teaching and teaming; and middle-level curricular frameworks and goals and how they are aligned with those of elementary and high schools. 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 and replaces the specific methods courses in the EDUC 340 to 345 series.

**Attributes:** NLIB ZCLX

**Prerequisites:** ITED-228C C AND GPA  $\geq 2.75$

**Restrictions:** Including: -Major: Adolescence Education, Adolescence Education, Adolescence and Special Educ, Biology and Adolescence Educ, Chem Edu and Adolescence Edu, Chemistry and Adolescence Educ, Physics and Adolescence Educ

### **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 that 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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-303 Y C AND EDUC-335 C AND EDUC-346 Y C AND EDUC-471 Y C

### **EDUC-346 Diff C,I, and A in Lit II (3)**

This course builds on the theories, methods, and materials, introduced in EDUC 316 and has a focus on literacy instruction for a diverse classroom at the intermediate grade levels. A focus on linking the New York State Common Core Learning Standards of all curricular areas with the pedagogy of Language/Literacy and Curriculum is emphasized. This course includes a field experience.

**Attributes:** NLIB ZCLX



**Prerequisites:** EDUC-303 Y C AND EDUC-316 C AND EDUC-345 Y C AND EDUC-471 Y C

### **EDUC-350 C,I&A MST I (3)**

This course examines the relationship of national and state standards in mathematics, science, and technology to assessment and instruction, focusing on the interrelationship among curriculum, assessment, and instruction. Candidates build upon and deepen their understanding of mathematics, science, and technology concepts learned in prior MSTI classes and transfer this understanding to classroom practice in diverse settings. They learn how to create a classroom environment that encourages the constructive discourse that is part of a learner-centered/inquiry-based classroom. The course focuses on the interdisciplinary aspects of mathematics, science, and technology by requiring an interdisciplinary instructional project. Social constructivist theory and classroom implications are explored. This course includes a field experience. Permission of SoE to register.

**Attributes:** NLIB ZCLX

**Prerequisites:** (MATH-114C C OR MSTI-114C C) AND EDUC-290 Y S AND EDUC-313 Y C AND GPA  $\geq 2.75$

### **EDUC-351 C,I&A MST II (3)**

This course is a continuation of EDUC 350 which further examines and builds upon those issues as detailed in the course description for EDUC 350. This course includes a field experience.

**Attributes:** NLIB ZCLX

**Prerequisites:** (EDUC-350 C OR MSTI-350 C) AND EDUC-356 Y C AND EDUC-390 Y S AND GPA  $\geq 2.75$

### **EDUC-356 C,I&A Intermed Literacy (3)**

This course examines the nature and function of formal and informal assessment processes and literacy instruction for intermediate grade levels. This course also includes an examination of best practices for students in diverse school settings and a review of assessment strategies designed to enhance literacy instruction through the use of technology. This course builds on the theories, methods, and materials introduced in EDUC 313. A focus on linking the New York State Standards in English Language Arts in pedagogy and curriculum is emphasized. This course includes a field experience.

**Attributes:** NLIB ZCIV ZCLX

**Prerequisites:** EDUC-313 C AND EDUC-351 Y C AND EDUC-390 Y S AND GPA  $\geq 2.75$

### **EDUC-359 Content Area Lit: ADOL (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 Learning Standards. 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-193 Y S AND EDUC-338 Y C AND GPA  $\geq 2.75$

### **EDUC-360 Integrated Prac English Educ (3)**

This course is designed to give candidates opportunities to demonstrate the knowledge, skills, and dispositions of professional and effective English teachers. It explores the variety of instructional materials, teaching strategies, and evaluation practices essential to teaching diverse learners. Candidates develop both their English content and pedagogical knowledge and skills, including the use of technology to facilitate and enhance student learning. The course is accompanied by a 50-hour field experience.

**Attributes:** NLIB

**Prerequisites:** EDUC-191 S AND EDUC-291 Y S AND EDUC-338 C AND EDUC-359 C AND EDUC-418 Y C AND GPA  $\geq 2.75$

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-361 Integ Prac Foreign Lang Ed (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. 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:** NLIB

**Prerequisites:** EDUC-191 S AND EDUC-291 Y S AND EDUC-338 C AND EDUC-359 C AND EDUC-418 Y C AND GPA  $\geq 2.75$

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-362 Integ Prac Math Educ (3)**

This course focuses on helping candidates develop constructivist concepts, theories, and applications for successful teaching of diverse adolescent students. 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-191 S AND EDUC-291 Y S AND EDUC-338 C AND EDUC-359 C AND EDUC-418 Y C AND GPA  $\geq 2.75$

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-363 Integ Prac Science Educ (3)**

This course focuses on understanding how all students learn science 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 begin to 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-191 S AND EDUC-291 Y S AND EDUC-338 C AND EDUC-359 C AND EDUC-418 Y C AND GPA  $\geq 2.75$

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-364 Integ Prac Soc Studies Edu (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. 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-191 S AND EDUC-291 Y S AND EDUC-338 C AND EDUC-359 C AND EDUC-418 Y C AND GPA  $\geq 2.75$

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-371 Classroom Management (3)**

This course is designed around the importance of constructing and implementing general and individual classroom management strategies for all learners. It focuses on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it examines the causes of student misbehavior and the development of proactive, problem-solving approaches. Candidates explore instructional strategies to enhance teaching and learning for all students.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-292 S AND EDUC-330 C AND EDUC-392 Y S AND EDUC-440 Y C AND GPA  $\geq 2.75$

### **EDUC-390 Field Experience III: CHED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. EDUC 356 and EDUC/MSTI 351 are taken concurrently with the field experience. To support a high-quality field experience, course assignments are completed in the required 40 clock hours. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development and to integrate the use of technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-290 S AND GPA  $\geq 2.75$

### **EDUC-392 Field Experience III: SPED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development and to integrate the use of technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-292 S AND GPA  $\geq 2.75$

### **EDUC-393 Field Exp III: ADOL/SWD (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and

evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds who are at varying levels of development; to integrate theory and practice; and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

### **EDUC-393 Field Exp III: ADOL/SWD (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds who are at varying levels of development; to integrate theory and practice; and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

### **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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-203 C AND EDUC-303 Y C AND EDUC-315 C

### **EDUC-418 Lit Instr:MidChild&Adol (3)**

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.

**Attributes:** NLIB

**Prerequisites:** EDUC-359 C AND GPA  $\geq 2.75$

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-424 Educ for Social Justice (4)**

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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-303 Y S AND (EDUC-485 Y S OR EDUC-486 Y S)

### **EDUC-440 Collaborate for Inclusion (3)**

Teachers need to work as partners with all types of families, including those of children with disabilities, from backgrounds different from their own. This course focuses on effective programs, practices, and strategies to involve families in the educational process. Students learn how to develop positive and empowering collaborations between families, students, teachers, and other education professionals.

**Attributes:** NLIB ZCIV

**Prerequisites:** EDUC-330 C AND EDUC-371 Y C AND GPA  $\geq 2.75$

### **EDUC-450 Sem: Professional Topics (0)**

In this seminar course, students will have the opportunity to explore a variety of topics that pertain to pre-professional and professional educators. Pre-professional topics may include: preparation for NYSTCE exams, preparation for student teaching, professional expectations of student teachers, navigating the New York State Office of Teaching Initiatives website, etc. Professional topics may include: certification extensions; professional certification requirements; etc. Topics may also be student-interest generated. Beginning Spring 2012 this course carries 1 credit.

**Attributes:** NLIB

**Prerequisites:** EDUC-338 C OR EDUC-350 C AND GPA  $\geq 2.75$

**Restrictions:** Including: -Major: Adolescence Education, Adolescence & Special Educ, Childhood Education, Special Education -Class: Junior, Senior

### **EDUC-450 Sem: Professional Topics (1)**

In this seminar course, students will have the opportunity to explore a variety of topics that pertain to pre-professional and professional educators. Pre-professional topics may include: preparation for NYSTCE exams, preparation for student teaching, professional expectations of student teachers, navigating the New York State Office of Teaching Initiatives website, etc. Professional topics may include: certification extensions; professional certification requirements; etc. Topics may also be student-interest generated. Beginning Spring 2012 this course carries 1 credit.

**Attributes:** NLIB

**Prerequisites:** EDUC-338 C OR EDUC-350 C AND GPA  $\geq 2.75$

**Restrictions:** Including: -Major: Adolescence Education, Adolescence and Special Educ, Childhood Education, Special Education -Class: Junior, Senior

### **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.

**Attributes:** ZCLX

**Prerequisites:** EDUC-203 C AND EDUC-303 Y C OR EDUC-315 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

**Prerequisites:** EDUC-303 Y S OR EDUC-315 C OR EDUC-415 Y C OR 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.

**Attributes:** ZCLX

**Prerequisites:** EDUC-303 Y S OR EDUC-315 C OR EDUC-415 Y C OR 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.

**Attributes:** ZCLX

**Prerequisites:** EDUC-303 Y S OR EDUC-315 C OR EDUC-415 Y C OR 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.

**Attributes:** ZCLX

**Prerequisites:** EDUC-303 Y S OR EDUC-315 C OR EDUC-415 Y C OR EDUC-471 Y C

### **EDUC-471 Mgt in Incl Clsrm Communit (4)**

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.

**Attributes:** NLIB ZCIV

**Prerequisites:** (EDUC-303 Y C AND EDUC-345 Y C OR EDUC-346 Y C) OR (EDUC-303 Y C AND EDUC-415 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-490 Y S OR (EDUC-488 Y S AND EDUC-498 Y S) AND GPA  $\geq$  2.75

**Restrictions:** Including: -Major: Childhood Education -Class: Junior, Senior

### **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.

**Attributes:** NLIB

**Prerequisites:** (EDUC-489 Y S AND EDUC-499 Y S) OR EDUC-491 Y S AND GPA  $\geq$  2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-488 Childhood Student Teach (6)**

The candidate spends seven weeks in a classroom setting (grades 1 to 6) planning, implementing, and reflecting on instruction and utilizing classroom management strategies while exhibiting sensitivity to student behaviors and individual differences. This placement is the Childhood student teaching experience for those seeking dual certification in Childhood and Special Education. A Special Education student teaching experience must also be completed. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND EDUC-351 C AND EDUC-356 C AND EDUC-392 S AND EDUC-485 Y S AND EDUC-498 Y S AND GPA  $\geq$  2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-489 Adolescence Student Teach (6)**

The candidate spends fourteen weeks in a classroom setting (grades 7 to 12) planning, implementing, and

reflecting on instruction and utilizing classroom management strategies while exhibiting sensitivity to student behaviors and individual differences. This placement is the Adolescence student teaching experience for those seeking dual certification in Adolescence and Special Education. A Special Education student teaching experience must also be completed. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND EDUC-291 S AND (EDUC-360 C OR EDUC-361 C OR EDUC-362 C OR EDUC-363 C OR EDUC-364 C) AND EDUC-486 Y S AND EDUC-499 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Major: Adolescence Education, Adolescence and Special Educ, Biology and Adolescence Educ, Chemical Education, Inclusive Adolescence Educ, Physics and Adolescenc Educ, Special Education -Class: Junior, Senior

### **EDUC-490 Student Teaching:CHED (12)**

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate: proficiencies that support learning by all students; skills for working with colleagues, parents and families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. One of the seven-week placements must be in a high-needs school. Department approval required for registration in this course. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND (EDUC-351 C OR MSTI-351 C) AND EDUC-356 C AND EDUC-390 S AND EDUC-485 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-491 Student Teaching:ADOL (12)**

Student teaching is the culminating practical experience of the program. Candidates develop their knowledge, skills, and dispositions gained in courses, field experiences, and working with diverse students. They have the opportunity to develop curricular materials, plan lessons, teach in ways that are culturally relevant, integrate technology to support student learning, and assess learning effectively. Candidates are expected to demonstrate: proficiencies that support learning by all students and skills for working with colleagues, parents and families, and communities. Student teaching consists of 14 weeks of full-time work in local schools. One of the seven-week placements must be in a high-needs school. Department approval required for registration in this course. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND EDUC-291 S AND (EDUC-360 C OR EDUC-361 C OR EDUC-362 C OR EDUC-363 C OR EDUC-364 C) AND EDUC-418 C AND EDUC-486 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **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.



**Attributes:** NLIB

### **EDUC-498 SPED Student Teach 1-6 (6)**

The candidate spends seven weeks in a special education classroom setting (grades 1 to 6) planning, implementing, and reflecting on instruction and utilizing classroom management strategies while exhibiting sensitivity to student behaviors and individual differences. This placement is the Special Education student teaching experience for those seeking dual certification in Childhood and Special Education. A Childhood Education student teaching experience must also be completed. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND EDUC-371 C AND EDUC-392 S AND EDUC-440 C AND EDUC-485 Y S AND EDUC-488 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-499 SPED Student Teach 7-12 (6)**

The candidate spends seven weeks in a classroom setting (grades 7 to 12) planning, implementing, and reflecting on instruction and utilizing classroom management strategies while exhibiting sensitivity to student behaviors and individual differences. This placement is the Special Education student teaching experience for those seeking dual certification in Adolescence and Special Education. An Adolescence Education student teaching experience must also be completed. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND EDUC-371 C AND EDUC-440 C AND EDUC-486 Y S AND EDUC-489 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Major: Adolescence Education, Adolescence and Special Educ, Biology and Adolescence Educ, Chemical Education, Physics and Adolescenc Educ -Class: Junior, Senior

## **Courses**

### **ITED-210 Amer Cultural Institutions (3)**

This course concentrates on how major historical, philosophical, sociological, and political trends in American history have influenced and shaped dominant ideology and major cultural institutions (government, religion, education) in the U.S. and how they, in turn, have impacted individuals and groups. Special emphasis is placed on the historical and current struggle for social justice and equal opportunity by groups who have been historically oppressed and marginalized.

**Attributes:** 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.

**Attributes:** P3 YLIB ZCIV

**Prerequisites:** PSYC-100C D-

### **ITED-422P Diversity in American Soc (3)**

This course is designed to broaden students' understanding of diversity and social justice and how these concepts relate to society, tradition, and conventional wisdom. Particular emphasis will be placed on the following: developing cross-cultural skills and understandings; understanding the importance of changing and competing interpretations of world events; understanding how citizenship includes the exercise of personal responsibilities; and the historical, social, political, and educational contexts of diversity in American society.

**Attributes:** YLIB ZCIV

**Prerequisites:** GPA  $\geq$  2.75

# Inclusive Childhood Education

## Overview

### Program Overview

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 SoE/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), Students with Disabilities (1–6), and Middle School Extension in the content area (7–9). Teacher candidates who major in Inclusive Childhood Education must also complete a second major in a content area. Content areas include English (Literature), French, Spanish, Mathematics (Statistics major) and Social Studies (American Studies or History major). The second major may require candidates to complete more than the minimum 120 credits required for degree completion. If a student chooses a second liberal arts major other than one of these six, the student must meet with the chairman of the Department of Undergraduate Inclusive Education to review options. The 55-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.

## Program Requirements

### Inclusive Childhood Education Major Requirements

**Note:** Candidates must earn a grade of “C” or higher in each of the following courses required for certification in order to move to the next course. Courses in which the candidate has earned a grade lower than a “C” must be repeated.

Foundations Sequence		
EDUC 201	Schools, Ability and Learning	(3)
EDUC 211	Historical and Philosophical Foundations of Education	(3)
EDUC 103	Foundational Seminar in Education	(1)
EDUC 202	Introduction to Differentiated Curriculum, Instruction, and Assessment	(3)
EDUC 204	Educational Technology	(3)
EDUC/PSYC 227	P3 Child and Adolescent Development	(3)
Methods I		
EDUC 226	Foundations of Language and Literacy	(3)
EDUC 333*	Differentiated Curriculum, Instruction and Assessment in the Middle School	(3)
Methods II		

EDUC 203	Field Seminar I	(1)
EDUC 302	Differentiated Curriculum, Instruction, and Assessment in Social Studies	(3)
EDUC 316	Differentiated Curriculum, Instruction, and Assessment in Literacy I	(3)
EDUC 335	Differentiated Curriculum, Instruction, and Assessment in Science, Technology, Engineering, and Mathematics	(3)
<b>Methods III</b>		
EDUC 303	Advanced Clinical Seminar	(1)
EDUC 345	Differentiated Curriculum, Instruction, and Assessment in Mathematics	(3)
EDUC 346	Differentiated Curriculum, Instruction, and Assessment in Literacy II	(3)
EDUC 471	Management in Inclusive, Collaborative Classroom Communities	(4)
<b>Student Teaching</b>		
EDUC 424	Education for Social Justice	(3)
EDUC 101	Issues in Student Health and Safety	(0)
EDUC 485	Student Teaching Seminar: Childhood	(1)
EDUC 488	Student Teaching: Childhood	(4)
EDUC 498	Student Teaching: SPED	(4)
<b>Total</b>		<b>(55)</b>

*\*The required course for Middle School Extension — EDUC 333 — is included in this program. If after consultation with an Education Advisor, it is determined that this course should not be part of the student's program, the Department may waive the requirement for completion of the major. The student would not however, earn the Middle School Extension Certification in the content area.*

**For students majoring in Inclusive Childhood Education, all of the above credit bearing courses are used in the determination of the grade point average in the major.**

## **Content Area Major Requirements**

Inclusive Childhood Education majors are required to have a second major in a content area. For those students seeking the Middle School Extension certification, content area majors are English (Literature), French, Spanish, Mathematics (major in Statistics) and Social Studies (major in either American Studies or History). If a student chooses a second liberal arts major other than one of these six, the student must meet with the chairman of the Department of Undergraduate Inclusive Education to review options. Please refer to individual majors' catalog pages for requirements.

## **Liberal Arts Content Requirements For New York State: Childhood Certification**

Candidates should check with their Education advisors in choosing appropriate courses. Many of the courses for this Content Core may also fulfill requirements of the College Core. Students should consult [Core Requirements](#) for a full description of the College's Core.

**All courses taken to meet the requirements of the Content Core, whether completed at Fisher or accepted in transfer, must be completed with a minimum grade of “C.”**

<b>English Language Arts</b>		
English Language Arts electives		(6)
<b>Social Studies</b>		
Perspectives 3 (P3) College Core courses from two different disciplines		(6)
<b>Mathematics and Science</b>		
MSTI/MATH 114C	P4 Mathematical Explorations I <b>–AND–</b>	(3)
CHEM 214C	P4 Biochemical Systems	(3)
<b>Mathematics and Science</b>		
MSTI/MATH 115C	P4 Mathematical Explorations II <b>–AND–</b>	(3)
MSTI 215C	SQ Dynamics of the Physical World	(3)
<b>Language Other Than English</b>		
Two-course sequence in the same language		(6-8)
<p><b>Note:</b> <i>Inclusive Childhood Education students are required to take at least two sequential college-level courses of the same language other than English. Two courses in American Sign Language fulfill this requirement, as well as meet the Perspectives 5 area of the College Core.</i></p>		
<b>The Arts</b>		
Perspectives 1 (P1) College Core course		(3)
<b>Career Development and Occupational Studies</b>		
Choose one:	ITDY 101 Freshman Seminar <b>–OR–</b>	(1)
	ITDY 109 Career Exploration and Planning	
<b>Health, Physical Education, Family, and Consumer Sciences</b>		
EDUC 101	Issues in Health and Student Safety <b>–AND–</b>	(0)
ITDY 110	Fitness for Life	(1)
<b>Total</b>		<b>(35-37)</b>

## **Qualification for New York State Initial Certification in Childhood Grades 1–6, Students with Disabilities Grades 1–6, and Middle School Extension in the Content Area Grades 7–9**

Candidates in Inclusive Childhood Education (grades 1–6) must successfully complete the following:

- Bachelor's degree 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 in a content area: American Studies, History, English (Literature), French, Spanish or Statistics
- Education Core: 55 credits in teacher preparation courses.
- At least 150 hours of field experiences prior to student teaching.
- Student Teaching Experience (14 weeks).
- New York State Teacher Certification Examinations: edTPA, ALST, EAS, and the Content Specialty test for each certification area.
- Fingerprint clearance.
- Child Abuse and School Violence Intervention and Prevention Workshops.

### Recommended Progression

## B.S. Inclusive Childhood Education (with Fall Semester Student Teaching)

*Recommended progression of courses **required** for the **B.S. Inclusive Childhood Education major**. Students must also complete a second major, New York State Liberal Arts Content Requirements, and the College's Core Requirements. Students should consult [Core Requirements](#) for a complete description of the College's Core.*

	FALL	SPRING
FR		EDUC 201 (3) EDUC 211 (3) EDUC/PSYC 227C (3)
SO	EDUC 103 (1) EDUC 202 (3) EDUC 204 (3)	EDUC 226 (3) EDUC 333 (3)
JR	EDUC 203 (1) EDUC 302 (3) EDUC 316 (3) EDUC 335 (3)	EDUC 303 (1) EDUC 345 (3) EDUC 346 (3) EDUC 471 (4)
SR	EDUC 424 (3) EDUC 101 (0) EDUC 385 (1) EDUC 488 (4) EDUC 498 (4)	

## B.S. Inclusive Childhood Education (with Spring Semester Student Teaching)

*Recommended progression of courses **required** for the **B.S. Inclusive Childhood Education major**. Students must also complete a second major, New York State Liberal Arts Content Requirements, and the College's Core Requirements. Students should consult [Core Requirements](#) for a complete description of the College's Core.*

	FALL	SPRING
FR		EDUC 201 (3) EDUC 211 (3)
SO	EDUC 103 (1) EDUC 202 (3) EDUC 204 (3)	EDUC/PSYC 227C (3)
JR	EDUC 226 (3) EDUC 333 (3)	EDUC 203 (1) EDUC 302 (3) EDUC 316 (3) EDUC 335 (3)
SR	EDUC 303 (1) EDUC 345 (3) EDUC 346 (3) EDUC 471 (4)	EDUC 424 (3) EDUC 101 (0) EDUC 485 (1) EDUC 488 (4) EDUC 498 (4)

## Courses

### **EDUC-101 Issues in Health & Safety (0)**

This multisection course fulfills the New York State requirement that school professionals applying for initial certification must complete. The following trainings are required: preventing abuse of alcohol, tobacco, or other drugs (Drug and Alcohol Awareness for Educators), violence prevention (Schools Against Violence Prevention Training), issues related to missing and sexually exploited children (National Center for Missing and Exploited Children, NCMEC), recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment Training), and training on the social patterns of harassment, bullying and discrimination (Dignity for All Students Act (DASA) (A six-hour training) . Each of the trainings are two-hours in length unless otherwise noted. Graded S/U .

**Attributes:** NLIB

**Prerequisites:** EDUC-485 Y S OR EDUC-486 Y S

**Restrictions:** Including: -Level: Undergraduate

### **EDUC-103 Foundational Seminar in Ed (1)**

This seminar is taken with two foundational courses in the program. The purpose of the seminar is to facilitate candidates' reflections on field experience and connections across coursework. Topics include foundational issues of meeting the needs of all students in inclusive classrooms in the context of the school system. Includes 50 hours of fieldwork.

**Attributes:** NLIB ZCLX

**Prerequisites:** (EDUC-201 C OR EDUC-211 C) AND EDUC-202 Y C

### **EDUC-103 Foundational Seminar in Ed (1)**

This seminar is taken with two foundational courses in the program. The purpose of the seminar is to facilitate candidates' reflections on field experience and connections across coursework. Topics include foundational issues of meeting the needs of all students in inclusive classrooms in the context of the school system. Includes 50 hours of fieldwork.

**Attributes:** NLIB ZCLX

**Prerequisites:** (EDUC-201 C OR EDUC-211 C) AND EDUC-202 Y C

### **EDUC-120 P P & O of Athletics in Ed (3)**

This is the first of three required courses that lead to intercollegiate coaching certification in New York State. The course covers basic philosophy and principles as integral parts of physical education and general education; state, local and national regulations and policies related to athletics; legal considerations' function and organization of leagues and athletic associations in New York State; personal standards for the responsibilities of the coach as an educational leader; public relations; general safety procedures' general principles of school budgets, records, purchasing and use of facilities. (Note: This is the only course required for coaches of non-contact/non-strenuous sports: bowling, golf, archery, shuffleboard, table tennis). Graded S/U.

**Attributes:** NLIB

### **EDUC-121 Health Sci App Coaching (3)**

This 45 hour course is the second in the 3 courses sequence of requirements for NYSED interscholastic coaching certification. It is 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. Selected principles of biology, anatomy, physiology, and kinesiology related to coaching; risk minimization; mixed competition; NYSED selection and classification of athletes; age and maturity of athletes.

**Attributes:** NLIB

### **EDUC-122 Theory & Tech. of Coaching (3)**

This course will begin with an introductory phase in which the basic concepts common to all sports will be discussed. Topics will include a history of interscholastic athletics in New York State. The objectives, rules, regulations and policies of athletics, as well as performance skills, technical information, and organization and management practices will also be among the topics covered. The special training and conditioning of the athletes in specific sports, the fitting of equipment, specific safety precautions, and officiating methods will also be examined. An internship that will include practical experience as a coach in the specific sport and/or periods of observing other approved coaches will also be required.

**Attributes:** NLIB

**Prerequisites:** EDUC-120 S AND EDUC-121 S

### **EDUC-190 Field Experience I: CHED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. To support a high-quality field experience, course assignments are completed in the required 20 clock hours. This experience provides candidates with opportunities to work with students from diverse backgrounds in primary or intermediate grades who are at varying levels of development and to integrate the use of technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** MSTI-131 C AND GPA  $\geq 2.75$

### **EDUC-191 Field Experience I:ADOL (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development, to integrate theory and practice, and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.



**Attributes:** NLIB

**Prerequisites:** MSTI-131 C AND GPA >=2.75

### **EDUC-192 Field Experience I: SPED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in primary grades who are at varying levels of development, to integrate theory and practice, and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** MSTI-131 N C AND GPA >=2.75

### **EDUC-193 Field Exp I: ADOL/SWD (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development; to integrate theory and practice; and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

### **EDUC-201 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. This course includes field visits to schools and community agencies. Formerly offered as EDUC 230.

**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.

**Attributes:** NLIB

**Prerequisites:** EDUC-103 Y C-

### **EDUC-203 Field Seminar I (1)**

This seminar is taken with methods courses in the program. The purpose of the seminar is to facilitate candidates' reflections on field experience and connections across coursework. Topics include beginning differentiated instructional methods and technology. Includes 50 hours of fieldwork. Graded S/U.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-103 C AND (EDUC-315 Y C OR EDUC-316 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-103 Y C AND EDUC-202 Y C

### **EDUC-211 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 learning. 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 will begin to acquire the skills and knowledge to understand the field of teaching and be assessed on that knowledge and on their ability to demonstrate behaviors and exhibit dispositions appropriate for a professional educator.

**Attributes:** NLIB

### **EDUC-225 Children's Literature (3)**

This course focuses on children's literature and the strategies teachers use to integrate literature into the elementary school curriculum. Candidates are introduced to issues of social justice as they relate to the evaluation, selection, and use of children's literature in a diverse classroom setting. Candidates use information technology and other resources to help identify and analyze literary elements of diverse texts and illustrations in relation to the varying perspectives and discuss the implications of these analyses for the teaching of all children. An additional focus is on the New York State Learning Standards, pedagogical and developmental topics, and literary issues. This course includes a field experience.

**Attributes:** YLIB ZCIV

**Prerequisites:** EDUC-190 Y S AND EDUC-312 Y C AND GPA  $\geq 2.75$

### **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.

**Attributes:** NLIB ZCIV

### **EDUC-227C P3 Child & Adolescent Dev (3)**

This course provides students with a look at 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.

**Attributes:** P3 YLIB

**Prerequisites:** PSYC-100C C

### **EDUC-229 Lang Acquistn&Literacy Dev (3)**

This course focuses on communication, language, and speech development, birth to grade 2, and how problems in these areas impact literacy growth for students with disabilities. The implications of cultural diversity on language development is explored. Topics include processing, storing, and retrieving of symbolic information; diagnosis; remediation of meta-linguistics difficulties, and alternative communication technology. A review of and emphasis on the NYS Learning Standards are embedded into the content of the course. This course includes a field experience.

**Attributes:** NLIB ZCIV

**Prerequisites:** EDUC-192 Y S AND MSTI-131 C AND GPA >=2.75

### **EDUC-230 Human Exceptionalities (3)**

This is an introductory survey course for all pre-service teachers. This course focuses on the experiences of students with disability labels in school and has a strong emphasis on the examination of 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. Educational implications and interventions, including the use of technology, for teaching diverse populations are addressed. The importance of linking educational outcomes for all students to the NYS Learning Standards is introduced. This course includes a field experience.

**Attributes:** NLIB

### **EDUC-230 Human Exceptionalities (3)**

This is an introductory survey course for all pre-service teachers. This course focuses on the experiences of students with disability labels in school and has a strong emphasis on the examination of 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. Educational implications and interventions, including the use of technology, for teaching diverse populations are addressed. The importance of linking educational outcomes for all students to the NYS Learning Standards is introduced. This course includes a field experience.

**Attributes:** NLIB

### **EDUC-260 Understanding Adaptive Tech (3)**

Adaptive technological software and hardware, when applied appropriately, has the potential to reduce barriers to education for students with disabilities. This course provides candidates with the skills and knowledge to address the needs of students with disabilities in various settings, including inclusive classrooms. This course includes demonstrations and hands-on exercises, such as preparing modified lesson plans to better facilitate the inclusion of students with diverse characteristics. This course includes a field experience.

**Attributes:** NLIB

**Prerequisites:** MSTI-131 C

### **EDUC-290 Field Experience II: CHED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. To support a high-quality field experience, course assignments are completed in the required 30 clock hours. This experience provides candidates with opportunities to work with students from diverse backgrounds in primary grades who are at varying levels of development. Candidates integrate theory and practice and use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-190 S AND GPA  $\geq$ 2.75

### **EDUC-291 Field Experience II: ADOL (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development. Candidates integrate theory and practice and use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-191 S AND GPA  $\geq$ 2.75

### **EDUC-292 Field Experience II: SPED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development. Candidates integrate theory and practice and use technology to support learning. A certified special education teacher supervises candidates. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-192 S AND GPA  $\geq$ 2.75

### **EDUC-293 Field Exp II: ADOL/SWD (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds who are at varying levels of development; to integrate theory and practice; and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

### **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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-202 C

### **EDUC-303 Advanced Clinical Seminar (1)**

This course is a professional seminar for Childhood and Adolescence education students as they prepare for their student teaching semester. Taken during their sixth or seventh semester, and taken in conjunction with field-based methods and/or literacy courses, this one-credit seminar serves as a point of synthesis and integration for concepts being learned in coursework and field experiences. The course also serves to finalize candidates' preparation for the edTPA licensure exam, which will be completed during student teaching. Graded S/U.

**Attributes:** NLIB ZCLX

### **EDUC-312 CI&A Social Studies (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 New York State Standards in Social Studies and local curricula in order to enhance pedagogy and student learning. This course includes a field experience. Note: Registration in EDUC 312 requires successful completion of two P3 courses. Students must also enroll in EDUC 190.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-190 Y S AND GPA  $\geq$ 2.75

### **EDUC-313 CI&A Primary Literacy (3)**

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the primary classroom (grades 1-3). A key focus of this course is to help candidates address the needs of diverse learners through the use of multicultural materials and alternative and adaptive methods, including the use of technology. This course addresses the learning needs of diverse students by integrating social justice education through critical literacy into the curriculum. Candidates demonstrate knowledge of the New York State Standards in English Language Arts in pedagogy and curriculum. This course includes a field experience.

**Attributes:** NLIB ZCIV ZCLX

**Prerequisites:** EDUC-290 Y S AND EDUC-312 C AND EDUC-350 Y C AND GPA  $\geq$ 2.75

### **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.

**Attributes:** NLIB

**Prerequisites:** EDUC-103 C AND EDUC-202 C AND EDUC-203 Y C

### **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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-202 C AND EDUC-203 Y C AND EDUC-335 Y C

### **EDUC-330 A&I Strategies: Inclusion (6)**

The course is designed to provide specific content and practice in assessment and strategies for teaching in the curricular areas for students with diverse learning needs. Emphasis is on co-teaching and models for differentiated instruction in heterogeneous classrooms. A review of assessment approaches that includes dynamic, performance, and curriculum-based assessment using a problem-solving method is covered as well as the use of technology for assessment and support of student learning. The New York State Learning Standards are used throughout the course as an informative guide.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-229 C AND GPA  $\geq$ 2.75

### **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 50-hour field placement is an integrated, fundamental component of the course.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-103 C AND EDUC-202 C

### **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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-202 C AND EDUC-203 Y C AND EDUC-316 Y C

### **EDUC-338 C, I & A - Middle School (3)**

This course focuses on curriculum, instruction, and assessment in intermediate, middle, and junior high schools. Special emphasis is given to diverse instructional strategies; interdisciplinary teaching and teaming; and middle-level curricular frameworks and goals and how they are aligned with those of elementary and high schools. 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 and replaces the specific methods courses in the EDUC 340 to 345 series.

**Attributes:** NLIB ZCLX

**Prerequisites:** ITED-228C C AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Major: Adolescence Education, Adolescence Education, Adolescence and Special Educ, Biology and Adolescence Educ, Chem Edu and Adolescence Edu, Chemistry and Adolescence Educ, Physics and Adolescence Educ

### **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 that 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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-303 Y C AND EDUC-335 C AND EDUC-346 Y C AND EDUC-471 Y C

### **EDUC-346 Diff C,I, and A in Lit II (3)**

This course builds on the theories, methods, and materials, introduced in EDUC 316 and has a focus on literacy instruction for a diverse classroom at the intermediate grade levels. A focus on linking the New York State Common Core Learning Standards of all curricular areas with the pedagogy of Language/Literacy and Curriculum is emphasized. This course includes a field experience.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-303 Y C AND EDUC-316 C AND EDUC-345 Y C AND EDUC-471 Y C

### **EDUC-350 C,I&A MST I (3)**

This course examines the relationship of national and state standards in mathematics, science, and technology to assessment and instruction, focusing on the interrelationship among curriculum, assessment, and instruction. Candidates build upon and deepen their understanding of mathematics, science, and technology concepts learned in prior MSTI classes and transfer this understanding to classroom practice in diverse settings. They learn how to create a classroom environment that encourages the constructive discourse that is part of a learner-centered/inquiry-based classroom. The course focuses on the interdisciplinary aspects of mathematics, science, and technology by requiring an interdisciplinary instructional project. Social constructivist theory and classroom implications are explored. This course includes a field experience. Permission of SoE to register.

**Attributes:** NLIB ZCLX

**Prerequisites:** (MATH-114C C OR MSTI-114C C) AND EDUC-290 Y S AND EDUC-313 Y C AND GPA  $\geq 2.75$

### **EDUC-351 C,I&A MST II (3)**

This course is a continuation of EDUC 350 which further examines and builds upon those issues as detailed in the course description for EDUC 350. This course includes a field experience.

**Attributes:** NLIB ZCLX

**Prerequisites:** (EDUC-350 C OR MSTI-350 C) AND EDUC-356 Y C AND EDUC-390 Y S AND GPA  $\geq 2.75$

### **EDUC-356 C,I&A Intermed Literacy (3)**

This course examines the nature and function of formal and informal assessment processes and literacy instruction for intermediate grade levels. This course also includes an examination of best practices for students in diverse school settings and a review of assessment strategies designed to enhance literacy instruction through the use of technology. This course builds on the theories, methods, and materials introduced in EDUC 313. A focus on linking the New York State Standards in English Language Arts in pedagogy and curriculum is emphasized. This course includes a field experience.

**Attributes:** NLIB ZCIV ZCLX

**Prerequisites:** EDUC-313 C AND EDUC-351 Y C AND EDUC-390 Y S AND GPA  $\geq$ 2.75

### **EDUC-359 Content Area Lit: ADOL (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 Learning Standards. 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-193 Y S AND EDUC-338 Y C AND GPA  $\geq$ 2.75

### **EDUC-360 Integrated Prac English Educ (3)**

This course is designed to give candidates opportunities to demonstrate the knowledge, skills, and dispositions of professional and effective English teachers. It explores the variety of instructional materials, teaching strategies, and evaluation practices essential to teaching diverse learners. Candidates develop both their English content and pedagogical knowledge and skills, including the use of technology to facilitate and enhance student learning. The course is accompanied by a 50-hour field experience.

**Attributes:** NLIB

**Prerequisites:** EDUC-191 S AND EDUC-291 Y S AND EDUC-338 C AND EDUC-359 C AND EDUC-418 Y C AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-361 Integ Prac Foreign Lang Ed (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. 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:** NLIB

**Prerequisites:** EDUC-191 S AND EDUC-291 Y S AND EDUC-338 C AND EDUC-359 C AND EDUC-418 Y C AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-362 Integ Prac Math Educ (3)**

This course focuses on helping candidates develop constructivist concepts, theories, and applications for successful teaching of diverse adolescent students. 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-191 S AND EDUC-291 Y S AND EDUC-338 C AND EDUC-359 C AND EDUC-



418 Y C AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-363 Integ Prac Science Educ (3)**

This course focuses on understanding how all students learn science 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 begin to 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-191 S AND EDUC-291 Y S AND EDUC-338 C AND EDUC-359 C AND EDUC-418 Y C AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-364 Integ Prac Soc Studies Edu (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. 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-191 S AND EDUC-291 Y S AND EDUC-338 C AND EDUC-359 C AND EDUC-418 Y C AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-371 Classroom Management (3)**

This course is designed around the importance of constructing and implementing general and individual classroom management strategies for all learners. It focuses on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it examines the causes of student misbehavior and the development of proactive, problem-solving approaches. Candidates explore instructional strategies to enhance teaching and learning for all students.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-292 S AND EDUC-330 C AND EDUC-392 Y S AND EDUC-440 Y C AND GPA  $\geq$ 2.75

### **EDUC-390 Field Experience III: CHED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. EDUC 356 and EDUC/MSTI 351 are taken concurrently with the field experience. To support a high-quality field experience, course assignments are completed in the required 40 clock hours. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development and to integrate the use of

technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-290 S AND GPA  $\geq 2.75$

### **EDUC-392 Field Experience III: SPED (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds in intermediate grades who are at varying levels of development and to integrate the use of technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-292 S AND GPA  $\geq 2.75$

### **EDUC-393 Field Exp III: ADOL/SWD (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds who are at varying levels of development; to integrate theory and practice; and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

### **EDUC-393 Field Exp III: ADOL/SWD (0)**

This field experience provides candidates with opportunities to explore and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of classroom settings and evaluate their impact on learning. This experience provides candidates with opportunities to work with students from diverse backgrounds who are at varying levels of development; to integrate theory and practice; and to use technology to support learning. A certified teacher supervises candidates during this experience. Graded S/U.

**Attributes:** NLIB

### **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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-203 C AND EDUC-303 Y C AND EDUC-315 C

### **EDUC-418 Lit Instr:MidChild&Adol (3)**

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.

**Attributes:** NLIB

**Prerequisites:** EDUC-359 C AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-424 Educ for Social Justice (4)**

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.

**Attributes:** NLIB ZCLX

**Prerequisites:** EDUC-303 Y S AND (EDUC-485 Y S OR EDUC-486 Y S)

### **EDUC-440 Collaborate for Inclusion (3)**

Teachers need to work as partners with all types of families, including those of children with disabilities, from backgrounds different from their own. This course focuses on effective programs, practices, and strategies to involve families in the educational process. Students learn how to develop positive and empowering collaborations between families, students, teachers, and other education professionals.

**Attributes:** NLIB ZCIV

**Prerequisites:** EDUC-330 C AND EDUC-371 Y C AND GPA  $\geq$ 2.75

### **EDUC-450 Sem: Professional Topics (0)**

In this seminar course, students will have the opportunity to explore a variety of topics that pertain to pre-professional and professional educators. Pre-professional topics may include: preparation for NYSTCE exams, preparation for student teaching, professional expectations of student teachers, navigating the New York State Office of Teaching Initiatives website, etc. Professional topics may include: certification extensions; professional certification requirements; etc. Topics may also be student-interest generated. Beginning Spring 2012 this course carries 1 credit.

**Attributes:** NLIB

**Prerequisites:** EDUC-338 C OR EDUC-350 C AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Major: Adolescence Education, Adolescence & Special Educ, Childhood Education, Special Education -Class: Junior, Senior

### **EDUC-450 Sem: Professional Topics (1)**

In this seminar course, students will have the opportunity to explore a variety of topics that pertain to pre-professional and professional educators. Pre-professional topics may include: preparation for NYSTCE exams, preparation for student teaching, professional expectations of student teachers, navigating the New York State Office of Teaching Initiatives website, etc. Professional topics may include: certification extensions; professional certification requirements; etc. Topics may also be student-interest generated. Beginning Spring 2012 this course carries 1 credit.

**Attributes:** NLIB

**Prerequisites:** EDUC-338 C OR EDUC-350 C AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Major: Adolescence Education, Adolescence and Special Educ, Childhood Education, Special Education -Class: Junior, Senior

**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.

**Attributes:** ZCLX

**Prerequisites:** EDUC-203 C AND EDUC-303 Y C OR EDUC-315 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

**Prerequisites:** EDUC-303 Y S OR EDUC-315 C OR EDUC-415 Y C OR 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.

**Attributes:** ZCLX

**Prerequisites:** EDUC-303 Y S OR EDUC-315 C OR EDUC-415 Y C OR 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.

**Attributes:** ZCLX

**Prerequisites:** EDUC-303 Y S OR EDUC-315 C OR EDUC-415 Y C OR 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.

**Attributes:** ZCLX

**Prerequisites:** EDUC-303 Y S OR EDUC-315 C OR EDUC-415 Y C OR EDUC-471 Y C

### **EDUC-471 Mgt in Incl Clsrm Communit (4)**

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.

**Attributes:** NLIB ZCIV

**Prerequisites:** (EDUC-303 Y C AND EDUC-345 Y C OR EDUC-346 Y C) OR (EDUC-303 Y C AND EDUC-415 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.

**Attributes:** NLIB

**Prerequisites:** EDUC-490 Y S OR (EDUC-488 Y S AND EDUC-498 Y S) AND GPA  $\geq 2.75$

**Restrictions:** Including: -Major: Childhood Education -Class: Junior, Senior

### **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.

**Attributes:** NLIB

**Prerequisites:** (EDUC-489 Y S AND EDUC-499 Y S) OR EDUC-491 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-488 Childhood Student Teach (6)**

The candidate spends seven weeks in a classroom setting (grades 1 to 6) planning, implementing, and reflecting on instruction and utilizing classroom management strategies while exhibiting sensitivity to student behaviors and individual differences. This placement is the Childhood student teaching experience for those seeking dual certification in Childhood and Special Education. A Special Education student teaching experience must also be completed. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND EDUC-351 C AND EDUC-356 C AND EDUC-392 S AND EDUC-485 Y S AND EDUC-498 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-489 Adolescence Student Teach (6)**

The candidate spends fourteen weeks in a classroom setting (grades 7 to 12) planning, implementing, and reflecting on instruction and utilizing classroom management strategies while exhibiting sensitivity to student behaviors and individual differences. This placement is the Adolescence student teaching experience for those seeking dual certification in Adolescence and Special Education. A Special Education student teaching experience must also be completed. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND EDUC-291 S AND (EDUC-360 C OR EDUC-361 C OR EDUC-362 C OR EDUC-363 C OR EDUC-364 C) AND EDUC-486 Y S AND EDUC-499 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Major: Adolescence Education, Adolescence and Special Educ, Biology and Adolescence Educ, Chemical Education, Inclusive Adolescence Educ, Physics and Adolescenc Educ, Special Education -Class: Junior, Senior

### **EDUC-490 Student Teaching:CHED (12)**

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate: proficiencies that support learning by all students; skills for working with colleagues, parents and families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. One of the seven-week placements must be in a high-needs school. Department approval required for registration in this course. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND (EDUC-351 C OR MSTI-351 C) AND EDUC-356 C AND EDUC-390 S AND EDUC-485 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-491 Student Teaching:ADOL (12)**

Student teaching is the culminating practical experience of the program. Candidates develop their knowledge, skills, and dispositions gained in courses, field experiences, and working with diverse students. They have the opportunity to develop curricular materials, plan lessons, teach in ways that are culturally relevant, integrate technology to support student learning, and assess learning effectively.

Candidates are expected to demonstrate: proficiencies that support learning by all students and skills for working with colleagues, parents and families, and communities. Student teaching consists of 14 weeks of full-time work in local schools. One of the seven-week placements must be in a high-needs school. Department approval required for registration in this course. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND EDUC-291 S AND (EDUC-360 C OR EDUC-361 C OR EDUC-362 C OR EDUC-363 C OR EDUC-364 C) AND EDUC-418 C AND EDUC-486 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **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.

**Attributes:** NLIB

### **EDUC-498 SPED Student Teach 1-6 (6)**

The candidate spends seven weeks in a special education classroom setting (grades 1 to 6) planning, implementing, and reflecting on instruction and utilizing classroom management strategies while exhibiting sensitivity to student behaviors and individual differences. This placement is the Special Education student teaching experience for those seeking dual certification in Childhood and Special Education. A Childhood Education student teaching experience must also be completed. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND EDUC-371 C AND EDUC-392 S AND EDUC-440 C AND EDUC-485 Y S AND EDUC-488 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Class: Junior, Senior

### **EDUC-499 SPED Student Teach 7-12 (6)**

The candidate spends seven weeks in a classroom setting (grades 7 to 12) planning, implementing, and reflecting on instruction and utilizing classroom management strategies while exhibiting sensitivity to student behaviors and individual differences. This placement is the Special Education student teaching experience for those seeking dual certification in Adolescence and Special Education. An Adolescence Education student teaching experience must also be completed. Graded S/U.

**Attributes:** NLIB

**Prerequisites:** EDUC-101 Y S AND EDUC-371 C AND EDUC-440 C AND EDUC-486 Y S AND EDUC-489 Y S AND GPA  $\geq$ 2.75

**Restrictions:** Including: -Major: Adolescence Education, Adolescence and Special Educ, Biology and Adolescence Educ, Chemical Education, Physics and Adolescenc Educ -Class: Junior, Senior

## **Courses**

### **ITED-210 Amer Cultural Institutions (3)**

This course concentrates on how major historical, philosophical, sociological, and political trends in

American history have influenced and shaped dominant ideology and major cultural institutions (government, religion, education) in the U.S. and how they, in turn, have impacted individuals and groups. Special emphasis is placed on the historical and current struggle for social justice and equal opportunity by groups who have been historically oppressed and marginalized.

**Attributes:** 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.

**Attributes:** P3 YLIB ZCIV

**Prerequisites:** PSYC-100C D-

### **ITED-422P Diversity in American Soc (3)**

This course is designed to broaden students' understanding of diversity and social justice and how these concepts relate to society, tradition, and conventional wisdom. Particular emphasis will be placed on the following: developing cross-cultural skills and understandings; understanding the importance of changing and competing interpretations of world events; understanding how citizenship includes the exercise of personal responsibilities; and the historical, social, political, and educational contexts of diversity in American society.

**Attributes:** YLIB ZCIV

**Prerequisites:** GPA  $\geq 2.75$

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# Wegmans School of Nursing

## Overview:

Dianne Cooney Miner, *Dean*  
Marilyn L. Dollinger, *Associate Dean*  
Christine Nelson-Tuttle, *\*\* Co-Chair of Undergraduate Program*  
Charlene Smith, *\* Co-Chair of Undergraduate Program*  
Pamela White, *Director, RN/BS Program*

Kylene Abraham, Christine Boev, Nancy Bowllan, Susan Carlson, Lori Dambaugh, Kathleen Dever, Colleen Dwyer Donegan, John Kirchgessner, Elizabeth Kiss, Pamela Mapstone, Laura Markwick, Natalie Masco, Cynthia Ricci McCloskey, Karen Parker, Susan Read, Tammy Roman, Tara Sacco, Krista Scorsone, Nancy Wilk

*\*On leave, Fall 2015*

*\*\*On leave, Spring 2016*

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 College 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, providing/coordinating care, as well as socioeconomic analysis, interdisciplinary collaboration, cultural sensitivity, and self-appraisal.

## Mission Statement

### Mission

Professional nursing education at the undergraduate, graduate, and doctorate of nursing practice level requires *discipline* to meet and exceed professional standards; *knowledge* of liberal arts and sciences, as well as theories and models that guide scholarly practice; and *goodness* in the sense of commitment to meeting societal nursing needs for diverse populations through accountable practice.

The Wegmans School of Nursing is dedicated to graduating baccalaureate, advanced practice nurses, and doctoral-level clinicians, who will provide expert, compassionate, ethical care and be leaders in nursing and health care environments. To promote an internalized standard of excellence in nursing practice, the School of Nursing fosters academic and clinical practice environments for students that provide the opportunity for students and faculty to engage in:

- Active involvement in the quest for knowledge
- Professional competence
- Collaborative relationships
- Ongoing personal growth
- Flexibility and openness to change
- Effective communication
- Modeling of professional behaviors
- Community involvement

## Additional Information

## Accreditation

The baccalaureate, master's, and DNP programs at St. John Fisher College are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

## Health Records

All students must meet the health requirements of the Nursing program and the health agencies where they will practice professional nursing. For admittance into the clinical areas, a physical examination completed within 6 months of starting the program must be on file, with a subsequent annual review. This examination must include a PPD (tuberculin test), and chest x-ray for positive PPD reactions. Proof of immunization must be included with the medical examination. Each student must provide proof of immunity against measles, mumps, rubella, polio, tetanus, and hepatitis B. (Students who have not received the full course of the hepatitis B vaccine or both doses of the measles vaccine must provide proof of the first administration. Students are expected to receive the full course of these vaccines and submit verification upon completion.) Documentation of personal health insurance and an annual flu shot are required. Agencies may request drug screening, fingerprinting, and criminal background checks for students.

Students must have a current CPR card (from either the American Red Cross or the American Heart Association) prior to the beginning of each semester. Any student who cannot provide proof will not be allowed to attend clinical. This is a responsibility of the student and a requirement of both the Wegmans School of Nursing and the affiliating clinical sites.

Professional liability insurance is provided by the College and is included with tuition.

## Progression Policy

The student must achieve a minimum grade of "C" in all nursing courses. In clinical courses, the student must achieve an overall minimum course grade of "C," a "satisfactory" grade in clinical, and an average grade of 75 or above for all tests in the course to pass the course. Clinical experiences are graded S/U (Satisfactory/Unsatisfactory).

Failure (grade below "C") of any nursing course taken for the second time or failure (grade below "C") of any two nursing courses will result in the student's dismissal from the Nursing major. Students may pursue another major to remain at St. John Fisher College.

## Code of Behavior for Students in the Wegmans School of Nursing

Nursing has a social contract that acknowledges professional rights and responsibilities as well as mechanisms for public accountability. Therefore, ethical practice and moral conduct are integral to professional practice. The tenets of the *Code of Ethics for Nurses* (American Nurses Association, 2015) are the moral code for the profession. The professional nursing standards, *Nursing: Scope and Standards of Practice* (ANA, 2010), provide explicit criteria for the student entering the nursing profession, as well as the student who is a Registered Professional Nurse. *The New York State Education Department Office of the Professions Nursing Handbook* (Nursing Guide to Practice) and the Rules of the Board of Regents that define good moral character and unprofessional conduct are adhered to by the Wegmans School of Nursing for all undergraduate and graduate students.

Personal conduct that is inconsistent with the standards or rules of the profession, as well as those of the College, may prohibit an applicant from being admitted to the Nursing program. A student enrolled in any nursing program who exhibits personal conduct that violates the standards, rules, or policies of the School, College, and profession will generate an investigation, review, and appropriate action, including possible dismissal from the program and/or College.

Specific policies governing student behaviors in regard to clinical practice expectations and reciprocal obligations among faculty, students, and clinical preceptors at the health care agencies are described in the *Wegmans School of Nursing Undergraduate and Graduate Student Handbooks*.

# Academic Programs

# Nursing (Traditional)

## 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 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**

**A Nursing minor is not available.**

## About the program

### Transfer, Second-Degree, or Career-Change Students

Students who have completed all, or some, of the liberal arts and sciences courses at another accredited college or university with a grade of "C" or higher and a cumulative GPA of 2.75 or above may apply to the College through Transfer Admissions. Students must also have a GPA of 2.40 or higher (including all attempts) in the seven prerequisite science/math courses (anatomy, physiology, microbiology, chemistry, nutrition, statistics and lifespan development) to be considered for the junior clinical year. Individual transcript analysis and counseling are available with assessment regarding **College Core** and nursing prerequisite requirements through Transfer Admissions.

The School of Nursing selects the best-qualified transfer students. High motivation, scholastic excellence, and interest in professional nursing are desirable characteristics for future members of a health care team.

### Required Courses in the Liberal Arts and Sciences

All students must take an ethics or bioethics course, such as PHIL 124C, PHIL 250C, REST 130, REST 284D, or REST 387D. Before beginning the clinical year as juniors, students must earn a "C" or higher in each of the required nursing prerequisite courses with a prerequisite GPA of 2.40 or higher, and have an overall GPA of 2.75 or higher. The seven nursing prerequisite courses are those in anatomy, physiology, microbiology, chemistry, nutrition, statistics, and lifespan development.

## Licensure

Graduates of the baccalaureate program are prepared to take the Registered Nurse licensure examination (NCLEX-RN) and are able to assume beginning positions in all areas of general nursing practice. Nursing graduates have enjoyed a high employment rate and an NCLEX pass rate greater than the state and national averages in recent years, and this situation is expected to continue in the future.

## Admission Advisement

Due to prerequisites for nursing courses and the desire of the faculty to support students' career

development as an ongoing process, all accepted nursing students must contact the School of Nursing for advisement and course selection in order to register for the first semester of the junior clinical year.

## **Admission Criteria for the Traditional Nursing Program**

**All students admitted and enrolled as freshman nursing majors will be guaranteed a seat in the junior clinical semester if they meet the following criteria:**

Submit a completed application by February 1 of the second semester sophomore year. A completed application includes:

1. Completed application form
2. Personal statement
3. Two references (one must be a college level academic reference from one of the prerequisite sciences)
4. Passage of the St. John Fisher College Level A Math Screen with a grade of 84% or higher. If the student is unable to achieve a grade of 84% after four attempts and required remediation, the student will not be considered for the nursing program.
5. At the time of application, have an overall GPA (all grades from every college attended) of 2.75 or higher and a prerequisite GPA of 2.4 or higher. This separate GPA includes all attempts at the seven prerequisite courses: anatomy, physiology, chemistry, microbiology, nutrition, statistics, and lifespan development (psychology).
6. Health Status and Immunizations: Documentation of a complete physical examination and immunizations on the College Health History form submitted to the Wegmans School of Nursing by July 15 of each clinical year.
7. CPR Certification: A current Basic Life Support (including infant, child, and adult CPR) certification card from the American Red Cross or American Heart Association on file in the School of Nursing office by July 15 of each clinical year.
8. Documentation of an annual flu shot by November 1 of each year or completion of a medical waiver for each clinical year (submitted by November 1st for spring enrollment).
9. Documentation of health insurance coverage.
10. Date the complete application was received by the School of Nursing.

**All students who declare a nursing major after enrolling at the college or transferring to the college will be put into a competitive pool of applicants for admission to the junior clinical year if they meet the following criteria:**

Submit a completed application by the deadline the semester before they are seeking admission to the clinical year: fall admission deadline March 1st; spring admission deadline September 1st. A completed application includes:

1. Completed application form
2. Personal statement
3. Two references (one must be a college level academic reference from one of the prerequisite sciences)
4. Passage of the St. John Fisher College Level A Math Screen with a grade of 84% or higher. If the student is unable to achieve a grade of 84% after four attempts and required remediation, the student will not be considered for the nursing program.
5. At the time of application, have an overall GPA (all grades from every college attended) of 2.75 or higher and a prerequisite GPA of 2.4 or higher. This separate GPA includes all attempts at the seven prerequisite courses: anatomy, physiology, chemistry, microbiology, nutrition, statistics, and lifespan development (psychology).
6. Health Status and Immunizations: Documentation of a complete physical examination and immunizations on the College Health History form submitted to the Wegmans School of Nursing by July 15 of each clinical year for fall enrollment and by November 1 for spring enrollment.
7. CPR Certification: A current Basic Life Support (including infant, child, and adult CPR) certification card from the American Red Cross or American Heart Association on file in the School of Nursing office by July 15 of each clinical year for fall enrollment and by November 1 for spring enrollment.

8. Documentation of an annual flu shot by November 1 of each year or completion of a medical waiver for each clinical year.
9. Documentation of health insurance coverage.
10. Date the complete application was received by the School of Nursing.

**Students who want to declare a nursing major after they are enrolled at the college, must meet with the chair of the undergraduate nursing program.**

If the student is a Fisher freshman, Freshman Admissions will check to see if the student meets the criteria for a nursing major based on the student's grades in high school chemistry, algebra and overall GPA.

If the student is a Fisher sophomore or higher or a transfer student, the criteria for a nursing major is a GPA of 2.75 or higher and grades of "C" or higher in: a) a lab science; b) math course at or above MATH 109 or ECON 221 Statistics (nursing prerequisite); and c) introduction to psychology (prerequisite for PSYC 231 Development Across the Lifespan).

Current students who meet the relevant criteria above will be allowed to declare a nursing major. These completed applications will be reviewed from a competitive pool for admission to the nursing clinical year under the criteria above for students who declare a nursing major after enrolling or transferring to the College.

## Clinical Experience

Hospitals, long-term care, community health, and home care agencies in the greater Rochester region are utilized for clinical experiences.

## Learning Outcomes

### Curricular Elements

- **Knowledge:** Integrates knowledge of nursing and other supportive disciplines in the design, provision, and management of systematic, holistic outcomes for individuals, families, and communities at all points on the health care continuum.
- **Communication:** Uses communication appropriately and effectively to achieve desired health care outcomes.
- **Holism:** Provides and advocates for access to compassionate nursing care that recognizes biopsychosocial and spiritual dimensions.
- **Praxis:** Uses critical thinking and decision-making to systematically assess, analyze, plan, implement, and evaluate nursing and/or interdisciplinary strategies used to promote quality outcomes for individuals, families, or communities.
- **Professional Values:** Demonstrates the ethical and legal practice of professional nursing.
- **Role:** Demonstrates the knowledge, self-direction, and communication/collaboration skills essential to being a leader in the provision and management of health care and as a member of a profession.
- **Diversity:** Recognizes the uniqueness and rights of individuals, families, and communities by providing care to all ages, socioeconomic groups, and cultures.
- **Lifelong Learning:** Engages in self-directed collaborative learning, ongoing self-evaluation, and professional goal-setting.

## Undergraduate Program Outcomes

- Integrate the liberal arts and sciences and nursing courses to promote holistic outcomes for clients.
- Support interprofessional communication and collaboration for improving client health outcomes.
- Advocate for clients and support their right to safe, compassionate, and holistic nursing care.
- Integrate critical thinking and decision-making throughout the nursing process to improve the care of clients.
- Practice as a responsible member of the nursing profession reflecting current standards of

- practice including ethical and legal accountability.
- Apply basic organizational and systems leadership for quality care and patient safety in the provision and management of health care.
  - Practice patient-centered care respectfully and non-judgmentally with diverse populations of individuals, families, and communities.
  - Engage in ongoing, self-directed learning, self-evaluation, and goal setting throughout your nursing career.
  - Engage in the scholarship of evidence-based practice and research to support high quality health outcomes and safe nursing care.
  - Promote clinical prevention and population health based on an understanding of global health care issues.
  - Use information management systems and apply patient care technologies for clinical decision-making

## Program Requirements

### Traditional Undergraduate Program: Required Courses for the Bachelor of Science Degree in Nursing

Required Liberal Arts/Sciences Courses		
<b>Core Requirements</b>		
LC Learning Community, two-course cluster		(6)
RW Any 199C Research-Based Writing		(3)
CC Cultural Contrasts		(3)
P1 Arts Perspectives		(6)
P2 Philosophical and Religious Perspectives (One of these courses must be PHIL 124C or 250C or REST 130, 284D or 387D to meet the Nursing Ethics requirement.)		(6)
P3 PSYC 100C Introduction to Psychology		(3)
P5 Intercultural Perspectives and Languages		(6)
<b>Nursing Prerequisites</b>		
BIOL 105C/Lab	P4 Human Anatomy and Lab	(4)
BIOL 106C/Lab	SQ Human Physiology and Lab	(4)
BIOL 107C/Lab	SQ Microbes and Disease and Lab	(4)
BIOL 108C	P4 Fundamentals of Nutrition	(3)
CHEM 120C/Lab	P4 Introduction to Chemistry and Lab*	(4)
ECON 221	SQ Statistics I	(3)
PSYC 231C	P3 Development Across Lifespan	(3)
Electives from any of the Liberal Arts		(2)

<b>Total Liberal Arts/Sciences/Electives Credits</b>		<b>(60)</b>
<b>Required Nursing courses</b>		
NURS 107	Nursing Seminar: Freshmen (fall)	(0)
NURS 108	Nursing Seminar: Freshmen (spring)	(0)
NURS 205	Nursing Seminar: Sophomore (fall)	(0)
NURS 206	Nursing Seminar: Sophomore (spring)	(0)
NURS 300 & 300L	Introduction to the Discipline and Practice of Professional Nursing	(6)
NURS 304 & 304L	Nursing Leadership and Patient-Centered Care I & Seminar	(3)
NURS 306 & 306L	Nursing Leadership and Patient-Centered Care II & Seminar	(3)
NURS 308	Genomics in Nursing Practice	(2)
Choose <b>one</b> :	NURS 310 Advanced Concepts in Cultural Competence	(2)
	NURS 312 Palliative and End-of-Life Care	
	NURS 314 Complementary and Alternative Therapies	
	NURS 321 History of Professional Nursing and Health Care in America	
NURS 313 & 313L	Health Assessment and Lab	(2)
NURS 317	Adult/Older Adult Health Nursing I	(5)
NURS 320	Pathophysiology and Applied Pharmacology I	(3)
NURS 323	Care of the Childbearing Family	(4)
NURS 400	NCLEX-RN Review	(0)
NURS 403	Mental Health Nursing	(5)
NURS 423	Adult/Older Adult Health Nursing II	(5)
NURS 428	Pathophysiology and Applied Pharmacology II	(3)
NURS 429	Public Health and Community Nursing	(5)
NURS 431	Care of Children and Their Families	(4)
NURS 436	Nursing Research and Evidence-Based Practice	(2)
NURS 446 & 446L	Nursing Leadership and Patient-Centered Care III & Seminar	(3)
NURS 449 & 449L	Senior Clinical Preceptorship and Lab	(3)
<b>Total Nursing Credits</b>		<b>(60)</b>



\*CHEM 103C and CHEM 103L may be substituted.

\*\*Students who begin the Traditional Nursing program as freshmen are required to take a one-credit Freshman 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.

For students majoring in Nursing in the Traditional Undergraduate Program, all courses listed above as Required Nursing Courses (NURS) are used in the determination of the grade point average in the major.

**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 College has been met, all courses listed above as Required Nursing Courses (NURS) are used.

## Accelerated Program Opportunity: B.S. to M.S. Fast Track

### Petition for Graduate Study

Current St. John Fisher nursing students may petition to complete graduate-level coursework during their senior year of undergraduate study. This offers an accelerated approach for qualified traditional baccalaureate students who wish to pursue graduate study at the Wegmans School of Nursing. The accelerated options allow specific graduate-level courses to be taken and for one course to fulfill a designated undergraduate requirement. 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 options.

**Note:** Approval to take graduate courses **does not guarantee** admission to the M.S. program in Advanced Practice Nursing. Students who wish to continue their graduate studies at Fisher must complete the application process for graduate admissions. Please contact the [Office of Graduate Admissions](#) for more information.

Students beginning their study of Nursing at St. John Fisher College 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 College for more information and to obtain the appropriate registration paperwork. Approved traditional baccalaureate students may pursue one or both of the following options:

### First Semester Senior Year (S1)

#### Choose ONE of:

- GNUR 505 – Advanced Practice in the Care of Families (2)
- GNUR 506 – Population Health & Epidemiology (2)
- GNUR 507 – Health Policy (2)
- GNUR 508 – Healthcare Delivery Systems (2)

–AND/OR–

### Second Semester Senior Year (S2)

- GNUR 509 – Professional and Systems Leadership (3) –in place of–
- NURS 446 – Nursing Leadership & Patient-Centered Care III, and lab (3)

## Enrollment Status

One of: GNUR 505, 506, 507, or 508 is taken along with other required undergraduate nursing courses during the first semester of the senior year. This course is posted as graduate credit, and there is no additional charge for this course as long as the student is full-time in the undergraduate B.S. Nursing program.

GNUR 509 *Professional and Systems Leadership* (3) is taken during the second semester of the senior year. Students who successfully complete GNUR 509 will not take NURS 446 *Nursing Leadership and Patient-Centered Care III and lab* (3). The graduate course is posted as undergraduate credit, and there is no additional charge for this course as long as the student is full-time in the undergraduate B.S. Nursing program. The graduate course is added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.

## Recommended Progression

### B.S. Nursing

Recommended progression of courses **required** for the **Traditional B.S. Nursing major**. Students should consult *Core Requirements* for a complete description of the College's Core.

Note that this program of study results in a total of 60 Nursing credits. The notation CL next to a Nursing course indicates a course with a clinical component.

	FALL	SPRING
<b>FR</b>	BIOL 105C (4) PSYC 100C (3) NURS 107 (0)	BIOL 106C (4) ETHICS (3) NURS 108 (0)
<b>SO</b>	PSYC 231C (3) BIOL 107C* (4) BIOL 108C* (3) NURS 205 (0)	CHEM 120C/Lab** (4) ECON 221 (3) NURS 206 (0)
<b>JR</b>	NURS 300 & 300L (6) CL NURS 304 & 304L (3) NURS 308 (2) NURS 313 & 313L (2) NURS Elective (310, 312, 314, or 321) (2)	NURS 306 & 306L (3) NURS 317 (5) CL NURS 323 (4) CL NURS 320 (3)
<b>SR</b>	NURS 403 (5) CL NURS 423 (5) CL NURS 428 (3) NURS 436 (2)	NURS 400 (0) NURS 429 (5) CL NURS 431 (4) CL NURS 446 & 446L (3) NURS 449 & 449L (3) CL

\*Either BIOL 107C or BIOL 108C could also be taken in the spring semester of the sophomore year.

\*\*Students may substitute CHEM 103C and 103L for this requirement.

**Note:** Students must achieve a minimum grade of "C" in all courses in the nursing major - including Nursing Pre-requisites. Only courses designated as nursing (NURS) are included in the determination of the grade point average in the major.

## 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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **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 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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **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 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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **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 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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **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.

Additional lab fees apply.

**Attributes:** NLIB ZCLX

**Restrictions:** Including: -Major: Nursing

### **NURS-303 Foundations Comm Nursing (0 OR 4)**

The introduction of theory, processes, and outcomes essential to community-focused nursing care. Emphasis is on the connectedness and assessment of human society as family, groups, or communities rather than on the individual. Focus will be on professional role development through: examination of the theory and processes associated with social trends, epidemiology, health policy, health care delivery systems, economics, and culture and the application of theory in clinical assessment of a selected system in the community. Requires one day of clinical each week.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing -Class: Junior

### **NURS-304 Nsg Leadership & PCC I (3)**

This course focuses on the theory and skills for effective professional communication, application of teaching-learning concepts in patient education, and the basics of nursing informatics. 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 patient-centered care. A professional development seminar supports initial student socialization into the discipline and profession of nursing.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-304L Nsg Leadership & PCC I Sem (0)**

Through faculty facilitation, multiple curriculum-based competencies will be addressed including critical thinking, articulation of nursing role, interpersonal skills development, intra and interdisciplinary collaboration, advocacy, ethical decision-making, diversity and inclusion, and conflict resolution skills. These issues have been identified as significant concerns in multiple health care institutions. By developing these competencies, nursing students will be better prepared to manage daily clinical, peer and interdisciplinary challenges. These seminars are consistent with the mission of SJFC and WSON to promote responsible, ethical, self-reflective individuals who are committed to serving the public with high integrity.

**Attributes:** NLIB

### **NURS-305 Pharmacology (3)**

The study of concepts of the science of pharmacology as related to achieving desired outcomes including: pharmacodynamics, pharmacokinetics, pharmacotherapeutics, drug classifications, laws and ethics, economics, and nursing responsibilities.

**Attributes:** NLIB

**Prerequisites:** NURS-300 C AND NURS-303 C AND NURS-307 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-306 Nsg Leadership & PCC II (3)**

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 patient-centered care are analyzed. Application of information technology to support clinical decision-making is investigated. A professional development seminar supports ongoing student socialization into the discipline and profession of nursing and provides an opportunity for purposeful dialogue and reflection on an array of professional issues facing nursing today.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-306L Nsg Leadership&PCC II Sem (0)**

Through faculty facilitation, multiple curriculum-based competencies will be addressed including critical thinking, articulation of nursing role, interpersonal skills development, intra and interdisciplinary collaboration, advocacy, ethical decision-making, diversity and inclusion, and conflict resolution skills. These issues have been identified as significant concerns in multiple health care institutions. By developing these competencies, nursing students will be better prepared to manage daily clinical, peer and interdisciplinary challenges. These seminars are consistent with the mission of SJFC and WSON to promote responsible, ethical, self-reflective individuals who are committed to serving the public with high integrity.

**Attributes:** NLIB

### **NURS-307 Professional Communication (2)**

This course focuses on communication and teaching/learning theory and skills that are central to achieving interpersonal, therapeutic, group, and professional relationships that contribute to desired health promotion and professional outcomes.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing -Class: Junior

### **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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-309 Hlth Promotn Childbrng Fam (0 TO 5)**

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. Students will gain experience in assessing and managing laboring and postpartum women and their newborns.

**Attributes:** NLIB

**Prerequisites:** NURS-300 C AND NURS-303 C AND NURS-307 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-310 Adv Concepts/Cultural Comp (2)**

Cultural competence is a set of behaviors, attitudes, and skills that enables nurses to work effectively in cross-cultural situations (Office of Minority Health). This elective course builds upon the diversity content integrated into the required courses. It provides content on cultural competence in health care, theoretical frameworks, and experiential learning in diverse community organizations. Learning outcomes support students' appreciation of disparities in health and health care, issues of social justice, and the reality of globalization. Utilizing interprofessional resources, students will gain confidence in the provision of culturally competent care.

**Attributes:** NLIB ZEXL

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-311 Adult Health Nursing I (0 TO 6)**

This course concentrates on the theory, processes, and desired outcomes related to nursing management of adults experiencing selected health problems. Focus is on professional role development in clinical judgment, communication, and interventions to facilitate therapeutic outcomes in the acute-care setting. Requires one day of clinical each week.

**Attributes:** NLIB

**Prerequisites:** NURS-300 C AND NURS-303 C AND NURS-307 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-312 Palliative/End of Life (2)**

This elective course provides students with content on compassionate and individualized care, centered on individuals at the end of life or those who require palliative care. Students will obtain the knowledge and competencies to apply in future clinical settings that are focused on end of life communication, physical care, psychosocial support, teamwork, holistic care of patients and families, and life-closure skills. Utilizing interdisciplinary resources, students will gain confidence to assist individuals and families to achieve comfort at the end of life.

**Attributes:** NLIB ZEXL

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-313 Health Assessment (0 TO 2)**

This course focuses on the theory and 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. Must also register for non-graded lab section.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-314 Compl/Alt Therapies (2)**

This elective course provides the student with an introduction to complementary and alternative medicine (CAM). Students will explore the range of complementary, alternative, and integrative modalities, such as whole medical systems, mind-body medicine, biologically-based practices, manipulative- and body-based practices, and energy medicine. Investigation of both scientific and clinical practice evidence that currently exists for these therapies is an essential component of the course. The course will include presentations and discussions of how nurses can utilize these therapies for health promotion and disease management.

**Attributes:** NLIB ZEXL

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-315 Nursing Research (3)**

This course focuses on research methods and processes used in systematic inquiry into problems relevant to nursing. Professional role development in critical thinking and outcome measurement through analysis of the quantitative and qualitative research process and applications of evidence-based practice exemplars.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-317 Adult/Older Adult Hlth I (5)**

Theory, processes, and desired outcomes related to nursing management of adults and older adults experiencing selected health problems are examined. Professional role development in critical thinking, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the continuum of care are emphasized. Experiential learning includes human patient simulation and acute-care clinical placement. Additional fees apply.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing

### **NURS-318 Clin Prevent & Pop Health (2)**

This course focuses on adopting a population health approach that considers the multiple determinants of health through the study of epidemiology, health promotion, and prevention. Health as a global issue is included. Students study selected practice frameworks for healthy outcomes related to eating well, physical activity, stress reduction, and smoking cessation. Clinical preventive and health-promotion services include counseling for behavior change, screening, health education, outreach, public policy, and environmental interventions.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-319 Jr Clin Preceptorship (2)**

Students in this course will participate in a two-week block of a precepted clinical practicum that supports application of knowledge, integration of critical thinking, use of the nursing process, and practice of clinical skills learned in junior-level courses. Students demonstrate competency in knowledge and skills in the practice setting before advancing to senior-level clinical courses. Attendance at a clinical seminar is required.

**Attributes:** NLIB

**Prerequisites:** NURS-317 Y C AND NURS-320 Y C

**Restrictions:** Including: -Major: Nursing

### **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. An introduction to the discipline of pharmacology, with legal and ethical considerations presented. A

holistic perspective prepares the student to provide individualized care to the child, adult, and older adult populations.

**Attributes:** NLIB

**Prerequisites:** NURS-300 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing

### **NURS-321 History of Nursing (2)**

This course is designed to provide an understanding of the forces that shaped America's current health care system and the nursing profession. Students will be introduced to the historical development of the nursing profession and the major institutions through which nursing care has been provided including hospitals and community health care agencies. Three major areas are explored including: (1) the role that historical inquiry and analysis play in understanding the development of today's health care system, (2) the development of the health professions (nursing and medicine) and institutions (hospitals and public health services) and, (3) the interplay among the intellectual, social, economic, technological and political events that shaped society and the profession. Emphasis is placed on the educational preparation of professional nurses and the clinical care provided by nurses to patients in their homes, clinics, and in hospitals.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing, Nursing RN -Class: Junior, Senior

### **NURS-323 Childbearing Family (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-care, community settings and birthing centers. 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. Clinical experiences include human patient simulation labs, skills labs, and clinical placements for developing clinical competencies in the care of obstetric patients and their families.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing

### **NURS-331 Nursing as a Profession (3)**

This 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 professional career goals and a personal philosophy of nursing.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing RN

### **NURS-332 Caring for Populations (0 TO 4)**

This course focuses on the assessment of the health status of a community to identify health disparities and factors that influence health status. It examines evidence-based practice with populations and the impact of care systems and health policies in responding to a community's health needs worldwide. Students engage in experiential learning that incorporates competencies of baccalaureate-prepared community/public health nurses. Requires 40 hours of precepted practicum.



**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing/RN

### **NURS-332 Caring for Populations (4)**

This course focuses on the assessment of the health status of a population to identify health disparities and factors that influence health status. It examines evidence based practice with populations and the impact of care systems and health policies in responding to a community's health needs worldwide. Students engage in a clinical practice experience that incorporates roles and competencies of baccalaureate-prepared community/public health nurses.

**Attributes:** NLIB ZCLX

**Restrictions:** Including: -Major: Nursing RN

### **NURS-333 Evidence-Based Practice (3)**

This course explores the state of nursing science by utilizing foundational skills in nursing research. Professional role development and critical thinking will be advanced through the analysis and integration of evidenced-based research into nursing practice.

**Attributes:** NLIB

**Prerequisites:** ECON-221 C

**Restrictions:** Including: -Major: Nursing RN

### **NURS-400 NCLEX-RN Review (1)**

Focuses on preparing 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 the concepts and processes that are fundamental to the practice of nursing. An emphasis on test-taking skills is integrated into the course. Graded S/U.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-400 NCLEX-RN Review (0)**

This course focuses on preparing the senior student for success on the registered nursing licensure examination (NCLEX). 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. An emphasis on test taking skills is integrated into the course. Graded S/U.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-400 NCLEX-RN Review (0 OR 1)**

Focuses on preparing 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 the concepts and processes that are fundamental to the practice of nursing. An emphasis on test-taking skills is integrated into the course. Graded S/U.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-400 NCLEX-RN Review (0 OR 1)**

This course focuses on preparing the senior student for success on the registered nursing licensure examination (NCLEX). 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. An emphasis on test taking skills is integrated into the course. Graded S/U.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-401 Adult Health Nursing II (0 OR 6)**

This course concentrates on the theory, processes, and desired outcomes related to nursing management of adults experiencing selected complex health problems. Professional role development in clinical judgment, communication, and interventions to facilitate therapeutic outcomes in the acute-care and community settings. Requires one day of clinical each week.

**Attributes:** NLIB

**Prerequisites:** NURS-305 C AND NURS-309 C AND NURS-311 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing -Class: Senior

### **NURS-403 Mental Health Nursing (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.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-320 C AND NURS-317 C AND NURS-323 C

**Restrictions:** Including: -Major: Nursing

### **NURS-407 Professional Issues (2)**

This course concentrates on professional nursing role socialization through the application and synthesis of role theory and the critical analysis of the interdisciplinary effects of political/economic, socio/ethical/legal systems. There is a focus on role development in critical thinking, ethical decision-making, professional accountability, and advocacy.

**Attributes:** NLIB

**Prerequisites:** -

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-409 Leadership & Management (2)**

The theory, processes, skills, and behaviors of leadership and management are explained and analyzed in relation to professional nursing practice roles within the health care delivery system. Professional role development in critical thinking, advocacy, communication, quality outcomes evaluation.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing -Class: Senior

### **NURS-411 Nursing Care of Children (0 OR 5)**

This course concentrates on the theory, processes and desired outcomes related to nursing management

of children and families. A focus on professional nursing role development in clinical judgment, communication, and interventions to facilitate therapeutic outcomes for children and families in the acute-care and community settings. Requires one day of clinical each week.

**Attributes:** NLIB

**Prerequisites:** NURS-313 C AND NURS-317 C AND NURS-319 C AND NURS-320 C

**Restrictions:** Including: -Major: Nursing -Class: Senior

### **NURS-413 Complex Care Nursing (5)**

This course concentrates on the theory, processes, and desired outcomes related to nursing management of complex care delivery throughout the lifespan. Precepted experiences in acute-care and community health settings provide the opportunity for professional nursing role socialization/transition in clinical judgment, communication, and interventions to facilitate therapeutic outcomes associated with interdisciplinary complex care delivery. Requires 120 hours of clinical preceptorship.

**Attributes:** NLIB

**Prerequisites:** NURS-401 C AND (NURS-403 C OR NURS-411 C)

**Restrictions:** Including: -Major: Nursing -Class: Senior

### **NURS-417 Sem: Synthesis Prof Nurs (2)**

This is a capstone course in the major. The course is a synthesis of professional nursing through critical thinking and application of knowledge and research from nursing science along with the basic sciences, social sciences, and humanities in the development and presentation of a selected case study and nursing grand rounds. Students are expected to demonstrate skills in the areas of information literacy, scholarly writing, and verbal communication through the preparation and presentation of a selected case study from one area of clinical practice.

**Attributes:** NLIB

**Prerequisites:** NURS-413 Y C

**Restrictions:** Including: -Major: Nursing -Class: Senior

### **NURS-421 Comm/PH Nursing (3)**

This course focuses on the three levels of contemporary community/public health nursing practice: individuals/families, communities, and systems. Clinical experiences support professional nursing role development in clinical judgment, interdisciplinary collaboration, and interventions to facilitate positive outcomes for diverse clients in specialized settings, such as schools, homes, places of employment, public health departments, and other community-based organizations. Exploration of nursing practice in global health systems is included. Additional fees apply.

**Attributes:** NLIB ZCIV ZCLX

**Prerequisites:** NURS-423 C AND NURS-428 C AND NURS-436 C

**Restrictions:** Including: -Major: Nursing

### **NURS-423 Adult/Older Adult Hlth II (5)**

Theory, processes, and desired outcomes related to nursing management of adults and older adults experiencing selected health problems are examined. Care of the critically ill is also covered. Professional role development in critical thinking, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the continuum of care are emphasized. Experiential learning includes human patient simulation and acute-care clinical placement. Additional lab fees apply.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-317 C AND NURS-320 C AND NURS-323 C

**Restrictions:** Including: -Major: Nursing

### **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. Selected complementary, alternative therapies and a fundamental understanding of the pathophysiology of drug tolerance and addiction will be introduced. Medication management of various symptoms, including advanced pain management, will be identified. A holistic perspective prepares the student to provide individualized care to the child, adult, and older adult populations.

**Attributes:** NLIB

**Prerequisites:** -

**Restrictions:** Including: -Major: Nursing

### **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. Selected complementary, alternative therapies and a fundamental understanding of the pathophysiology of drug tolerance and addiction will be introduced. Medication management of various symptoms, including advanced pain management, will be identified. A holistic perspective prepares the student to provide individualized care to the child, adult, and older adult populations.

**Attributes:** NLIB

**Prerequisites:** NURS-317 C AND NURS-320 C

**Restrictions:** Including: -Major: Nursing

### **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 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.

**Attributes:** NLIB

**Prerequisites:** NURS-403 C AND NURS-423 C AND NURS-428 C AND NURS-436 C

**Restrictions:** Including: -Major: Nursing

### **NURS-431 Care of Children (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 providing developmentally appropriate care to children and their families. Clinical experiences include human patient simulation labs, skills labs, and clinical placements for developing clinical competencies in the care of pediatric patients and their families.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-403 C AND NURS-423 C AND NURS-428 C AND NURS-436 C

**Restrictions:** Including: -Major: Nursing

### **NURS-434 Nsg/Childbearing Family (2)**

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.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-313 C AND NURS-317 C AND NURS-320 C

**Restrictions:** Including: -Major: Nursing

### **NURS-435 Clin/Child Bearing Family (2)**

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 will gain experience in assessing and managing antepartum, intrapartum, and postpartum women and their newborns. Clinical experiences include human patient simulation labs, skills labs, and clinical placements for developing clinical competencies in the care of the childbearing family.

**Attributes:** NLIB

**Prerequisites:** NURS-300 C AND NURS-311 C AND NURS-313 C AND NURS-319 S AND NURS-320 C AND NURS-434 Y C

**Restrictions:** Including: -Major: Nursing -Class: Senior

### **NURS-436 Nsg Research & EBP (2)**

This course explores the state of nursing science by utilizing foundational skills in nursing research. Professional role development and critical thinking will be advanced through the analysis and integration of evidenced-based research into nursing practice. This course enhances students' ability to obtain, synthesize, and use data/information from multiple sources.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-444 Nsg/Children & Families (2)**

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 providing developmentally appropriate care to children and their families.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-313 C AND NURS-317 C AND NURS-319 C AND NURS-320 C

**Restrictions:** Including: -Major: Nursing

### **NURS-445 Mat/Child Clin Practicum (2)**

Students provide evidence-based nursing care for childbearing women, children, and their families in acute-care and community settings and birthing centers. This course focuses on professional nursing role development in clinical judgment, critical thinking, communication, and interventions to facilitate therapeutic outcomes for childbearing women, children, and families. Clinical experiences include human patient simulation labs, skills labs, and clinical placements for developing clinical competencies in the care of obstetric and pediatric patients and their families.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-313 C AND NURS-317 C AND NURS-320 C AND NURS-434 Y C AND NURS-444 Y C

**Restrictions:** Including: -Major: Nursing

### **NURS-446 Nsg Leadership & PCC III (3)**

This course focuses on the development of leadership and management knowledge and skills for the professional nurse in current health care organizations. Content includes managerial practices for delivering nursing care, organizational design and effectiveness, change implementation, quality management and measurement, fiscal resources and management, and staff performance and development. Leadership theories and roles and their application to today's health care environment; current regulatory standards; nursing certification; and competencies for the health professions will be explored. Strategies for successful new graduate transition are discussed in a professional development seminar that supports ongoing student socialization to the discipline and profession of nursing.

**Attributes:** NLIB

**Prerequisites:** NURS-304 C AND NURS-306 C

**Restrictions:** Including: -Major: Nursing

### **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. Content includes managerial practices for delivering nursing care, organizational design and effectiveness, change implementation, quality management and measurement, fiscal resources and management, staff performance and development. Leadership theories, roles, and application to today's healthcare environment will be discussed. Current regulatory standards, nursing certification and competencies for health professions will be explored. Strategies for successful new graduate transitions are discussed. A professional development seminar supports ongoing student socialization to the discipline and the profession of nursing.

**Attributes:** NLIB

**Prerequisites:** NURS-304 C AND NURS-306 C

**Restrictions:** Including: -Major: Nursing

### **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. Content includes managerial practices for delivering nursing care, organizational design and effectiveness, change implementation, quality management and measurement, fiscal resources and management, staff performance and development. Leadership theories, roles, and application to today's healthcare environment will be discussed. Current regulatory standards, nursing certification and competencies for health professions will be explored. Strategies for successful new graduate transitions are discussed. A professional development seminar supports ongoing student socialization to the discipline and the profession of nursing.

**Attributes:** NLIB

**Prerequisites:** NURS-304 C AND NURS-306 C

**Restrictions:** Including: -Major: Nursing

**NURS-446L Nsg Leadership/PCCIII Sem (0)**

Through faculty facilitation, multiple curriculum-based competencies will be addressed including critical thinking, articulation of nursing role, interpersonal skills development, intra and interdisciplinary collaboration, advocacy, ethical decision-making, diversity and inclusion, and conflict resolution skills. These issues have been identified as significant concerns in multiple health care institutions. By developing these competencies, nursing students will be better prepared to manage daily clinical, peer and interdisciplinary challenges. These seminars are consistent with the mission of SJFC and WSON to promote responsible, ethical, self-reflective individuals who are committed to serving the public with high integrity.

**Attributes:** NLIB

**Prerequisites:** NURS-304 C AND NURS-306 C

**NURS-449 Sr Clin Preceptorship (3)**

Students in this course will participate in three weeks of a clinical preceptorship under the guidance of a practicing professional nurse in either an acute-care or community setting. The students will also participate in faculty directed online clinical seminars. Clinical experiences provide the opportunity for professional nursing role socialization, critical thinking, communication, and interventions which facilitate increased autonomy in managing patient care within an interprofessional team. The goal is to assist the student to make a successful transition to practice as a Registered Professional Nurse.

**Attributes:** NLIB

**Prerequisites:** NURS-423 C AND NURS-428 C

**Restrictions:** Including: -Major: Nursing

**NURS-449 Sr Clin Preceptorship (0 OR 3)**

Students in this course will participate in three weeks of a clinical preceptorship under the guidance of a practicing professional nurse in either an acute-care or community setting. The students will also participate in faculty directed clinical seminars. Clinical experiences provide the opportunity for professional nursing role socialization, critical thinking, communication, and interventions which facilitate increased autonomy in managing patient care within an interprofessional team. The goal is to assist the student to make a successful transition to practice as a Registered Professional Nurse. The laboratory component of NURS 449 includes self-learning modules, skills lab, and simulation competency assessment opportunities to prepare the student for the clinical preceptorship. Clinical coursework includes institution-based preceptorship, simulation, and community-based placements and activities plus laboratory sessions and other independent assignments.

**Attributes:** NLIB ZCAP ZCLX ZTRA

**Prerequisites:** NURS-403 C AND NURS-423 C AND NURS-428 C AND NURS-436 C

**Restrictions:** Including: -Major: Nursing

**NURS-449 Sr Clin Preceptorship (0 OR 3)**

Students in this course will participate in three weeks of a clinical preceptorship under the guidance of a practicing professional nurse in either an acute-care or community setting. The students will also participate in faculty directed clinical seminars. Clinical experiences provide the opportunity for professional nursing role socialization, critical thinking, communication, and interventions which facilitate increased autonomy in managing patient care within an interprofessional team. The goal is to assist the

student to make a successful transition to practice as a Registered Professional Nurse. The laboratory component of NURS 449 includes self-learning modules, skills lab, and simulation competency assessment opportunities to prepare the student for the clinical preceptorship. Clinical coursework includes institution-based preceptorship, simulation, and community-based placements and activities plus laboratory sessions and other independent assignments.

**Attributes:** NLIB ZCAP ZCLX ZTRA

**Prerequisites:** NURS-403 C AND NURS-423 C AND NURS-428 C AND NURS-436 C

**Restrictions:** Including: -Major: Nursing

### **NURS-451 Leadership:Systems of Care (0 OR 3)**

This course focuses on the theory, processes, skills, and behaviors of leadership and management. The organization and financing of health care in an increasingly diverse health care delivery system will be explored. The student participates in experiential learning in professional nursing leadership in a health care setting.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing/RN

### **NURS-451 Leadership:Systems of Care (3)**

This course focuses on the theory, processes, skills and behaviors of leadership and management within an increasingly diverse health care delivery system as well as organization and financing of health care. The student participates in a clinical practice experience in professional nursing leadership in a health care setting.

**Attributes:** NLIB ZCLX

**Restrictions:** Including: -Major: Nursing RN

### **NURS-452 Holistic Health Assessment (4)**

This course focuses on the holistic and multi-dimensional approach to health assessment and the development of physical assessment skills, which are essential for critical thinking, culturally sensitive clinical decisions, therapeutic interventions, and achievement of desired health outcomes across the lifespan. Students refine competencies in critical thinking and physical assessment skills in self-directed, precepted practice sessions. For physical exam demonstrations, students need to have access to the following: stethoscope, reflex hammer and otoscope. Students are required to record physical exam demonstrations using their own media equipment, such as smartphones, tablets or laptops with built in camera, or other similar devices.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing RN

### **NURS-456 Informatics in Health Care (3)**

This course examines the state of informatics in health care in addition to the application of future technologies in health care systems, administrative decision support, research/evidence-based practice, clinical care decision support, eHealth, integrated communication, and distributed education. Students are exposed to an overview of health care informatics practice; theoretical underpinnings of health care informatics; health care information systems; the impact of informatics on the sociocultural, ethical, and legal environments of health care; and the infrastructure needed to support informatics in health care systems.

**Attributes:** NLIB



**Restrictions:** Including: -Major: Nursing RN

### **NURS-457 Patient-Centered Care (3)**

This course explores the transformation of the health care system into an individualized patient/family-centered environment. This environment concentrates on respect for individual needs, provision of a safe environment, and the achievement of quality outcomes. Students will apply case management theory, processes, and skills in an experiential learning experience.

**Attributes:** ZCLX

**Restrictions:** Including: -Major: Nursing RN

### **NURS-457 Patient-Centered Care/Quality (3)**

This course explores the transformation of the health care system into an individualized patient/family-centered environment. This environment concentrates on respect for individual needs, provision of a safe environment, and the achievement of quality outcomes. Students will apply case management theory, processes, and skills in a clinical practice experience.

**Attributes:** NLIB ZCLX

**Restrictions:** Including: -Major: Nursing RN

### **NURS-458 Contemporary Prof Issues (4)**

This course concentrates on professional nursing role socialization through critical analysis of the interdisciplinary effects of sociopolitical, economic, ethical and legal frameworks. There is a focus on critical thinking and role development in ethical decision making, professional accountability, and advocacy. The student participates in experiential learning with a legislative field experience.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing RN

### **NURS-459 Capstone Portfolio (3)**

This capstone project requires the development and presentation of a portfolio which demonstrates nursing professional development, scholarship, and a career trajectory outlining professional advancement characteristic of competent professional nurses.

**Attributes:** NLIB

**Prerequisites:** NURS-331 C AND NURS-332 C AND NURS-333 C AND NURS-452 C AND NURS-456 C

**Restrictions:** Including: -Major: Nursing RN

### **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.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-317 C AND NURS-323 C

**Restrictions:** Including: -Major: Nursing

### **NURS-491 Global Health Nurs: Kenya (1)**

Students who apply and are accepted to the internship will meet in seminars the semester preceding the trip to plan and prepare for the trip to Kenya. Faculty and students will visit community schools, nursing schools and hospitals in Kenya to learn about the culture, health care problems, health care services and nursing roles. They will participate in a variety of activities that may include prevention, health promotion and education, health screening, health assessments, basic care and immunization clinics. Permission of the UG Nursing Chair required to register. Graded S/U.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-498H Honors Project (2 TO 4)**

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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

# RN to BSN Online

## Overview

St. John Fisher College 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 College 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 at least 26 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 26 credits in nursing for previous coursework. Students may transfer previously earned liberal arts and sciences courses with a grade of "C" or higher. Credit for courses in liberal arts and sciences may be obtained by taking the College-Level Proficiency Exams (CLEP) or Excelsior College Exams (ECE) as long as students stay within the 66-credit total transfer limit for two-year schools and/or outside credit-by-examination sources and do not violate the residency requirements. Students may also transfer in baccalaureate credits that can be applied to liberal arts 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.

## R.N./B.S. Online Credit Distribution

### Nursing: 56-60

The 56-60 credits in the nursing major include 30 credits in nursing at St. John Fisher College and the minimum of 26 credits for nursing coursework transferred from an associate degree or hospital-based diploma nursing program.

### Liberal arts/elective credits: 60-64\*

A total of 60-64 additional credits, at least 60 of which must be in liberal arts, are required. These courses include:

- St. John Fisher **College Core** requirements
- A college-level course in introductory statistics (a prerequisite course for NURS 333)
- A college-level course in introductory ethics or bioethics
- Additional liberal arts, sciences, general elective courses

### Total degree requirements: 120 credits\*

*\*Students who elect to earn a minor in another discipline may be required to take more than 64 elective/liberal arts credits.*

Credits from accredited four-year schools may also be transferred (grade of "C" or higher); however, College policy requires that all students complete a minimum of 30 credits in residence at St. John Fisher College and that 30 of the last 36 credit hours of the degree program be taken in residence. Successful completion of College-Level Proficiency Exams (CLEP) and Excelsior College Exams (ECE) earn transfer credit but are not credits in residence.

## Program Requirements

### R.N./B.S. Online Program: Required Courses for the Bachelor of Science Degree

Students must satisfy 60 hours of liberal arts which include the **College Core**, plus additional general

elective hours to reach a total of 64 credits beyond the 54 credits required for the major.

<b>Required Core/Liberal Arts/Electives</b>		<b>(64)</b>
To include these specific courses		
ECON 221	SQ Statistics I <i>Taken as a prerequisite for NURS 333</i>	
Ethics or Bioethics (i.e., PHIL 124C, PHIL 250C, REST 130, REST 284D, or REST 387D)		
<b>Total Liberal Arts/Electives</b>		<b>(64)</b>
<b>Required Nursing</b>		
NURS 331	Nursing as a Profession	(3)
NURS 332	Caring for Populations	(4)
NURS 333	Evidence-Based Practice	(3)
NURS 451	Leadership in Systems of Care	(3)
NURS 452	Holistic Health Assessment	(4)
NURS 456	Nursing Informatics	(3)
NURS 457	Patient-Centered Care and Quality	(3)
NURS 458	Contemporary Professional Issues	(4)
NURS 459	Capstone Professional Portfolio	(3)
<b>Total Nursing Credits</b>		<b>(30)</b>
<b>Nursing Credits from Associate's Degree or Diploma Program</b>		<b>(26)*</b>
<b>Total Credits for Degree</b>		<b>(120)</b>

*\*In some cases, when a student does not need additional liberal arts credits and is able to transfer additional credit hours from the associate degree or diploma program, up to 30 nursing credits may transfer.*

**Note:** Students must achieve a minimum grade of "C" in all courses required for the nursing major.

## **Accelerated Program Opportunity: R.N./B.S. to M.S. Fast Track**

Current St. John Fisher College R.N./B.S. online students may petition to complete graduate-level coursework during their undergraduate study. This offers an accelerated approach to R.N. baccalaureate students who wish to pursue graduate study at the Wegmans School of Nursing. The fast track options allow specific graduate-level courses to fulfill designated undergraduate requirements. This shortens graduate degree requirements without compromising didactic and clinical learning experience. Students may take advantage of one or both accelerated 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 [Graduate Admissions](#) for more information.

Students follow the curriculum of the R.N./B.S. online program and substitute two graduate courses for undergraduate nursing courses. Students with a nursing GPA of 3.30 or higher may petition to take graduate courses after completing four undergraduate R.N./B.S. courses, by submitting the [Petition for Graduate Courses \[pdf\]](#) form. Students interested in the fast track options should consult with their academic advisors and the graduate program director as early as possible during their studies at St. John Fisher College. Approved students may pursue one or both of the following options:

- GNUR 507 – Health Policy (2) **–and–** GNUR 508 – Healthcare Delivery Systems (2)\*  
in place of NURS 458 – Contemporary Professional Issues (4)

**–AND/OR–**

- GNUR 543 – Advanced Pathophysiology (3)  
in place of NURS 459 – Capstone Professional Portfolio (3)

*\*If only one of these 2-credit courses is successfully completed, the student will be required to take NURS 458 – Contemporary Professional Issues, and the graduate course will not be posted as undergraduate credit on the student's academic record. The completed graduate course will be added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.*

### Enrollment Status

If all three of GNUR 507 – *Health Policy* (2), GNUR 508 – *Healthcare Delivery Systems* (2) and GNUR 543 – *Advanced Pathophysiology* (3) are completed, the courses are posted as undergraduate credit on the student's academic record, 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.

If only one of the two 2-credit graduate courses is successfully completed, the student will be required to complete NURS 458 *Contemporary Professional Issues*, and the completed graduate course will not be posted as undergraduate credit on the student's academic record. The completed graduate course will be added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.

### Required Courses for R.N./B.S. to M.S. Fast Track Option

Students must satisfy 60 hours of liberal arts which include the [College Core](#), plus additional general elective hours to reach a total of 64 credits beyond the 54 credits required for the major.

<b>Required Core/Liberal Arts/Electives</b>		<b>(64)</b>
To include these specific courses		
ECON 221	SQ Statistics I <i>Taken as a prerequisite for NURS 333</i>	
Ethics or Bioethics (i.e., PHIL 124C, PHIL 250C, REST 130, REST 284D, or REST 387D)		
<b>Total Liberal Arts/Electives</b>		<b>(64)</b>
<b>Required Nursing</b>		
NURS 331	Nursing as a Profession	(3)
NURS 332	Caring for Populations	(4)

NURS 333	Evidence-Based Practice	(3)
NURS 451	Leadership in Systems of Care	(3)
NURS 452	Holistic Health Assessment	(4)
NURS 456	Nursing Informatics	(3)
NURS 457	Patient-Centered Care and Quality	(3)
NURS 458 —OR— GNUR 507 <b>AND</b> GNUR 508	Contemporary Issues Health Policy <b>AND</b> Healthcare Delivery Systems	(4)
NURS 458 —OR— GNUR 543	Capstone Professional Portfolio Advanced Pathophysiology	(3)
<b>Total Nursing Credits</b>		<b>(30)</b>
<b>Nursing Credits from Associate's Degree or Diploma Program</b>		<b>(26)*</b>
<b>Total Credits for Degree</b>		<b>(120)</b>

*\*In some cases, when a student does not need additional liberal arts credits and is able to transfer additional credit hours from the associate's degree or diploma program, up to 30 nursing credits may transfer.*

**Note:** *Students must achieve a minimum grade of "C" in all courses required for the nursing major. Students may be allowed to take NURS 459 if additional non-liberal arts credits are needed for the degree.*

## 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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **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 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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-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.

**Attributes:** RW YLIB

**Restrictions:** Including: -Class: Freshman, Sophomore

### **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 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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **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 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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **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.

Additional lab fees apply.

**Attributes:** NLIB ZCLX

**Restrictions:** Including: -Major: Nursing

### **NURS-303 Foundations Comm Nursing (0 OR 4)**

The introduction of theory, processes, and outcomes essential to community-focused nursing care. Emphasis is on the connectedness and assessment of human society as family, groups, or communities rather than on the individual. Focus will be on professional role development through: examination of the theory and processes associated with social trends, epidemiology, health policy, health care delivery systems, economics, and culture and the application of theory in clinical assessment of a selected system in the community. Requires one day of clinical each week.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing -Class: Junior

### **NURS-304 Nsg Leadership & PCC I (3)**

This course focuses on the theory and skills for effective professional communication, application of teaching-learning concepts in patient education, and the basics of nursing informatics. 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 patient-centered care. A professional development seminar supports initial student socialization into the discipline and profession of nursing.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-304L Nsg Leadership & PCC I Sem (0)**

Through faculty facilitation, multiple curriculum-based competencies will be addressed including critical thinking, articulation of nursing role, interpersonal skills development, intra and interdisciplinary collaboration, advocacy, ethical decision-making, diversity and inclusion, and conflict resolution skills. These issues have been identified as significant concerns in multiple health care institutions. By developing these competencies, nursing students will be better prepared to manage daily clinical, peer and interdisciplinary challenges. These seminars are consistent with the mission of SJFC and WSON to promote responsible, ethical, self-reflective individuals who are committed to serving the public with high integrity.

**Attributes:** NLIB

### **NURS-305 Pharmacology (3)**

The study of concepts of the science of pharmacology as related to achieving desired outcomes including: pharmacodynamics, pharmacokinetics, pharmacotherapeutics, drug classifications, laws and ethics, economics, and nursing responsibilities.

**Attributes:** NLIB

**Prerequisites:** NURS-300 C AND NURS-303 C AND NURS-307 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-306 Nsg Leadership & PCC II (3)**

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 patient-centered care are analyzed. Application of information technology to support clinical decision-making is investigated. A professional development seminar supports ongoing student socialization into the discipline and profession of nursing and provides an opportunity for purposeful dialogue and reflection on an array of professional issues facing nursing today.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-306L Nsg Leadership&PCC II Sem (0)**

Through faculty facilitation, multiple curriculum-based competencies will be addressed including critical thinking, articulation of nursing role, interpersonal skills development, intra and interdisciplinary collaboration, advocacy, ethical decision-making, diversity and inclusion, and conflict resolution skills. These issues have been identified as significant concerns in multiple health care institutions. By developing these competencies, nursing students will be better prepared to manage daily clinical, peer and interdisciplinary challenges. These seminars are consistent with the mission of SJFC and WSON to



promote responsible, ethical, self-reflective individuals who are committed to serving the public with high integrity.

**Attributes:** NLIB

### **NURS-307 Professional Communication (2)**

This course focuses on communication and teaching/learning theory and skills that are central to achieving interpersonal, therapeutic, group, and professional relationships that contribute to desired health promotion and professional outcomes.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing -Class: Junior

### **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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-309 Hlth Promotn Childbrng Fam (0 TO 5)**

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. Students will gain experience in assessing and managing laboring and postpartum women and their newborns.

**Attributes:** NLIB

**Prerequisites:** NURS-300 C AND NURS-303 C AND NURS-307 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-310 Adv Concepts/Cultural Comp (2)**

Cultural competence is a set of behaviors, attitudes, and skills that enables nurses to work effectively in cross-cultural situations (Office of Minority Health). This elective course builds upon the diversity content integrated into the required courses. It provides content on cultural competence in health care, theoretical frameworks, and experiential learning in diverse community organizations. Learning outcomes support students' appreciation of disparities in health and health care, issues of social justice, and the reality of globalization. Utilizing interprofessional resources, students will gain confidence in the provision of culturally competent care.

**Attributes:** NLIB ZEXL

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-311 Adult Health Nursing I (0 TO 6)**

This course concentrates on the theory, processes, and desired outcomes related to nursing management of adults experiencing selected health problems. Focus is on professional role development in clinical judgment, communication, and interventions to facilitate therapeutic outcomes in the acute-care setting. Requires one day of clinical each week.

**Attributes:** NLIB

**Prerequisites:** NURS-300 C AND NURS-303 C AND NURS-307 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-312 Palliative/End of Life (2)**

This elective course provides students with content on compassionate and individualized care, centered on individuals at the end of life or those who require palliative care. Students will obtain the knowledge and competencies to apply in future clinical settings that are focused on end of life communication, physical care, psychosocial support, teamwork, holistic care of patients and families, and life-closure skills. Utilizing interdisciplinary resources, students will gain confidence to assist individuals and families to achieve comfort at the end of life.

**Attributes:** NLIB ZEXL

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-313 Health Assessment (0 TO 2)**

This course focuses on the theory and 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. Must also register for non-graded lab section.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-314 Compl/Alt Therapies (2)**

This elective course provides the student with an introduction to complementary and alternative medicine (CAM). Students will explore the range of complementary, alternative, and integrative modalities, such as whole medical systems, mind-body medicine, biologically-based practices, manipulative- and body-based practices, and energy medicine. Investigation of both scientific and clinical practice evidence that currently exists for these therapies is an essential component of the course. The course will include presentations and discussions of how nurses can utilize these therapies for health promotion and disease management.

**Attributes:** NLIB ZEXL

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-315 Nursing Research (3)**

This course focuses on research methods and processes used in systematic inquiry into problems relevant to nursing. Professional role development in critical thinking and outcome measurement through analysis of the quantitative and qualitative research process and applications of evidence-based practice exemplars.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-317 Adult/Older Adult Hlth I (5)**

Theory, processes, and desired outcomes related to nursing management of adults and older adults experiencing selected health problems are examined. Professional role development in critical thinking, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the continuum of care are emphasized. Experiential learning includes human patient simulation and acute-care clinical placement. Additional fees apply.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing

### **NURS-318 Clin Prevent & Pop Health (2)**

This course focuses on adopting a population health approach that considers the multiple determinants of health through the study of epidemiology, health promotion, and prevention. Health as a global issue is included. Students study selected practice frameworks for healthy outcomes related to eating well, physical activity, stress reduction, and smoking cessation. Clinical preventive and health-promotion services include counseling for behavior change, screening, health education, outreach, public policy, and environmental interventions.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-319 Jr Clin Preceptorship (2)**

Students in this course will participate in a two-week block of a precepted clinical practicum that supports application of knowledge, integration of critical thinking, use of the nursing process, and practice of clinical skills learned in junior-level courses. Students demonstrate competency in knowledge and skills in the practice setting before advancing to senior-level clinical courses. Attendance at a clinical seminar is required.

**Attributes:** NLIB

**Prerequisites:** NURS-317 Y C AND NURS-320 Y C

**Restrictions:** Including: -Major: Nursing

### **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. An introduction to the discipline of pharmacology, with legal and ethical considerations presented. A holistic perspective prepares the student to provide individualized care to the child, adult, and older adult populations.

**Attributes:** NLIB

**Prerequisites:** NURS-300 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing

### **NURS-321 History of Nursing (2)**

This course is designed to provide an understanding of the forces that shaped America's current health care system and the nursing profession. Students will be introduced to the historical development of the nursing profession and the major institutions through which nursing care has been provided including hospitals and community health care agencies. Three major areas are explored including: (1) the role that historical inquiry and analysis play in understanding the development of today's health care system, (2) the development of the health professions (nursing and medicine) and institutions (hospitals and public health services) and, (3) the interplay among the intellectual, social, economic, technological and political events that shaped society and the profession. Emphasis is placed on the educational preparation of professional nurses and the clinical care provided by nurses to patients in their homes, clinics, and in hospitals.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing, Nursing RN -Class: Junior, Senior

### **NURS-323 Childbearing Family (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-care, community settings and birthing centers. 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. Clinical experiences include human patient simulation labs, skills labs, and clinical placements for developing clinical competencies in the care of obstetric patients and their families.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing

### **NURS-331 Nursing as a Profession (3)**

This 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 professional career goals and a personal philosophy of nursing.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing RN

### **NURS-332 Caring for Populations (0 TO 4)**

This course focuses on the assessment of the health status of a community to identify health disparities and factors that influence health status. It examines evidence-based practice with populations and the impact of care systems and health policies in responding to a community's health needs worldwide. Students engage in experiential learning that incorporates competencies of baccalaureate-prepared community/public health nurses. Requires 40 hours of precepted practicum.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing/RN

### **NURS-332 Caring for Populations (4)**

This course focuses on the assessment of the health status of a population to identify health disparities and factors that influence health status. It examines evidence based practice with populations and the impact of care systems and health policies in responding to a community's health needs worldwide. Students engage in a clinical practice experience that incorporates roles and competencies of baccalaureate-prepared community/public health nurses.

**Attributes:** NLIB ZCLX

**Restrictions:** Including: -Major: Nursing RN

### **NURS-333 Evidence-Based Practice (3)**

This course explores the state of nursing science by utilizing foundational skills in nursing research. Professional role development and critical thinking will be advanced through the analysis and integration of evidenced-based research into nursing practice.

**Attributes:** NLIB

**Prerequisites:** ECON-221 C

**Restrictions:** Including: -Major: Nursing RN

**NURS-400 NCLEX-RN Review (1)**

Focuses on preparing 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 the concepts and processes that are fundamental to the practice of nursing. An emphasis on test-taking skills is integrated into the course. Graded S/U.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

**NURS-400 NCLEX-RN Review (0)**

This course focuses on preparing the senior student for success on the registered nursing licensure examination (NCLEX). 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. An emphasis on test taking skills is integrated into the course. Graded S/U.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

**NURS-400 NCLEX-RN Review (0 OR 1)**

Focuses on preparing 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 the concepts and processes that are fundamental to the practice of nursing. An emphasis on test-taking skills is integrated into the course. Graded S/U.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

**NURS-400 NCLEX-RN Review (0 OR 1)**

This course focuses on preparing the senior student for success on the registered nursing licensure examination (NCLEX). 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. An emphasis on test taking skills is integrated into the course. Graded S/U.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

**NURS-401 Adult Health Nursing II (0 OR 6)**

This course concentrates on the theory, processes, and desired outcomes related to nursing management of adults experiencing selected complex health problems. Professional role development in clinical judgment, communication, and interventions to facilitate therapeutic outcomes in the acute-care and community settings. Requires one day of clinical each week.

**Attributes:** NLIB

**Prerequisites:** NURS-305 C AND NURS-309 C AND NURS-311 C AND NURS-313 C

**Restrictions:** Including: -Major: Nursing -Class: Senior

**NURS-403 Mental Health Nursing (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.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-320 C AND NURS-317 C AND NURS-323 C

**Restrictions:** Including: -Major: Nursing

### **NURS-407 Professional Issues (2)**

This course concentrates on professional nursing role socialization through the application and synthesis of role theory and the critical analysis of the interdisciplinary effects of political/economic, socio/ethical/legal systems. There is a focus on role development in critical thinking, ethical decision-making, professional accountability, and advocacy.

**Attributes:** NLIB

**Prerequisites:** -

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **NURS-409 Leadership & Management (2)**

The theory, processes, skills, and behaviors of leadership and management are explained and analyzed in relation to professional nursing practice roles within the health care delivery system. Professional role development in critical thinking, advocacy, communication, quality outcomes evaluation.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing -Class: Senior

### **NURS-411 Nursing Care of Children (0 OR 5)**

This course concentrates on the theory, processes and desired outcomes related to nursing management of children and families. A focus on professional nursing role development in clinical judgment, communication, and interventions to facilitate therapeutic outcomes for children and families in the acute-care and community settings. Requires one day of clinical each week.

**Attributes:** NLIB

**Prerequisites:** NURS-313 C AND NURS-317 C AND NURS-319 C AND NURS-320 C

**Restrictions:** Including: -Major: Nursing -Class: Senior

### **NURS-413 Complex Care Nursing (5)**

This course concentrates on the theory, processes, and desired outcomes related to nursing management of complex care delivery throughout the lifespan. Precepted experiences in acute-care and community health settings provide the opportunity for professional nursing role socialization/transition in clinical judgment, communication, and interventions to facilitate therapeutic outcomes associated with interdisciplinary complex care delivery. Requires 120 hours of clinical preceptorship.

**Attributes:** NLIB

**Prerequisites:** NURS-401 C AND (NURS-403 C OR NURS-411 C)

**Restrictions:** Including: -Major: Nursing -Class: Senior

### **NURS-417 Sem: Synthesis Prof Nurs (2)**

This is a capstone course in the major. The course is a synthesis of professional nursing through critical thinking and application of knowledge and research from nursing science along with the basic sciences, social sciences, and humanities in the development and presentation of a selected case study and nursing grand rounds. Students are expected to demonstrate skills in the areas of information literacy, scholarly writing, and verbal communication through the preparation and presentation of a selected case study from one area of clinical practice.

**Attributes:** NLIB

**Prerequisites:** NURS-413 Y C

**Restrictions:** Including: -Major: Nursing -Class: Senior

### **NURS-421 Comm/PH Nursing (3)**

This course focuses on the three levels of contemporary community/public health nursing practice: individuals/families, communities, and systems. Clinical experiences support professional nursing role development in clinical judgment, interdisciplinary collaboration, and interventions to facilitate positive outcomes for diverse clients in specialized settings, such as schools, homes, places of employment, public health departments, and other community-based organizations. Exploration of nursing practice in global health systems is included. Additional fees apply.

**Attributes:** NLIB ZCIV ZCLX

**Prerequisites:** NURS-423 C AND NURS-428 C AND NURS-436 C

**Restrictions:** Including: -Major: Nursing

### **NURS-423 Adult/Older Adult Hlth II (5)**

Theory, processes, and desired outcomes related to nursing management of adults and older adults experiencing selected health problems are examined. Care of the critically ill is also covered. Professional role development in critical thinking, clinical judgment, communication, and interventions to facilitate therapeutic outcomes across the continuum of care are emphasized. Experiential learning includes human patient simulation and acute-care clinical placement. Additional lab fees apply.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-317 C AND NURS-320 C AND NURS-323 C

**Restrictions:** Including: -Major: Nursing

### **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. Selected complementary, alternative therapies and a fundamental understanding of the pathophysiology of drug tolerance and addiction will be introduced. Medication management of various symptoms, including advanced pain management, will be identified. A holistic perspective prepares the student to provide individualized care to the child, adult, and older adult populations.

**Attributes:** NLIB

**Prerequisites:** -

**Restrictions:** Including: -Major: Nursing

### **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. Selected complementary, alternative therapies and a fundamental understanding of the pathophysiology of drug tolerance and addiction will be introduced. Medication management of various symptoms, including advanced pain management, will be identified. A holistic perspective prepares the student to provide individualized care to the child, adult, and older adult populations.

**Attributes:** NLIB

**Prerequisites:** NURS-317 C AND NURS-320 C

**Restrictions:** Including: -Major: Nursing

### **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 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.

**Attributes:** NLIB

**Prerequisites:** NURS-403 C AND NURS-423 C AND NURS-428 C AND NURS-436 C

**Restrictions:** Including: -Major: Nursing

### **NURS-431 Care of Children (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 providing developmentally appropriate care to children and their families. Clinical experiences include human patient simulation labs, skills labs, and clinical placements for developing clinical competencies in the care of pediatric patients and their families.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-403 C AND NURS-423 C AND NURS-428 C AND NURS-436 C

**Restrictions:** Including: -Major: Nursing

### **NURS-434 Nsg/Childbearing Family (2)**

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.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-313 C AND NURS-317 C AND NURS-320 C

**Restrictions:** Including: -Major: Nursing

### **NURS-435 Clin/Child Bearing Family (2)**

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 will gain experience in assessing and managing antepartum, intrapartum, and postpartum women and their newborns. Clinical experiences include human patient simulation labs, skills labs, and clinical placements for developing clinical competencies in the care of the childbearing family.

**Attributes:** NLIB

**Prerequisites:** NURS-300 C AND NURS-311 C AND NURS-313 C AND NURS-319 S AND NURS-320 C AND NURS-434 Y C

**Restrictions:** Including: -Major: Nursing -Class: Senior

### **NURS-436 Nsg Research & EBP (2)**

This course explores the state of nursing science by utilizing foundational skills in nursing research. Professional role development and critical thinking will be advanced through the analysis and integration of evidenced-based research into nursing practice. This course enhances students' ability to obtain, synthesize, and use data/information from multiple sources.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-444 Nsg/Children & Families (2)**

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 providing developmentally appropriate care to children and their families.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-313 C AND NURS-317 C AND NURS-319 C AND NURS-320 C

**Restrictions:** Including: -Major: Nursing

### **NURS-445 Mat/Child Clin Practicum (2)**

Students provide evidence-based nursing care for childbearing women, children, and their families in acute-care and community settings and birthing centers. This course focuses on professional nursing role development in clinical judgment, critical thinking, communication, and interventions to facilitate therapeutic outcomes for childbearing women, children, and families. Clinical experiences include human patient simulation labs, skills labs, and clinical placements for developing clinical competencies in the care of obstetric and pediatric patients and their families.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-313 C AND NURS-317 C AND NURS-320 C AND NURS-434 Y C AND NURS-444 Y C

**Restrictions:** Including: -Major: Nursing

### **NURS-446 Nsg Leadership & PCC III (3)**

This course focuses on the development of leadership and management knowledge and skills for the professional nurse in current health care organizations. Content includes managerial practices for delivering nursing care, organizational design and effectiveness, change implementation, quality management and measurement, fiscal resources and management, and staff performance and development. Leadership theories and roles and their application to today's health care environment; current regulatory standards; nursing certification; and competencies for the health professions will be

explored. Strategies for successful new graduate transition are discussed in a professional development seminar that supports ongoing student socialization to the discipline and profession of nursing.

**Attributes:** NLIB

**Prerequisites:** NURS-304 C AND NURS-306 C

**Restrictions:** Including: -Major: Nursing

### **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. Content includes managerial practices for delivering nursing care, organizational design and effectiveness, change implementation, quality management and measurement, fiscal resources and management, staff performance and development. Leadership theories, roles, and application to today's healthcare environment will be discussed. Current regulatory standards, nursing certification and competencies for health professions will be explored. Strategies for successful new graduate transitions are discussed. A professional development seminar supports ongoing student socialization to the discipline and the profession of nursing.

**Attributes:** NLIB

**Prerequisites:** NURS-304 C AND NURS-306 C

**Restrictions:** Including: -Major: Nursing

### **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. Content includes managerial practices for delivering nursing care, organizational design and effectiveness, change implementation, quality management and measurement, fiscal resources and management, staff performance and development. Leadership theories, roles, and application to today's healthcare environment will be discussed. Current regulatory standards, nursing certification and competencies for health professions will be explored. Strategies for successful new graduate transitions are discussed. A professional development seminar supports ongoing student socialization to the discipline and the profession of nursing.

**Attributes:** NLIB

**Prerequisites:** NURS-304 C AND NURS-306 C

**Restrictions:** Including: -Major: Nursing

### **NURS-446L Nsg Leadership/PCCIIISem (0)**

Through faculty facilitation, multiple curriculum-based competencies will be addressed including critical thinking, articulation of nursing role, interpersonal skills development, intra and interdisciplinary collaboration, advocacy, ethical decision-making, diversity and inclusion, and conflict resolution skills. These issues have been identified as significant concerns in multiple health care institutions. By developing these competencies, nursing students will be better prepared to manage daily clinical, peer and interdisciplinary challenges. These seminars are consistent with the mission of SJFC and WSON to promote responsible, ethical, self-reflective individuals who are committed to serving the public with high integrity.

**Attributes:** NLIB

**Prerequisites:** NURS-304 C AND NURS-306 C

### **NURS-449 Sr Clin Preceptorship (3)**

Students in this course will participate in three weeks of a clinical preceptorship under the guidance of a practicing professional nurse in either an acute-care or community setting. The students will also

participate in faculty directed online clinical seminars. Clinical experiences provide the opportunity for professional nursing role socialization, critical thinking, communication, and interventions which facilitate increased autonomy in managing patient care within an interprofessional team. The goal is to assist the student to make a successful transition to practice as a Registered Professional Nurse.

**Attributes:** NLIB

**Prerequisites:** NURS-423 C AND NURS-428 C

**Restrictions:** Including: -Major: Nursing

**NURS-449 Sr Clin Preceptorship (0 OR 3)**

Students in this course will participate in three weeks of a clinical preceptorship under the guidance of a practicing professional nurse in either an acute-care or community setting. The students will also participate in faculty directed clinical seminars. Clinical experiences provide the opportunity for professional nursing role socialization, critical thinking, communication, and interventions which facilitate increased autonomy in managing patient care within an interprofessional team. The goal is to assist the student to make a successful transition to practice as a Registered Professional Nurse. The laboratory component of NURS 449 includes self-learning modules, skills lab, and simulation competency assessment opportunities to prepare the student for the clinical preceptorship. Clinical coursework includes institution-based preceptorship, simulation, and community-based placements and activities plus laboratory sessions and other independent assignments.

**Attributes:** NLIB ZCAP ZCLX ZTRA

**Prerequisites:** NURS-403 C AND NURS-423 C AND NURS-428 C AND NURS-436 C

**Restrictions:** Including: -Major: Nursing

**NURS-449 Sr Clin Preceptorship (0 OR 3)**

Students in this course will participate in three weeks of a clinical preceptorship under the guidance of a practicing professional nurse in either an acute-care or community setting. The students will also participate in faculty directed clinical seminars. Clinical experiences provide the opportunity for professional nursing role socialization, critical thinking, communication, and interventions which facilitate increased autonomy in managing patient care within an interprofessional team. The goal is to assist the student to make a successful transition to practice as a Registered Professional Nurse. The laboratory component of NURS 449 includes self-learning modules, skills lab, and simulation competency assessment opportunities to prepare the student for the clinical preceptorship. Clinical coursework includes institution-based preceptorship, simulation, and community-based placements and activities plus laboratory sessions and other independent assignments.

**Attributes:** NLIB ZCAP ZCLX ZTRA

**Prerequisites:** NURS-403 C AND NURS-423 C AND NURS-428 C AND NURS-436 C

**Restrictions:** Including: -Major: Nursing

**NURS-451 Leadership:Systems of Care (0 OR 3)**

This course focuses on the theory, processes, skills, and behaviors of leadership and management. The organization and financing of health care in an increasingly diverse health care delivery system will be explored. The student participates in experiential learning in professional nursing leadership in a health care setting.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing/RN

**NURS-451 Leadership:Systems of Care (3)**

This course focuses on the theory, processes, skills and behaviors of leadership and management within an increasingly diverse health care delivery system as well as organization and financing of health care. The student participates in a clinical practice experience in professional nursing leadership in a health care setting.

**Attributes:** NLIB ZCLX

**Restrictions:** Including: -Major: Nursing RN

#### **NURS-452 Holistic Health Assessment (4)**

This course focuses on the holistic and multi-dimensional approach to health assessment and the development of physical assessment skills, which are essential for critical thinking, culturally sensitive clinical decisions, therapeutic interventions, and achievement of desired health outcomes across the lifespan. Students refine competencies in critical thinking and physical assessment skills in self-directed, precepted practice sessions. For physical exam demonstrations, students need to have access to the following: stethoscope, reflex hammer and otoscope. Students are required to record physical exam demonstrations using their own media equipment, such as smartphones, tablets or laptops with built in camera, or other similar devices.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing RN

#### **NURS-456 Informatics in Health Care (3)**

This course examines the state of informatics in health care in addition to the application of future technologies in health care systems, administrative decision support, research/evidence-based practice, clinical care decision support, eHealth, integrated communication, and distributed education. Students are exposed to an overview of health care informatics practice; theoretical underpinnings of health care informatics; health care information systems; the impact of informatics on the sociocultural, ethical, and legal environments of health care; and the infrastructure needed to support informatics in health care systems.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing RN

#### **NURS-457 Patient-Centered Care (3)**

This course explores the transformation of the health care system into an individualized patient/family-centered environment. This environment concentrates on respect for individual needs, provision of a safe environment, and the achievement of quality outcomes. Students will apply case management theory, processes, and skills in an experiential learning experience.

**Attributes:** ZCLX

**Restrictions:** Including: -Major: Nursing RN

#### **NURS-457 Patient-Centered Care/Quality (3)**

This course explores the transformation of the health care system into an individualized patient/family-centered environment. This environment concentrates on respect for individual needs, provision of a safe environment, and the achievement of quality outcomes. Students will apply case management theory, processes, and skills in a clinical practice experience.

**Attributes:** NLIB ZCLX

**Restrictions:** Including: -Major: Nursing RN

#### **NURS-458 Contemporary Prof Issues (4)**

This course concentrates on professional nursing role socialization through critical analysis of the interdisciplinary effects of sociopolitical, economic, ethical and legal frameworks. There is a focus on critical thinking and role development in ethical decision making, professional accountability, and advocacy. The student participates in experiential learning with a legislative field experience.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing RN

### **NURS-459 Capstone Portfolio (3)**

This capstone project requires the development and presentation of a portfolio which demonstrates nursing professional development, scholarship, and a career trajectory outlining professional advancement characteristic of competent professional nurses.

**Attributes:** NLIB

**Prerequisites:** NURS-331 C AND NURS-332 C AND NURS-333 C AND NURS-452 C AND NURS-456 C

**Restrictions:** Including: -Major: Nursing RN

### **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.

**Attributes:** NLIB ZCLX

**Prerequisites:** NURS-300 C AND NURS-317 C AND NURS-323 C

**Restrictions:** Including: -Major: Nursing

### **NURS-491 Global Health Nurs: Kenya (1)**

Students who apply and are accepted to the internship will meet in seminars the semester preceding the trip to plan and prepare for the trip to Kenya. Faculty and students will visit community schools, nursing schools and hospitals in Kenya to learn about the culture, health care problems, health care services and nursing roles. They will participate in a variety of activities that may include prevention, health promotion and education, health screening, health assessments, basic care and immunization clinics. Permission of the UG Nursing Chair required to register. Graded S/U.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing -Class: Junior, Senior

### **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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

### **NURS-498H Honors Project (2 TO 4)**

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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

**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.

**Attributes:** NLIB

**Restrictions:** Including: -Major: Nursing

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